

2021 Annual Report

Wingham Public School



7314

Introduction

The Annual Report for 2021 is provided to the community of Wingham Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Wingham Public School

157 Murray Road

Wingham NSW, 2429

www.wingham-p.schools.nsw.edu.au

wingham-p.school@det.nsw.edu.au

6553 4186

School vision

Wingham Public School leads an excellent educational community by providing an inspiring, dynamic and inclusive learning environment with a focus on student growth and attainment. Collaboration and respectful relationships among staff and students foster lifelong, engaged, resilient and self-directed learners. Individual and team achievements are nurtured, strengthened and celebrated through our commitment to high expectations for learners, supported by robust wellbeing programs.

School context

Wingham Public School is located in the Manning Valley on the Mid North Coast. It has a student enrolment of 308. Of these 158 are female and 150 are male. 20% of students identify as Aboriginal or Torres Strait Islander. The school Family Occupation and Educational Index is 117

The school structure consists of 13 classes, 6 are composite and 7 are regular. There are 19 teachers overall, 5 executive staff and 11 School Administrative and Support staff. The Early Action for Success (EAfS) initiative is embedded in the school's core business with the ongoing employment of an Instructional Leader and Intervention teacher. The school has adopted the EAfS model to develop the capacity of staff in Stage 2 and 3.

Extra-curricular opportunities in sport, creative and performing arts, social skills programs, Student Representative Council and comprehensive Aboriginal language and cultural program enable students to excel through a range of different experiences.

The school culture of high expectations, collaborative practices and respectful relationships promotes school excellence in all areas. A Positive Behaviour for Learning program is embedded within the classroom and playground settings and utilises the school expectations of Respect, Co-operation and Responsibility.

Having reflected on our implementation of practices in the past we have prioritised establishing sustainable structures and processes for leading improvement, innovation and change as supported by the research. These activities will focus on developing and sustaining whole school processes for collecting and analysing data to ensure the implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies and embedded evaluative practice to improve student learning outcomes in Reading and Numeracy. After triangulating data from the situational analysis it has become apparent that the school needs to focus on effective feedback and the use of data to inform practice. We also need to provide opportunity for teachers to collaborate, differentiate and develop authentic tasks for assessment so that teachers and students have clarity of learning progress. Analysis of student attendance data indicated that while overall attendance has been good it was below the expected target. Developing measures to improve student attendance will include embedding systematic processes for monitoring and improving attendance to ensure that student absences do not impact on learning outcomes. Reflections of school Wellbeing data indicated that we need to strengthen student Advocacy and develop student Belonging.

Our work with individual students will be responsive and closely monitored. Individual, system-negotiated targeted support will be provided where growth is not evident. Regular and consistent evaluation of student performance data will determine areas of need for success at a class and school level.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement in Reading and Numeracy by providing whole school approaches that promote consistent use of data, high expectations and quality implementation of evidence-based strategies in the classroom.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$33,635.00
Low level adjustment for disability: \$96,572.00
Beginning teacher support: \$14,880.00
Aboriginal background: \$68,453.93
Per capita: \$37,100.85
Literacy and numeracy intervention: \$47,090.00
COVID ILSP: \$215,349.00
QTSS release: \$51,126.00
Early Action for Success (EAfS): \$171,513.00

Summary of progress

Literacy

Our focus for 2021 was developing key understandings for the focus areas of Understanding Texts and Creating Texts.

This involved

- reviewing and refining the English scope and sequence, engaging in professional learning, continually tracking and analysing student data and staff engaging in modelled lessons, classroom observations and ongoing professional dialogue.

This resulted in

- a shift in the systematic use of reliable assessment data and allowed collaborative practice and consistent teacher judgment to drive student improvement.

Next year our focus will be on

- Implementing the new K-2 English syllabus
- Continued professional learning in comprehension and vocabulary

This will support further improvement towards meeting system and internal targets.

