

2021 Annual Report

Wadalba Community School



WADALBA
COMMUNITY SCHOOL

8278

Introduction

The Annual Report for 2021 is provided to the community of Wadalba Community 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.

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School vision

Wadalba Community believes in creating opportunity to unleash student talent as the first step, and then scaffolding support for students as needed. Our school vision is "Unlocking the brilliance in each of us".

School context

We acknowledge the Darkinjung people as the traditional custodians of the land on which our school is built and where our children and young people learn each school day.

Wadalba is proud to be a comprehensive K-12 community school. We currently have generally increasing enrollments, with over 300 students in our primary section and over 1300 students in our secondary section, which allows us to offer a broad range of learning programs. We are an inclusive school. Around 13% of students identify as Aboriginal or Torres Strait Islander.

As a relatively younger school, we are proud of the contemporary teaching and learning practices that we promote and continue to develop, including opportunities to draw on expertise K-12. The school has many specialist facilities which support delivery of a diverse, quality curriculum program, including a recording studio, aquaponics centre and agriculture plot, vocational education facilities and dance studio.

Flagship programs include AVID (Advancement Via Individual Determination), STEaM, TSP (Targeted Sports Program) and CAPA GATS (Creative And Performing Arts Gifted and Talented) as well as a broad range of co curricula and extra curricula clubs and activities. We also work closely with community to support cultural affirmation, encourage student involvement in a range of co curricula groups/ opportunities.

The school is located in the Wyong Local Government Area and works closely as part of the Wadalba Local Management Group. This includes five other primary schools, covering established and newer suburbs, are Woongarra PS, Kanwal PS, Warnervale PS, Tuggerawong PS and Tacoma PS. We also work closely with our neighbouring high schools and are part of the Central Coast Secondary and Primary School networks.

The school is placed in the centre of the suburb and is well supported by families and the community. The P&C is active, including operating the canteens, uniform shop and hosting an annual markets day.

The whole school community, involving students, staff, parents, P&C and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. High level areas for continuous improvement include creating opportunity to unleash student talents as a first step (Flourish) and then to provide support as required (Nurture). Key focus areas include strengthening teacher-student-family partnership to support individual aspiration; student led learning and high quality teaching focused on contemporary practices; and support for being well and whole child growth.

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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Supporting excellence by creating opportunity to unleash student talent as the first step, and then scaffolding support for students as needed, in order to improve student achievement across all mandatory measures.

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 Practice
- Pedagogy & Equity
- Well-being, Attendance & Engagement

Resources allocated to this strategic direction

COVID ILSP: \$220,207.26

Low level adjustment for disability: \$485,312.34

Integration funding support: \$621,630.00

Literacy and numeracy: \$15,782.60

Socio-economic background: \$336,598.26

English language proficiency: \$7,834.58

Literacy and numeracy intervention: \$23,544.78

Per capita: \$81,904.86

Professional learning: \$65,000.00

QTSS release: \$63,010.32

Summary of progress

The activities that the school undertook in this strategic direction were designed to address student improvement and teacher practice across the school in literacy and numeracy as well as holistically addressing student well-being. To support this the school implemented various activities as outlined below.

Literacy and Numeracy

The 2021 COVID Intensive Learning Support Program (CILSP) provided small group tuition for groups of students across both primary and secondary. This was in recognition of the difficulties that students and school communities faced in 2020, due to the COVID-19 pandemic and other natural disasters. In the primary school, 72 students participated in small group tuition, 3-4 times a week for up to 20 weeks with a focus on improving literacy and/or numeracy. Students were assessed and baseline data was used to plan and program intensive tuition programs at the student's point of need. Evidence based practices were transferred back into the classroom as a result of collaborative conversations between the CILSP educators and classroom teachers. The program was interrupted for a period of 13 weeks, again due to a further period of remote learning. CILSP educators provided at home activities, zoom sessions and check ins, however, the intense face to face learning was impeded. As a result, adjustments and changes in student groupings changed the projected plan. The CILSP will continue for a further year in 2022 and more identified students will be selected for the program.

Pedagogy and Equity

In 2021 the Primary Faculty continued Collaborative Conversation sessions and followed Simon Breakspeare's Teaching Sprints process of 'Prepare, Sprint and Review' with fidelity. This year's Teaching Sprint pathway was 'Assessment for/as/of Learning'. Assistant Principals worked shoulder to shoulder with classroom teachers to build capacity and make incremental changes to teaching practice for a big impact over time. Organisational routines and structures were established early in the year which enabled all teachers to meaningfully engage with professional literature on a fortnightly basis and implement evidence-informed teaching strategies to improve student learning.

In the Prepare phase, Assistant Principal's sought professional reading materials and prepared protocols for the team to engage in rich dialogue about their practice before working as a team to identify a focus area for improvement. In the Sprint phase, Assistant Principals modelled lessons, elicited feedback and built teacher confidence to implement new strategies with their students. Teachers were provided with opportunities for structured observations where they could share what they were proud of and learn from each other. During this phase, stage teams also developed templates to enable systematic and consistent approaches to data collection. As a result, teachers were able to reflect on and evaluate their teaching practice, making reasonable adjustments in order to affect student learning. In the final Review

phase, stage teams worked together to elicit evidence of impact and consider implications moving forwards, e.g. how can teachers transfer new pedagogical knowledge and skills into future practice?