Numeracy

Our focus for 2021 was developing key understandings for the focus areas of Additive Strategies and Quantifying Numbers.

This involved

- participating in extensive professional learning in Starting Strong K-2 and Working with the Big Ideas 3-8, collection and analysis of student data and collaboration within stage teams

This resulted in

- the development of instructional leadership, deeper understanding of the pedagogy and greater confidence among staff to teach mathematics

Next year our focus will be on

- Implementing the new K-2 Mathematics syllabus
- Continued professional learning in Starting Strong K-2 and Working with the Big Ideas 3-8

This will support further improvement towards meeting the learning needs of all students in mathematics and meeting system and internal targets.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Percentage of Students in Top 2 bands Reading</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading to be above the system negotiated target baseline of 23.70% <p>Percentage of Aboriginal students in Top 3 bands Reading</p> <ul style="list-style-type: none"> • Increase the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN Reading to be above the system negotiated target baseline of 41.94% 	<p>26.19% of students scored in the Top 2 skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.</p> <p>41.94% of Aboriginal students scored in the Top 3 skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.</p>
<p>Percentage of Students in Top 2 bands Numeracy</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy to be above the system negotiated target baseline of 13.71% <p>Percentage of Aboriginal students in Top 3 bands Numeracy</p> <ul style="list-style-type: none"> • Increase the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN Numeracy to be above the system negotiated target baseline of 36.94% 	<p>14.46% of students scored in the Top 2 skill bands (NAPLAN) for Numeracy, indicating achievement of the annual progress measure.</p> <p>28.57% of Aboriginal students scored in the Top 3 skill bands (NAPLAN) for Numeracy, indicating the annual progress measure was not achieved.</p>
<p>Percentage of students achieving expected growth Reading</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN Reading to be at or above the system negotiated target baseline of 49.3% 	<p>47.5% achieved expected growth in NAPLAN Reading, indicating the annual progress measure was not achieved.</p>
<p>Percentage of students achieving expected growth Numeracy</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the system negotiated target baseline of 36.7% 	<p>42.5% achieved expected growth in NAPLAN Numeracy, indicating achievement of the annual progress measure.</p>
<p>School Based Improvement Measures Literacy</p> <p>Understanding Texts- PLAN2</p> <ul style="list-style-type: none"> • At least 95% of Early Stage 1 students achieving levels 1-5 in the Understanding Texts sub-element of the Literacy learning progressions. • At least 90% of Stage 1 students achieving levels 4-6 in the Understanding Texts sub-element of the Literacy learning progressions. 	<p>Understanding Texts;</p> <p>Early Stage 1, 81% of students have achieved end of stage targets. Stage 1, 27% of students have achieved end of stage targets. Stage 2, 29% of students have achieved end of stage targets. Stage 3, 4% of students have achieved end of stage targets.</p>

- At least 85% of Stage 2 students achieving levels 6-8 in Understanding Texts sub-element of the Literacy Learning progressions.
- At least 65% of Stage 3 students achieving Levels 7-10 in Understanding Texts sub-element of the Literacy Learning progressions.

Creating Texts- PLAN 2

- At least 95% of Early Stage 1 students achieving levels 2-4 in the Creating Texts sub-element of the Literacy learning progressions.
- At least 95% of Stage 1 students achieving levels 4-6 in the Creating Texts sub-element of the Literacy learning progressions.
- At least 85% of Stage 2 students achieving levels 5-8 in Creating Texts sub-element of the Literacy Learning progressions.
- At least 80% of Stage 3 students achieving levels 8-10 in the Literacy learning Progression sub-element of Creating Text.

Creating Texts;

Early Stage 1, 54% of students have achieved end of stage targets. Stage 1, 46% of students have achieved end of stage targets. Stage 2, 47% of students have achieved end of stage targets. Stage 3, 22% of students have achieved end of stage targets.

School Based Improvement Measures Numeracy

Additive Strategies -PLAN 2

- At least 65% of Early Stage 1 students achieving levels 1-2 in the Additive Strategies sub-element of the Numeracy learning progressions.
- At least 45% of Stage 1 students achieving levels 2-7 in the Additive Strategies sub-element of the Numeracy learning progressions.
- At least 40% of Stage 2 students achieving levels 6-8 in Additive Strategies sub-element of the Numeracy Learning progressions.
- At least 40% of Stage 3 students achieving levels 7-8 in the Numeracy learning Progression sub-element of Additive Strategies.

Quantifying Numbers- PLAN2

- At least 50% of Early Stage 1 students will achieve levels 1-6 in the Quantifying Numbers sub-element of the Numeracy learning progressions.
- At least 50% of Stage 1 students will achieve levels 6-9 in the Quantifying Numbers sub-element of the Numeracy learning progressions.
- At least 50% of Stage 2 students will achieve levels 8-10 in Quantifying Numbers sub-element of the Numeracy Learning progressions.
- At least 50% of Stage 3 students will achieve levels 11-12 in the Numeracy learning Progression sub-element of Quantifying Numbers.

Additive Strategies;

83% of Early Stage 1 are achieving expected end of year outcomes. Stage 1, 17% of students have achieved the end of stage target. Stage 2, 24% of students have reached the end of stage target. Stage 3, 22% of students have achieved end of stage targets.

Quantifying Numbers;

Early Stage 1, 86% of students have achieved end of stage targets. Stage 1, 22% of students have achieved end of stage targets. Stage 2, 34% of students have achieved end of stage targets. Stage 3, 6% of students have achieved end of stage targets.

Strategic Direction 2: Teaching and Learning Excellence

Purpose

To provide genuine, differentiated student centered instruction by teachers that are skilled and confident in using student assessment data and research based pedagogy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Visible Learning
- Data Literacy

Resources allocated to this strategic direction

Socio-economic background: \$9,100.00

Summary of progress

Visible Learning

Our focus for 2021 was to provide genuine, differentiated student centered instruction by teachers that are skilled and confident in using student assessment data and research based pedagogy

This involved working in partnership with Corwin during professional learning sessions to

- develop effective, concise and student friendly learning intentions, develop clarity on the three phases of learning (surface, deep and transfer), select key mathematics strategies that worked best with each phase, worked with practical ways of implementing mathematical tasks and talk and built our knowledge and confidence to use multiple mathematics strategies.

As a result, we

- ensured all teachers refined and improved the learning intentions and success criteria for mathematics, discussed the learning intentions and success criteria with students for each focus area of mathematics., participated in mentoring sessions with the visible learning coach and supported the professional learning journey through professional dialogue and collaboration between staff.

Next year our focus will be on continuing the Visible Learning for Mathematics professional learning with Corwin to

- analyse our mathematics curriculum and planning documents
- review and deepen current learning intentions and success criteria

This will support further improvement towards students achieving 0.4 or more growth within a year.

Data Literacy

Our focus for 2021 was to provide genuine, differentiated student centered instruction by teachers that are skilled and confident in using student assessment data

This involved

- participating in professional learning, providing time to regularly collect and use meaningful data, analysing data to adjust teaching practice and improving individual and collective teaching practice.

As a result we

- provided genuine, differentiated student centered instruction by teachers that are skilled and confident in using student assessment data and used assessment data flexibly and responsibly as an integral part of daily classroom instruction.