In 2022, our Teaching Sprint pathway will be to complete a full review of the Mathematics curriculum. We started the review in Term 4 2021 with a staff analysis of 2021 NAPLAN data. This included looking at trends in the numeracy domain for NAPLAN 3, NAPLAN 5 and NAPLAN 7 and reflecting on what could be contributing to the fluctuating data. Next year we will review the Mathematics scope and sequence, take a deep dive into what works best, liaise with the Lead Specialist Numeracy and engage in teacher professional learning.

The whole school community utilises rock and Water as a shared language for students and staff to discuss classroom learning, behaviour and playground expectations. The Rock and Water team has implemented training with staff across the school around the principles of Rock and Water and strategies for using it in class. This has been embedded in 2021 through the whole school Behaviour Continuum and well-being processes. This will continue in 2022 through fortnightly focuses running across the whole school, that will unpack the school values in more detail, refine whole school expectations and provide staff with data that can be utilised in classroom practice.

The Quickwrites and Critical Reads will be utilised as a part of the larger literacy and Numeracy Team targets in 2022. These strategies are utilised in faculties, however, more data and feedback is required to evaluate how effectively they are embedded into all faculty practice.

The PLC Professional Learning is in its second year of implementation. This year we have seen the addition of the Year 7 Home Teacher PLC and Blended Learning PLC with the Formative Assessment PLC embedding the inclusion of an Expert Team of Formative Assessment Champions. Initiation of collegial discussions based on creating impact beyond the PLC team has seen Formative Assessment (FA) Professional Learning being delivered whole school by the FA Champion team.

The FA PLC team structure enabled momentum to build with the inclusion of experts and collegial sharing opportunities resulting in whole faculty implementation of strategies. Alarm established positive structures through data analysis and PLC team members engaging in relevant professional learning that will assist in extending the PLC in 2022. The Year 7 Home Room PLC exceeded anticipated outcomes. This was evident through Sentral positive, negative and well-being support referrals. This was a direct result of collegial conversations, sharing of student information and consistent classroom approaches.

We are beginning to see Champions / Experts take a lead role in sharing strategies, experiences and leading change in their individual faculties and will continue this momentum into 2022.

Well-being and Attendance

In 2021 we officially launched the Primary and Support's "Friendly School: Anti-bullying Policy". This was after ongoing reviews and planning throughout 2020 involving staff, students and parent representatives. It was officially launched on the National Day of Action Against Bullying with P&C support. It also marked the beginning of fortnightly lessons with students at our whole school Monday Meeting, with corresponding information sent home to our families via Class Dojo. Through this initiative combined with the explicit teaching of Social/ Emotional skills within classrooms, we have achieved our target of having lower % of student that identify as being victims of bullying. 2021 TTFM data our school is at 16% compared to the state average which is 36%. We also had an increase of students saying they knew where they could seek help if being bullied which has moved to 90%.

Our next focus for our Friendly Schools' initiative is to complete the full review of our physical playground environment. Though we have collected a lot of information from students, staff and families to enable us to create a plan, we have not been able to action this due to our large period of remote learning. In 2022 resourcing will focus on the physical environment and structure of the playground, improving consistency in playground expectations and increasing available activities for students to engage with.

Ongoing discussion around the importance of regular attendance, combined with the strengthened processes of the whole school behaviour and discipline policy has led to an increase in the use of consistent language across the school in relation to attendance and engagement. These interventions have led to an overall increase of students who attend at or above 90% from 43% in 2020 to 49% in 2021.

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
Literacy and Numeracy	NAPLAN scores for Primary indicate an increase in the percentage of

<p>* Improvement in the percentage of students achieving in the top 2 bands in reading to be above system negotiated target baseline.</p> <p>* Improvement in the percentage of students achieving in the top 3 bands in reading to be above system negotiated target baseline.</p>	<p>students in the top two skill bands for reading (34%) and a decrease in the percentage of students in the top two bands for numeracy (17.5%).</p> <p>NAPLAN scores for Secondary indicate a decrease in the percentage of students in the top two skill bands for reading (7.7%) and a decrease in the percentage of students in the top two bands for numeracy (6.7%).</p> <p>NAPLAN scores for Secondary indicate a decrease in the percentage of students in the top three skill bands for reading (31.8%) and a decrease in the percentage of students in the top three bands for numeracy (36%), however, results in the top 3 skill bands for numeracy are 2.3% above 2022 targets with literacy close (0.6%) to meeting 2022 targets.</p>
<p>Attendance</p> <p>* Improvement in the percentage of students achieving >90% attendance to be above system negotiated target baseline.</p>	<p>The number of students attending greater than 90% of the time or more has increased by 6%.</p>
<p>Wellbeing</p> <p>* Improvement in the Tell Them From Me measures to be above system negotiated target baseline.</p> <p>* "Raise the bar"- school average for Primary students that identify as being victims of bullying is below DoE average (TTFM)</p>	<p>Due to remote learning, Tell Them From Me data was not collected in Semester 2. Progress towards achievement of the measures will be reflected in our 2022 report.</p>
<p>HSC</p> <p>* Improvement in the percentage of students achieving in the top 2 bands in HSC to be above system negotiated target baseline.</p> <p>* Improvement in the percentage of students achieving in the top 3 bands in HSC to be above system negotiated target baseline.</p>	<ul style="list-style-type: none"> • 6.3% of students attained results in the top two bands demonstrating progress yet to be seen toward the negotiated target baseline . • 36.4% of students attained results in the top three bands demonstrating progress yet to be seen toward the negotiated target baseline .
<p>Literacy and Numeracy</p> <p>* Improvement in the percentage of students achieving expected growth in literacy and numeracy to be above system negotiated target baseline.</p>	<p>The percentage of Year 5 students achieving expected growth in reading increased to 62% indicating progress toward the system-negotiated target.</p> <p>The percentage of Year 5 students achieving expected growth in numeracy increased 60% indicating progress toward the system-negotiated target.</p> <p>The percentage of secondary students achieving expected growth in reading decreased to 39% indicating progress yet to be seen toward the system-negotiated target.</p> <p>The percentage of secondary students achieving expected growth in numeracy decreased to 46.5% indicating progress yet to be seen toward the system-negotiated target.</p>

Purpose

Fostering students to "Reach for Greatness" (Zhao) by unleashing talent that is reflected in high end achievement across a broad range of schooling outcomes.