Next year our focus will be on

- exploring granular data of specific cohorts to gain a deeper understanding of students point of need.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • At least 85% of students achieve 0.4 or more growth within a year as measured by PAT Reading assessments from Years 2 to 6 • At least 85% of students achieve 0.4 or more growth within a year as measured by PAT Numeracy assessments from Years 2 to 6 • Increase the percentage of students being able to identify and engage in the school Learning Dispositions from 5% to 95% according to the school "Learner Power Questionnaire" • Increase the percentage of classroom teachers co-constructing and deconstructing Learning Intentions and Success Criteria with students from 23% to 100% • Progress from "no awareness" to "deliberate application." using the Corwin Visible Learning continuum for feedback. 	<ul style="list-style-type: none"> • The percentage of students achieving 0.4 or more growth within a year as measured by PAT Reading assessments; Target achieved for Year 2- 80.5%, Year 4- 83.3%, Year 5- 52.5 %, Year 6- 58.2% , Target not achieved Year 3- 48.4% • The percentage of students achieving 0.4 or more growth within a year as measured by PAT Numeracy assessments; Target achieved Year 4- 83.7%, Year 6- 74% Target not achieved Year 2- 23%, Year 4- 40%, Year 5- 22% • The percentage of students being able to identify and engage in the school Learning Dispositions was 15% so this target was not achieved. • The percentage of classroom teachers co-constructing and deconstructing Learning Intentions and Success Criteria with students is 65% • We have progressed to "parts and pieces" but failed to reach "deliberate application" in the Corwin Visible Learning continuum for feedback
<ul style="list-style-type: none"> • 100% teachers evaluate, record and analyse student progress data for Understanding Texts, Creating Texts, Additive Strategies and Quantifying Numbers each term using the Literacy/Numeracy Learning Progressions • Improvement as measured by the School Excellence Framework in the Teaching Domain - Data Skills and Use element from Sustaining and Growing and is validated at Excelling 	<ul style="list-style-type: none"> • 100% of teachers evaluate, record and analyse student progress data in PLAN2 for Understanding Text, Creating Text, Additive Strategies and Quantifying Numbers each term. • As part of the External, Validation process, the school achieved Excelling in the Teaching Domain of Data Skills and Use. in the School Excellence Framework.

Strategic Direction 3: High Expectations for Student Engagement

Purpose

To sustain an inclusive approach to staff and student engagement, wellbeing and attendance by providing robust foundations through sustainable and effective systems and practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

QTSS release: \$5,157.00

Socio-economic background: \$79,089.39

Per capita: \$37,100.70

Integration funding support: \$159,284.00

Aboriginal background: \$2,080.00

Consolidated Carried Forward: \$39,008.00

Location: \$6,136.00

School support allocation (principal support): \$18,395.77

Unassigned: \$39,696.00

Low level adjustment for disability: \$112,118.00

Summary of progress

Attendance

Our focus for 2021 was to develop a whole school approach to improve student attendance.

This involved

- developing procedures and a school process for roll marking, monitoring, and evaluating attendance and a succinct process for addressing attendance concerns.

As a result, we

- recognised and rewarded positive student attendance, increased awareness of and responsibility for student attendance.

Next year our focus will be on employing specialist personnel to

- analyse and advise on our attendance policy and procedures
- analyse and disseminate student attendance data

This will support further improvement in student attendance.

Wellbeing

Our focus for 2021 was to sustain and strengthen an inclusive approach to staff and student engagement and wellbeing.

This involved

- reflection of and refocus on the Positive Behaviour for Learning program, introducing a Peer Support program, developing rigorous data analysis and continuing to review and update wellbeing policies.

As a result we

- developed greater consistency for behaviour expectations, deepened relationships between students and students and students and staff and captured, analysed and utilized more comprehensive student wellbeing data.

Next year our focus will be on

- consolidating positive behaviour for learning in the classrooms, implementing a social and emotional learning program for all students to enhance a positive sense of wellbeing and belonging.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Increase the percentage of students attending more than 90% of the time to be above the baseline of 77.3%• Decrease the proportion of students attending less than 80% of the time to less than 5.9%	<ul style="list-style-type: none">• Students attending more than 90% of the time - 61.97%, decrease of -15.33% Target not achieved.• Students attending less than 80% of the time- 18.6% Target not achieved.
<ul style="list-style-type: none">• Increase the percentage of students with positive wellbeing to be above the baseline of 88.2%• Increase the percentage of students who have a sense of belonging to be above 85%	<ul style="list-style-type: none">• Positive wellbeing increased to 87.82% which is -0.32% below the baseline target.• Sense of belonging increased to 70.54% which is -2.26% below the baseline target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$159,284.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wingham Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around Autism Spectrum Disorder <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Literacy and numeracy</p> <p>\$6,971.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wingham Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: increased engagement and positive attitude towards mathematics from students and teachers</p> <p>After evaluation, the next steps to support our students with this funding will be: provision of class resources to support the new mathematics syllabus</p>
<p>Professional learning</p> <p>\$25,017.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wingham Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$25,017.00</p>	<ul style="list-style-type: none"> • engaging casual staff to take classes so class teachers could develop their capacity in reading pedagogy • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: increased capacity of teachers to embed effective practices in Close Reading pedagogy and increased capacity of staff to lead professional learning presentations</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide teacher release to continue professional learning for the new English syllabus.</p>
<p>Socio-economic background</p> <p>\$233,942.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wingham Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Wellbeing • Visible Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs in the classrooms • employment of additional staff to support instructional leadership implementation. • employment of additional staff to support Aboriginal cultural program implementation. <p>The allocation of this funding has resulted in: professional development of staff through Visible Learning and Close Reading to support student learning, an increase in students achieving in the Top 2 bands for reading from 52.94% to 57.14%, Year 3 Writing NAPLAN above SSSG, Year 3 Numeracy NAPLAN above SSSG, Year 5 Reading NAPLAN on par with SSSG, Year 5 Writing NAPLAN above SSSG, average scaled growth for Year 5 Writing NAPLAN was 59 scaled points which was above state scaled growth and Year 5 NAPLAN writing scaled score has increased by an average of 24 points.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage an Instructional Leader 3-6 to support our trajectory towards achieving school and system targets, to employ school learning support officers to help build identified students capacity, to continue to participate in Visible Learning coaching through Corwin and to drive robust Positive Behaviour for Learning programs across the school setting.</p>
<p>Aboriginal background</p> <p>\$70,533.93</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wingham Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Literacy

<p>Aboriginal background</p> <p>\$70,533.93</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: 73% of students identified as Aboriginal or Torres Strait Islander feel good about their culture, 61% of Aboriginal students believe that teachers have a good understanding of their culture. 47% of teachers are confident in their capacity to meet the cultural needs of Aboriginal students and 38% of teachers have the knowledge required to engage with students on Aboriginal culture and histories. 41.94% of Aboriginal students scored in the Top 3 skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure. however, 28.57% of Aboriginal students scored in the Top 3 skill bands (NAPLAN) for Numeracy, indicating the annual progress measure was not achieved.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging an Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students as well as deliver cultural lessons for all students.</p>
<p>Low level adjustment for disability</p> <p>\$208,690.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wingham Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging IL 3-6 to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities and improved teacher capacity to deliver differentiated learning for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team and provide additional support for identified students through the employment of trained SLSO's</p>
<p>Location</p> <p>\$6,136.00</p>	<p>The location funding allocation is provided to Wingham Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate

<p>Location</p> <p>\$6,136.00</p>	<ul style="list-style-type: none"> • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in: increased engagement and opportunities for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: supporting the school to overcome isolation for students.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Wingham Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 26.19% of students scored in the Top 2 skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure. • 41.94% of Aboriginal students scored in the Top 3 skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure. • 14.46% of students scored in the Top 2 skill bands (NAPLAN) for Numeracy, indicating achievement of the annual progress measure. • 42.5% achieved expected growth in NAPLAN Numeracy, indicating achievement of the annual progress measure. • Understanding texts ES1-81% of students have achieved end of stage targets • Additive strategies 83% of ES1 are achieving expected end of year outcomes • Quantifying Numbers 83% of ES1 are achieving expected end of year outcomes <p>After evaluation, the next steps to support our students with this funding will be: professional learning to increase teacher capacity, continued analysis of student data and analysis of teacher impact on student learning.</p>
<p>QTSS release</p> <p>\$56,283.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wingham Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives