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.

- Curriculum
- Future focused learning
- Aboriginal Education

Resources allocated to this strategic direction

Professional learning: \$32,643.16

Socio-economic background: \$613,472.00

School support allocation (principal support): \$79,501.86

Per capita: \$100,000.00

Aboriginal background: \$249,810.36

Summary of progress

The activities that the school undertook in this strategic direction were designed to address Curriculum delivery, Future Focused Learning and improved outcomes for our Aboriginal and Torres Strait Islander students K-12. To support this the school implemented various activities as outlined below.

Curriculum

With the official release of the new High Potential and Gifted policy in 2021, we established a new HP&G Team to strategically plan for its implementation. We began by meeting with a curriculum advisor who supported the team to develop an action plan based on the needs of our school. Though our significant period of remote learning along with cohorting restrictions meant that some planned activities were put on hold, the team was successful in: establishing a professional learning train of interested staff who have undergone several sessions of high quality learning in this area, we have initiated the online ICAS assessments as an opt in activity for Years 3-10, we have trained our full HP&G team in GERRIC training through the University of NSW and we have developed a "Staff Induction Program" for any staff that are responsible for an academic or talent development activity within the school in 2022.

Moving into 2022 we will continue to invest heavily into this area. This includes: a school-wide professional learning session on staff development day Term 1 on the new policy led by a curriculum advisor, data collection and analysis in the form of a staff survey developed by state office, a review on how we identify HP&G students as well as develop their Individual Education Plans, and a focus on building staff awareness around policy and best practice in catering for these students.

As part of the multigrad trial, senior study strategies were implemented for Year 11 and 12 students to access in their period 3 break. Support included rostered tutoring time, curated resources on the Senior Student Google Classroom and online tutoring sessions during the remote learning period. Student participation across all sessions was varied, however, feedback from students who participated was positive. For 2022 there will be a whole school focus on professional learning for stage 6 teachers in best practice for the HSC. These strategies will also guide the development of the senior study skills strategies implemented.

At the Staff Development Day in Term 1 Principal, Dr Jason McGrath, encouraged teachers to play with pedagogy in his Principal's address and presented a vision where Wadalba CS moved from a 'yes' to a 'bold' culture in 2021. This was followed by a keynote by Dr Yong Zhao on personalised and product-oriented learning to enable all students to reach for greatness irrespective of their backgrounds. Staff in the Blended Learning Professional Learning Community shared this vision and explored synchronous and asynchronous models of instruction in English and Inquiry. Teachers leveraged students' interest in technology, while students reaped the benefits of 1:1 Chromebooks in classrooms Years 3-6. Lessons and materials were presented through Google Classroom and adapted to meet students' point of need using digital tools and apps like Book Creator and ClickView. Student interest and motivation exceeded improvement measures (TTFM, 2021) as lesson sequences became self-paced and assignments fostered more creative outputs. Extended COVID lockdowns then forced all teachers to experiment with the online curriculum creation process, which resulted in a library of quality instructional videos that have become a shared resource to support blended learning in

Future Focused Learning

2021 saw the consolidation of the AVID, STEAM, and Blended Learning Programs under the banner of WCS Flagship Programs. This consolidation reduced the administrative demands on the program coordinators, allowing them to focus on the teaching and learning elements of these future-focused learning programs. Over 20 staff participated in Professional Learning in 2021 specific to future-focused learning programs, including 8 teaching staff who are new to the field. This will allow further student achievement in 2022.

Significant school funds have been utilised over the past few years to invest in the purchase of technology hardware across the school including computers, Data Projectors, iPads and ChromeBooks. Our school is now well equipped with hardware in faculties for the use by staff and students that support teaching and learning. Software programs within the Google domain have been utilised by staff and students and continued focus throughout 2022 and beyond will be made towards embedding the use of software in teaching and learning programs across the school. Examples of software utilised by staff and students include Edrolo, Click View, Book Creator and PAT Maths with the addition of Pear Deck in 2021. As appropriate, professional learning and teacher training will be made available to staff to support lesson and content delivery.

Aboriginal Education

In 2021 our key initiatives are to 'Turn Policy into Action', embed Aboriginal histories and cultures in curriculum and work closely with Ngara AECG and community to inform future directions. Staff K-12 completed professional learning, reflected on how well we met the suggested actions of the 'Turning Policy into Action' document using the Reflect/Plan/Act guide and identified areas for improvement. A school resource was created around community engagement protocols in consultation with Ngara AECG, our Aboriginal Education Officer and Aboriginal School Learning Support Officers, and with the Policy, the Partnership Agreement and the Working with Aboriginal Communities guide in mind. This resource was presented to staff on the Aboriginal Education PL Train, which built teacher confidence along the cultural continuum. Leaders and teachers are now more willing to share ideas, listen to feedback without being disheartened, re-evaluate plans and change efforts to increase their impact.

The K-12 Aboriginal Education Action Team created 4 sub-committees with a focus on community partnerships, teaching and learning, cultural awareness and whole school environment to support the achievement of proposed initiatives and sustain a culture of excellence for our Aboriginal students. This was recently recognised by the Aboriginal Education Principal Education Officer and Aboriginal Education and Wellbeing Advisors at Head Office and Wadalba CS is now one of the first schools in NSW to be identified as a 'Story of Success'. With the approval and involvement of local and regional AECGs, members of the Aboriginal Education Action Team have been interviewed and a case study will be written focusing on our positive impact on Aboriginal Education for Premier Priority Schools. It is an honour to showcase how effective practice works within our local context to improve learning outcomes for Aboriginal and Torres Strait Islander students across the education sector.

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
* Improvement in the percentage of students in top 3 Bands of NAPLAN achieving 70+ in HSC to be above school baseline.	• 44% of students who achieved in the top 3 bands in Year 9 Naplan attained 70+ in HSC demonstrating progress yet to be seen toward the school target baseline.
<p>* Improvement in proportion of Aboriginal students attaining Y12, while maintaining their cultural identity, closes any gap to School All and is above baseline.</p> <p>* % of Aboriginal and Torres Strait Islander primary students that agree/strongly agree that "I feel good about my culture" above 90% (TTFM)</p> <p>* Improve on baseline % for Aboriginal and Torres Strait Islander primary</p>	<p>We have closed the gap between Non-Indigenous and Indigenous students completing the HSC comparing retention of Year 9 NAPLAN V HSC. The gap has closed to 7% over the last two years. In 2020, there was 14% difference and 2021 a 7% difference. (Year 9 Naplan 2018 V HSC 2021 equated to 60% Non-Indigenous and 53% Indigenous).</p> <p>Due to remote learning, Tell Them From Me data was not collected in Semester 2. Progress towards achievement of the measures will be reflected in our 2022 report.</p>

students that agree/ strongly agree that "Teachers understand their culture" (baseline school average= 70%)	
* Improve the baseline for "High Skills" primary students that are reporting they are challenged at school (baseline school average= 70%, DoE average= 67%) (TTFM)	Due to remote learning, Tell Them From Me data was not collected in Semester 2. Progress towards achievement of the measures will be reflected in our 2022 report.
<p>* "Raise the bar"- School average for 'relevance' consistently at or above DoE average (TTFM)- Primary</p> <p>* Improve % results for 'Interested and Motivated' (baseline school average= 73%, DoE Average= 78%) (TTFM)- Primary</p>	Due to remote learning, Tell Them From Me data was not collected in Semester 2. Progress towards achievement of the measures will be reflected in our 2022 report.

Strategic Direction 3: Nurture

Purpose

Providing ongoing support and temporary scaffolding, as needed, to support individual student improvement and growing the median score across school measures.

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.

- Family - school partnership #OpeningTheSchoolGatesBothWays
- Quality systems and Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$123,710.00

Per capita: \$230,000.00

Professional learning: \$35,178.42

Low level adjustment for disability: \$29,085.20

Summary of progress

The activities that the school undertook in this strategic direction were designed to foster Family and School partnerships, and embed Quality Systems and Professional Learning whole school. To support this the school implemented various activities as outlined below.

Family - school partnership #OpeningTheSchoolGatesBothWays

The Family-School Partnerships Program is an ongoing initiative designed to engage families in school activities with the goal of improving student outcomes in learning and post-school options. In order to develop this program, we have engaged with families and community members to determine interest and viability of this project. This has resulted in the piloting of an 'Experts in Residence' program and enrollment in the Department's Parent Partnerships Learning Ecosystem Professional Learning Program in 2022 with the goal of enhancing family-school outcomes.

Quality systems and Professional Learning

Behaviour

Wadalba Community School is dedicated to ensuring that all students have the opportunity to engage meaningfully with their learning. As a result, the WCS Behaviour Continuum was conceptualised, working from a model of shared care and informed, evidence based practice where students are aware of behaviour expectations and consequences. The continuum prioritises knowing our students and making meaningful connections with families when there is a barrier to students engaging meaningfully in the classroom. Teachers are supported by Head Teachers and Senior Exec to ensure a continuity of care, and a sense of safety and comfort in clear and consistent expectations and boundaries. We value and appreciate parent information and consultation as we work together to have our students show Respect, Responsibility and Excellence.

Professional Learning Trains

At the beginning of 2021 the Professional Learning (PL) Train initiative was initiated and implemented by the Professional Learning team led by the Senior Executive. The PL Trains were strategically structured to provide targeted Professional Learning to all staff, teaching and non teaching. The implementation of the initiative was rolled out during Term 1 starting with an introduction package including project proposal, staff surveys to identify areas of interest / topic areas and specific areas of PL within each topic.

8 PL Trains categories were developed by the PL team based on staff feedback and a suite of workshops / PL was developed. This included engaging external presenters. Success of the initiative has been credited to the time Invested into the planning and initial identification of PL themes. Staff were able to opt into PL trains that were relevant and specific for their needs.

Staff communicated that they felt the workshops / sessions were meaningful and gained value from the progression in introduction working towards expert knowledge. Successful momentum from the implementation of the trains has seen an impact in teaching and learning, staff confidence in the area of Aboriginal Education, DOE policy and whole school

policy and procedures.