<p>QTSS release</p> <p>\$56,283.00</p>	<p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice, 97% of K-2 teachers reported lessons differentiated according to students' needs, 4 students in Year 1 received Tier 3 intervention, 2 students increased their reading level by three levels by the end of the 10-week intervention. One student had increased their accuracy rate for reading by 7% and their knowledge of digraphs is now 100%. 4 students in each Year 1 and Year 2 class received Tier 2 intervention support in the classroom. Students increased their reading level by an average of 2 levels by the conclusion of the intervention program during Term 4. The average increase for reading words per minute was 11%, with some students increasing their fluency with words per minute by 33.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing AP instructional leader to lead improvement in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$215,349.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition and to monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy and numeracy. • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: 165 students receiving extra intervention in the areas of Literacy and Numeracy, 32.14% of CILSP Stage 2 students achieved within the progression range of 6-8 in Understanding text, with a further 32.94% on track to achieve this target. This is an improvement of 18.4% achieved and 19.7% on track., 38.15% of CILSP Stage 2 students achieved within the progression range of 8-10 in Quantifying numbers, with a further 36.5% on track to achieve this target, 13.3% of CILSP Stage 3 students achieved within the progression range of 8-9 in Understanding text, with a further 41.02% on track to achieve this target. This is an improvement of 18.4% achieved and 19.7% on track, 7.9 % of CILSP Stage 3 students achieved within the progression range of 11-12 in Quantifying numbers, with a further 48.6 % on track to achieve this target. This is an improvement of 7.9% achieved and 48.57% on track.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wingham Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

Literacy and numeracy intervention

\$47,090.00

- Literacy

Overview of activities partially or fully funded with this initiative funding include:

- employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices
- employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy
- employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students

The allocation of this funding has resulted in:

differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage, 32.14% of CILSP Stage 2 students achieved within the progression range of 6-8 in Understanding text, with a further 32.94% on track to achieve this target. This is an improvement of 18.4% achieved and 19.7% on track. Data indicated 38.15% of CILSP students achieved within the progression range of 8-10 in Quantifying numbers, with a further 36.5% on track to achieve this target, 13.3% of CILSP Stage 3 students achieved within the progression range of 8-9 in Understanding text, with a further 41.02% on track to achieve this target. This is an improvement of 18.4% achieved and 19.7% on track. 7.9 % of CILSP Stage 3 students achieved within the progression range of 11-12 in Quantifying numbers, with a further 48.6 % on track to achieve this target. This is an improvement of 7.9% achieved and 48.57% on track, 44% of Kindergarten students achieved the target of level 9 or higher, 64% of Year 1 students achieved a reading level of 17 or higher and 55% of Year 2 achieved Level 22 or higher.

After evaluation, the next steps to support our students with this funding will be:

engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs,

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	156	147	150	151
Girls	159	159	151	158

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	94.8	95	91.4
1	92.3	93.3	95.5	90
2	93.4	93	95.1	91
3	94.5	93.1	93.9	90.2
4	91.5	93.7	93.8	90
5	93.6	93.4	92.5	88.7
6	91.6	93.2	92.8	89
All Years	92.9	93.5	94.1	90
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.81
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.02

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	453,658
Revenue	3,781,268
Appropriation	3,730,575
Sale of Goods and Services	435
Grants and contributions	47,371
Investment income	247
Other revenue	2,641
Expenses	-3,729,998
Employee related	-3,457,595
Operating expenses	-272,404
Surplus / deficit for the year	51,270
Closing Balance	504,928

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	54,504
Equity Total	513,168
Equity - Aboriginal	70,535
Equity - Socio-economic	233,943
Equity - Language	0
Equity - Disability	208,690
Base Total	2,283,735
Base - Per Capita	74,202
Base - Location	6,136
Base - Other	2,203,397
Other Total	473,654
Grand Total	3,325,061

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me -Students/ Parents/ Teachers Surveys

Yrs 4-6 (124 Participants)

School Pride- 69% of students agree or strongly agree that they have pride in their school.