Reporting to Parents

Reporting to parents was identified as an area of interest in the 2020 end of year staff survey. Staff felt a review was required to identify the exact requirements for reporting and the implications of any new approach to reporting. Staff feedback was obtained in Term 2 through a survey analysing teachers' general feeling towards the original report format and their preferred comment format. Results of the survey indicated that teachers wanted to give a grade for each of the reading, writing and speaking and listening strands, plus an overall grade in English. They also preferred to use a checklist of content studied with tick boxes for each of the Key Learning Areas instead of 'can do' and 'learning to' stems. A revised report format was developed and presented to executive, staff and the Leader of Primary Curriculum at Tuggerah Office. All stakeholders endorsed the new format and agreed that it would be time efficient and manageable, whilst providing a detailed description of student strengths and areas for improvement. In the end of year family survey, parents also indicated that they would like to see a student reflection included in the report. A more thorough investigation into parent perceptions and preferences will be conducted in 2022 through a parent survey and/or parent forum. A revised report will then be developed based on parent feedback. The Primary Faculty aims to complete reports using the new format in Term 2, 2022.

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
* Improvement in ratio of positive to negative referrals compared to baseline (1:3).	In the previous school planning period (2018-2020) there were more negative referrals than positive referrals by an average ratio of 0.81 positive referrals to every negative referral. In 2021, The WCS Behaviour Team, through the implementation of the WCS Behaviour Continuum, sought to promote more positive referrals with a target of 3 positive referrals to 1 negative referral. In 2021 there was an improved ratio of 0.91 positive referrals to 1 negative referral, compared to the previous school planning period, including two terms (Term 1 and Term 3) where positive referrals exceeded negative referrals
* Improvement in 2020 self-assessment scores in the SEF- Learning- Reporting * Maintain 2020 self-assessment scores of Excelling in the SEF-Teaching-learning and development	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Reporting. Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Learning and Development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$621,630.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wadalba Community 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"> • Literacy & Numeracy Practice <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: The allocation of Integrated Funding Support has resulted in targeted assistance being offered to individual students.</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 increase parental communication regarding progress and interventions utilised.</p>
<p>Socio-economic background</p> <p>\$1,073,780.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wadalba Community 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 & Numeracy Practice • Pedagogy & Equity • Well-being, Attendance & Engagement • Curriculum • Future focused learning • Family - school partnership #OpeningTheSchoolGatesBothWays • Quality systems and Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through [program] to support student learning • employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in the staff at Wadalba Community School engaging in a range of targeted PL opportunities in the structure of Professional Learning Communities in the areas of Formative Assessment, Blended Learning, ALARM and Year 7 Home teachers. A direct impact of the funding is the development of experts within the school and a team of faculty 'champions' embedding focus areas whole school. This has had a direct impact on the learning environment for students K-12.</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</p>

<p>Socio-economic background</p> <p>\$1,073,780.26</p>	<p>be to expand the PLC network and work towards opportunities our internal experts sharing their experiences and expertise whole school.</p>
<p>Aboriginal background</p> <p>\$249,810.36</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wadalba Community 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"> • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in improved outcomes for all of our Aboriginal students. The funding has enabled opportunities for our students to feel connected to their culture, school environment and education. The funding has enable the employment of support staff to facilitate cultural activities, Implement literacy and numeracy interventions including Quicksmart and mentors to support attendance and PLP processes.</p> <p>In Year 3 NAPLAN the average % of Aboriginal students is above non-Aboriginal students in spelling and writing. We have also halved the gap in reading.</p> <p>In Year 5 NAPLAN the average % of Aboriginal students is above non-Aboriginal students in writing. Significant improvements have also been noted in numeracy.</p> <p>Above 70% agreement on the two cultural questions in Tell Them From Me. We have closed the gap between Non-Indigeneous and Indigenous students completing the HSC comparing retention of Year 9 NAPLAN V HSC. The gap has closed to 5% over the last two years. In 2020, there was 12% difference and 2021 a 7% difference. (Year 9 Naplan 2018 V HSC 2021 equated to 42% Non-Indigenous and 35% Indigenous).</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be to review attendance and literacy and numeracy data to identify areas of further development and utilise findings to further develop proactive interventions. The continuation of specialist employment will be paramount in improving outcomes for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$7,834.58</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wadalba Community 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 & Numeracy Practice <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$7,834.58</p>	<p>include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in improved outcomes for our students. The funding was utilised to employ a specialist staff member to support staff, students and families. The specialist staff member has implemented processes to identify students, assess student progress and report to families.</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 continue current processes and seek opportunities to build the capacity of other staff members to ensure the expert knowledge is not held with one person.</p>
<p>Low level adjustment for disability</p> <p>\$514,397.54</p>	<p>Low level adjustment for disability equity loading provides support for students at Wadalba Community 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"> • Pedagogy & Equity • Literacy & Numeracy Practice • Quality systems and Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in the implementation of targeted literacy and numeracy interventions for students, strategically using small group tuition. Students were selected through a rigorous data analysis process.</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 share the experiences learnt, reflect on data particularly areas of additional need and work towards building capacity of staff to mirror strategies utilised in small group tuition in the classroom setting.</p>
<p>Professional learning</p> <p>\$132,821.58</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 Wadalba Community 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"> • Curriculum • Quality systems and Professional Learning • Pedagogy & Equity

<p>Professional learning</p> <p>\$132,821.58</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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: The allocation of this funding has resulted in staff building capacity and confidence in using a range of literacy strategies / interventions including Critical Reads, Quickwrites and Cornell Note taking. Whilst these strategies have previously been embedded within targeted classes K-12 this funding has enabled the implementation whole school.</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 work towards embedding AVID strategies whole school. The model has been advantages in creating independent learners who are taking responsibility for their learning.</p>
<p>School support allocation (principal support)</p> <p>\$79,501.86</p>	<p>School support allocation funding is provided to support the principal at Wadalba Community School with administrative duties and reduce the administrative workload.</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"> • Future focused learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of specialist staff to enhance communication with families including establishing strategies to celebrate success and progress. <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in the implementation of systems to improve our sharing of information, student achievements and the daily operations of the school environment with families and communities. This has included student reflections in reports, HT acknowledgement processes and enhanced publications on communication sources.</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 provide PL to all SASS staff and to enhance faculty contributions through the implementation of faculty champions.</p>
<p>Literacy and numeracy</p> <p>\$15,782.60</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wadalba Community 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"> • Literacy & Numeracy Practice <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 • resources to support the quality teaching of literacy and numeracy • teacher release to engage staff PL including ALARM PLC. • resources to support the quality teaching of literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in the continuation of targeted interventions and staff PL opportunities including ALARM. Interventions</p>

<p>Literacy and numeracy</p> <p>\$15,782.60</p>	<p>include the embedding of literacy classes with reduced numbers, individualised teaching program and expert staff allocation.</p> <p>NAPLAN scores for Primary indicate an increase in the percentage of students in the top two skill bands for reading (33%) and a decrease in the percentage of students in the top two bands for numeracy (16.5%).</p> <p>NAPLAN scores for Secondary indicate an increase in the percentage of students in the top two skill bands for reading (10%) and an increase in the percentage of students in the top two bands for numeracy (11.5%).</p> <p>NAPLAN scores for Secondary indicate results in the top 3 skill bands for numeracy are 2.3% above 2022 targets with literacy close (0.6%) to meeting 2022 targets.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be to continue moving forward with staffing and timetable resources and further implementation of targeted PL. The continuation of strategic data analysis driven via the Exec through High Impact Faculty Plans.</p>
<p>QTSS release</p> <p>\$63,010.32</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wadalba Community 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"> • Pedagogy & Equity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in cross campus team teaching with Secondary staff collaborating with Primary staff to team teach and develop quality teaching resources. The allocation of these funds has also provided opportunity to release staff for stage based collaboration and instructional leadership.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be to continue to refine current processes and expand to quality systems K-12.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wadalba Community 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> <ul style="list-style-type: none"> • Literacy & Numeracy Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation

<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>strategies across whole school practice</p> <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in the continuation of targeted interventions and staff PL opportunities. Interventions include the embedding of literacy classes with reduced numbers, Quicksmart, targeted reading groups coordinated by LAST, high class LAST support including strategic assessments and development of individualised student plans.</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 continue moving forward with staffing and timetable resources and further implementation of targeted PL. The continuation of strategic data analysis driven by the LAST will assist with identifying areas of strength and where we need further development.</p>
<p>COVID ILSP</p> <p>\$380,549.26</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 & Numeracy Practice • 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 groups and to monitor progress of student groups. • providing intensive small group tuition for identified students who were performing below stage expected outcomes. • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in the development of a quality system that enables small group tuition. Staff allocated to coordinating or delivering the COVID ILS intensive support monitor the progress of students, implement models for small group tuition, provide academic coaching/ team teaching and implement Quicksmart literacy and numeracy.</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 releasing staff to further analyse school and student data to identify students progress and explicitly target areas for development. Strategies and success stories will be shared whole school with a focus on building capacity of all staff to implement targeted literacy and numeracy strategies.</p>
<p>Per capita</p> <p>\$411,904.86</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wadalba Community 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"> • Future focused learning • Family - school partnership #OpeningTheSchoolGatesBothWays • Quality systems and Professional Learning • Pedagogy & Equity <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employed staff to support additional initiatives to improve Family - school partnership #OpeningTheSchoolGatesBothWays • Catering for initiatives to improve Family - school partnership

<p>Per capita</p> <p>\$411,904.86</p>	<p>#OpeningTheSchoolGatesBothWays</p> <ul style="list-style-type: none"> • Implement PLC structures to provide staff with quality PL <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in the ability to supplement a range of target areas and initiatives across the school including Future focused learning, Family - school partnership #OpeningTheSchoolGatesBothWays, Quality systems and Professional Learning. Pedagogy & Equity</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 involved staff, families and students in focus groups to evaluate progress / success to plan directions moving forward.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	815	840	837	847
Girls	734	753	804	792

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.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.9	93.4	93.6	89.6
1	93.3	93	91.8	91.2
2	91.1	93.7	93.7	89.5
3	92.8	91.3	93.8	91.8
4	94.3	93	91.5	90.9
5	92.6	92.8	90.9	87.2
6	93.4	90.5	93.8	87.5
7	88.2	88.9	90.5	87.8
8	86.5	84	88.6	81
9	82.7	84.8	87.5	82.2
10	82	78.9	87.4	77.8
11	79.3	82	83	72.1
12	84.7	83.6	89.1	81
All Years	85.7	85.5	88.8	82.4
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
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	2
Employment	2	15	54
TAFE entry	1	5	5
University Entry	0	0	21
Other	12	13	2
Unknown	0	9	17

Year 12 students undertaking vocational or trade training

41.78% of Year 12 students at Wadalba Community School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