Social Engagement- 83% of students indicated they have positive relationships at school.

Institutional Engagement- 98% students value schooling outcomes.

Intellectually Engaged- 79% of students indicated they are interested and motivated (1% above NSW norm), 88% put in the effort (equivalent to NSW norm), and 95% believe they receive quality instruction (9% above state NSW norm).

Parents (54 participants)

Seven measures were scored on a ten-point scale. The mean scores in the 7 areas were as follows;

Parents Support Learning at home- 7.7 (State Norm 6.3)

Parents are Informed- 6.1 (State Norm 6.6)

Parents feel Welcome- 6.9(State Norm 7.4)

Inclusive School 6.7 (State Norm 6.7)

Safety at School 6.8 (State Norm 7.4)

School Supports Positive Behaviour 7.7 (State Norm 7.7)

In the DoE custom measures:

- the most useful communication type is formal interviews and informal meetings at 86%
- the most useful means of communication about school news is text messages 86% followed by emails (78%) and school newsletter (78%)
- experiences with learning from home 77% felt supported by the school and 78% were satisfied with school contact
- regarding their child's performance in Mathematics 3% of respondents felt it was not important
- regarding helping children with Mathematics homework 23% of parents can't help their children

Staff (22 Participants)

In the eight drivers of student learning the mean scores were as follows

Leadership- 6.8 (State Norm 7.1) Particularly high in " I work with school leaders to create a safe and orderly school environment (8.1) and "School leaders have supported me in stressful times" (7.5)

Collaboration- 7.9 (State Norm 7.8) Particularly high is " I discuss learning problems of particular students with other teachers" (8.4) and "Teachers in our school share their lesson plans and other materials with me." (8.5)

Learning Culture- 7.9 (State Norm 8.0) Particularly high is, " I set high expectations for student learning." (8.5) and "I monitor the progress of individual students." (8.5)

Data Informs Practice 7.7 (State Norm 7.8) Particularly high is " My assessments help me understand where students are having difficulty." (8.4) and "When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve." (8.5)

Teaching Strategies 7.8 (State Norm 7.9) Particularly high "When I present a new concept I try to link it to previously mastered skills and knowledge." (8.5) " I use two or more teaching strategies in most class periods." (8.4) "I discuss with students ways of seeking help that will increase learning." (8.0)

Technology 6.4 (State Norm 6.7) Particularly low in "Students use computers or other interactive technology to track progress towards their goal." (5.2) ***This is an area for improvement.***

Inclusive School 8.2 (State Norm 8.2) Particularly high " I make an effort to include students with special learning needs in class activities' (9.0) " I establish clear expectations for classroom behaviour" (8.8)

Parent Involvement 6.9 (State Norm 6,8) Lowest "I ask the parents to review and comment on student work (4.8) Highest "I work with parents to solve problems interfering with their child's progress. " (8.1)

Using Data with confidence has been a focus in our current strategic plan and we believe we have made improvements in this area and have moved from Sustaining and Growing to Excelling, on the School Excellence Framework, however, we are using data in an insular fashion and not always comparing our data to NESAs standards and not consistently against the syllabus. This is an area we can develop.

In the four dimensions of the classroom and school practice, it is evident that teachers with less than 5 years of experience are below the state norm, particularly *in their ability to set challenging and visible goals*, however teachers with more than 6 years of experience sit above the state norm for the four dimensions, *challenging and visible goals, overcoming obstacles, planned learning opportunities and quality feedback*.

In the DoE custom measures:

69% indicated that school leaders in my school are leading improvement and change

88% indicated that school leaders clearly communicate the strategic vision and values for our school

School Custom Measures

100% of staff identified The Professional Learning presented to the staff led to improved student outcomes, particularly in the area of Mathematics.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.