94.8% of all Year 12 students at Wadalba Community School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	82.83
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	2.7
Teacher Librarian	1.6
School Counsellor	3
School Administration and Support Staff	23.69
Other Positions	1.8

*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	-50,466
Revenue	20,673,538
Appropriation	20,406,913
Sale of Goods and Services	13,371
Grants and contributions	253,159
Investment income	95
Expenses	-20,897,298
Employee related	-19,479,751
Operating expenses	-1,417,547
Surplus / deficit for the year	-223,760
Closing Balance	-274,226

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	621,630
Equity Total	1,845,823
Equity - Aboriginal	249,810
Equity - Socio-economic	1,073,780
Equity - Language	7,835
Equity - Disability	514,398
Base Total	15,673,777
Base - Per Capita	411,905
Base - Location	0
Base - Other	15,261,872
Other Total	1,310,996
Grand Total	19,452,226

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

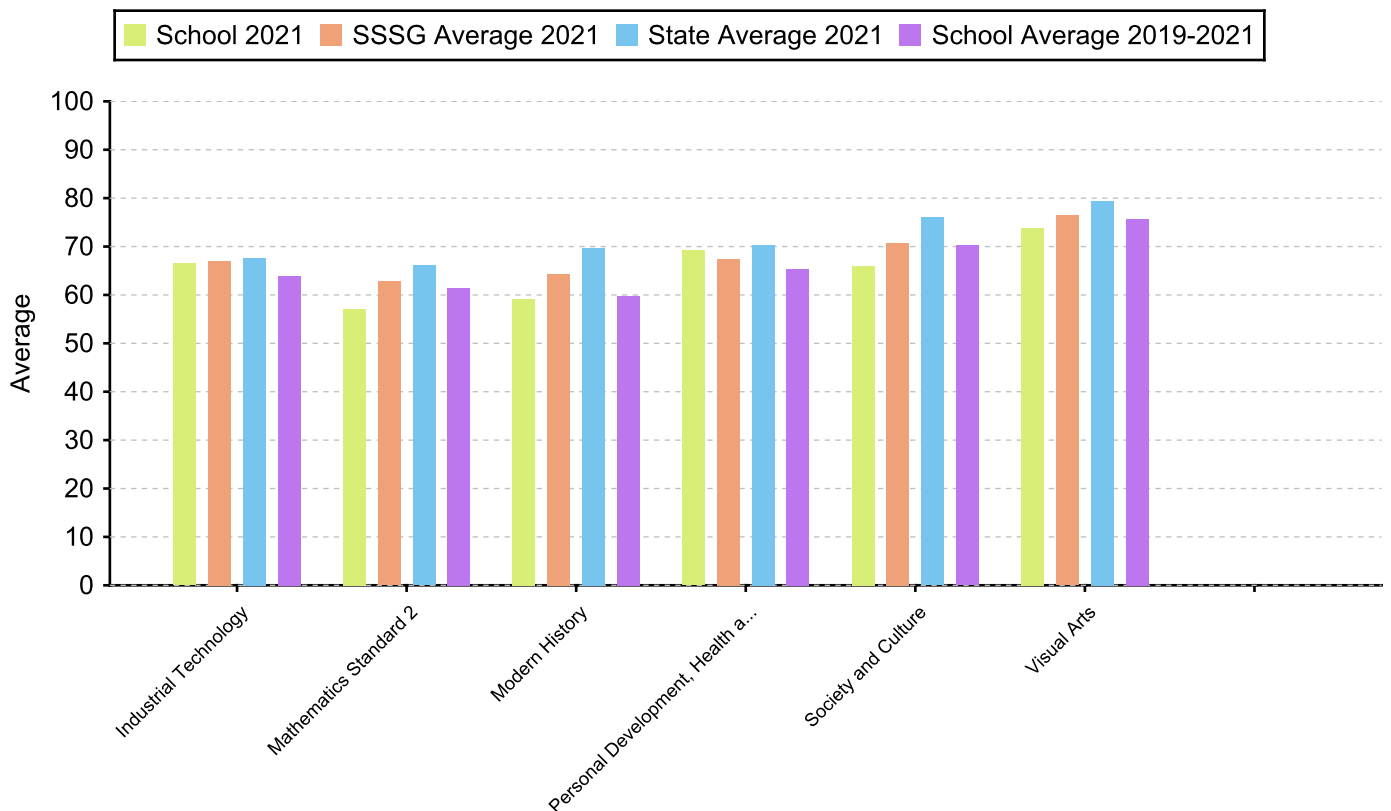
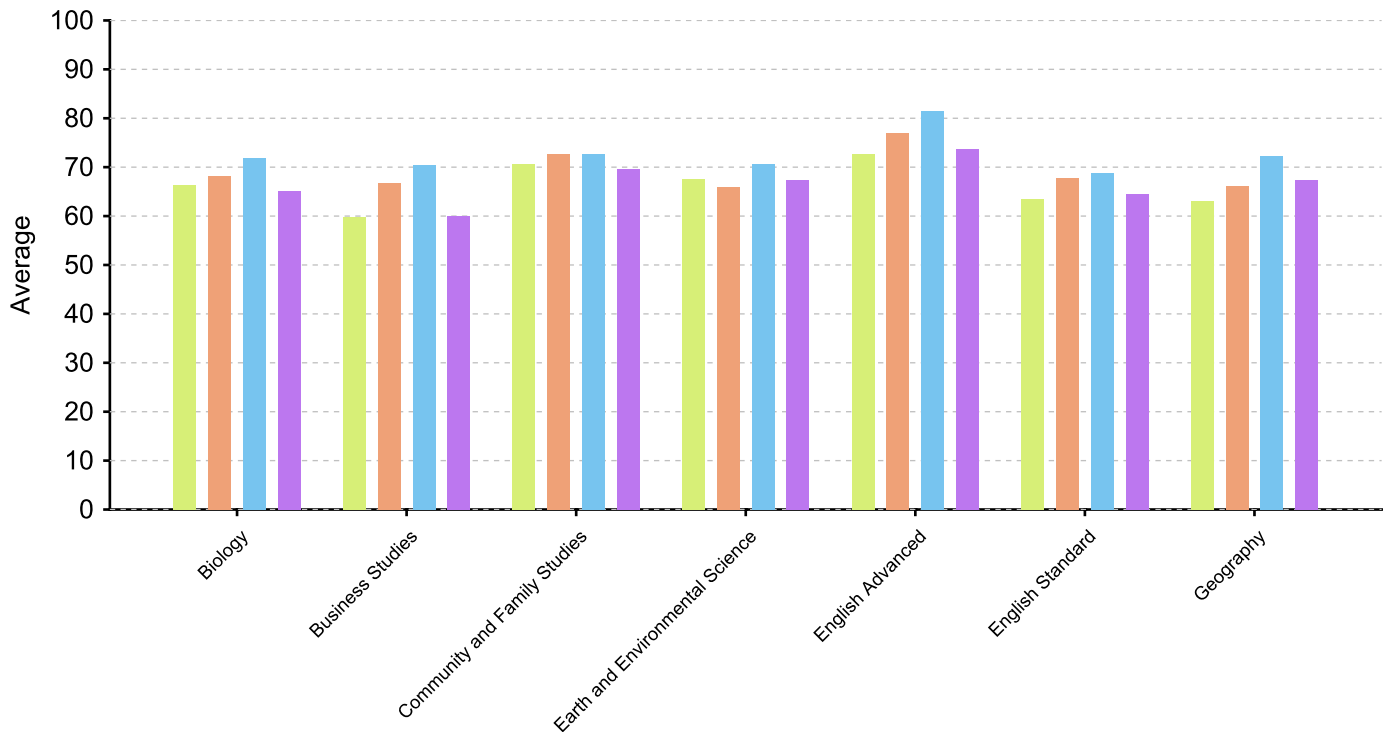
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	66.4	68.2	71.9	65.2
Business Studies	59.8	66.8	70.4	60.0
Community and Family Studies	70.7	72.7	72.7	69.6
Earth and Environmental Science	67.5	65.9	70.6	67.5
English Advanced	72.6	77.0	81.4	73.7
English Standard	63.5	67.9	68.8	64.4
Geography	63.1	66.1	72.4	67.5
Industrial Technology	66.5	67.0	67.7	63.9
Mathematics Standard 2	57.1	62.8	66.1	61.5
Modern History	59.2	64.3	69.7	59.8
Personal Development, Health and Physical Education	69.2	67.5	70.3	65.3
Society and Culture	66.0	70.8	76.0	70.3
Visual Arts	73.8	76.4	79.4	75.7

Parent/caregiver, student, teacher satisfaction

The school seeks the opinions of parents, students and teachers about the school. This includes Tell Them From Me Surveys, other surveys, focus groups, forums and informal discussions as part of the school planning and evaluation process. Based on feedback, we continue to look at ways to enhance the focus on informing families about learning to assist their children as well as ways to connect with our families that recognises their preferred approaches.

We have continued to build positive parent engagement to enrich student learning and wellbeing. All newsletters are emailed home with print copies provided to parents that request them. All primary classes and teachers utilise the Class Dojo app, which encourages two-way communication. As a response to COVID, we utilised Google Classrooms and Zoom across both primary and secondary and a primary Aboriginal Education Class Dojo group to support student wellbeing and help students feel connected during home-based learning. Each primary class sends home a class information book at the start of the year, along with a learning newsletter each term. Schoolwide we continue to utilise the school Twitter, YouTube and Facebook accounts for reminders and celebrations of student learning.

At Wadalba we encourage student voice through TTFM surveys, forums and focus groups. 2021 topics some of the areas of focus included Extension groups, HP&G practices, Aboriginal Education, and school culture. From this we were able to strategically plan our professional learning for staff K-12 around HP&G practices, expand on our use of Dhinewan mentoring groups for our Aboriginal and Torres Strait Islander students, and reflect student voice in the development of the K-12 behaviour continuum.

In 2021 in Secondary, feedback was collected from families on transition practices, the implementation of our flagship programs, and school culture. Findings showed that families supported the transition program, though they wished COVID restrictions had not prevented some events from running as it had prior. Based on feedback around school culture, the school has sought to reflect the values and target priority areas identified as important by our families. We strongly believe that community consultation is important when seeking to improve the culture of our school and we value and appreciate the input of our families.

Our primary family survey used the Net Promoter Score question, "Would you recommend WCS to others?". The Net Promoter Score asks stakeholders to answer the question on a ten-point scale. A score of 9-10 issued to identify the percentage of "promoters". This year we scored a NPS 34.4 which demonstrates a high level of support from our community. Our continued commitment to making sure our students feel known, valued and cared for is reflected in comments such as "Thank you for guiding all students and parents through the last two difficult years. The school has managed the challenges well" and "what a wonderful school with dedicated teachers"..

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.