

2022 Annual Report

Wagga Wagga Public School



3330

Introduction

The Annual Report for 2022 is provided to the community of Wagga Wagga 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.

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School vision

Within a caring, collaborative and inclusive environment, Wagga Wagga Public School students will embrace the future as confident, resilient, creative and empathetic learners, who will achieve success today and be empowered to navigate the challenges of tomorrow.

School context

Wagga Wagga Public School is located in a large regional centre on the land of the Wiradjuri people. It has a proud history of providing a quality education as the first primary school in Wagga Wagga.

Currently, it provides education for approximately 400 Kindergarten to Year 6 students within a caring, collaborative and inclusive environment. The school embraces families from a range of socio-economic backgrounds, including approximately 7% Aboriginal and Torres Strait Islander students and 16% from a non-English speaking background.

At Wagga Wagga Public School we support students to be happy, safe and active participants in their educational opportunities, to develop a love for learning and to pursue their personal best. This is achieved by ensuring evidence-based best practices are implemented in the classroom as well as in school leadership and management.

Through the completion of the situational analysis and in consultation with the whole-school community, including Aboriginal Education Consultative Group, our high level areas for improvement were identified as using data to inform student learning, teacher collaboration to drive improvement and student wellbeing and connections.

An active and collaborative Parents and Citizens' Association lead the parent community in supporting the school's continual improvement and actively nurture the positive school culture which exists and grows each year.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to optimise student learning outcomes in Literacy and Numeracy, we will know where our students are and where they will progress to next in their learning.

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.

- Data-Informed Practice
- Student Learning

Resources allocated to this strategic direction

QTSS release: \$77,571.68

Literacy and numeracy: \$12,521.43

Per capita: \$31,663.82

Summary of progress

In 2022, we reshaped the responsibilities of the leadership team to collaborate on the research, planning and delivery of professional learning for all staff. This was an amendment to the previous expert teams for reading and numeracy, which were developed in 2021. Ensuring a more collaborative and evenly distributed work load, stage supervisors were upskilled together with the capacity to support their stage teams with the implementation of new learning. To maintain the focus on student data to direct teaching and learning and of the continuity of collaborative and consistent whole-school practices, funding was allocated to provide additional executive relief from face to face. During this time, executive staff worked collaboratively to analyse school data and to prepare the professional learning delivered to staff each week at staff meetings. Previous NAPLAN and check-in data, aligned with current Departmental pedagogy such as What Works Best and High Impact Professional Learning research, helped the leadership team to direct new learning and consolidate previous professional learning. Staff were responsible for engaging with their colleagues and stage teams during professional learning time to ensure consistency across classrooms, and to create and share resources to support teaching and learning. Evidence of changes in practice were noted by stage supervisors from classroom observations, and as part of program supervision.

Throughout the year, staff were supported in recording student reading progress using the progressions, however, with impending changes to PLAN3, aligned with curriculum reform, we anticipate assessment being a major focus for the staff in 2023. With a strong focus on improving practice and differentiation over the 2021 and 2022 school year, the leadership team have recognised that staff need a systematic and authentic approach for collecting data and professional learning in learning how to use this data to direct differentiation and explicit instruction.

In 2023, funding will be allocated to maintain the additional relief from face to face time for executive staff to continue their approach in collaborative planning, data analysis and school practices for improved student learning. The executive team will be released from class one day a week to plan for professional learning, to support their stage team with demonstration and observation lessons, and to ensure consistency of practice in classrooms across the school. Professional learning funding will be allocated for release days for staff requiring additional mentoring from supervisors and/or experienced colleagues, to further support professional development. The Assistant Principal Curriculum and Instruction role will play a vital role in supporting staff with data analysis and assessment planning, and in identifying the focus and goals of this position in our school, low level adjustment for disability funding has been allocated to support an additional 0.2 top up to maintain a full-time FTE for the 2023 school year.

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
Increase the proportion of students achieving in the top 2 NAPLAN bands for reading by 7%.	The proportion of students achieving in the top 2 bands for NAPLAN reading increased by 4%.

Increase the proportion of students achieving in the top 2 NAPLAN bands for numeracy by 11%.

The proportion of students achieving in the top 2 bands for NAPLAN numeracy increased by 2%.

Strategic Direction 2: Effective Classroom Practice

Purpose

To improve teacher quality, teachers work collaboratively to drive the implementation of evidence-based practices to meet the needs of all students.

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.

- Teacher Collaboration
- Evidence-Based Teaching

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$60,333.53

Per capita: \$60,000.00

Location: \$2,109.66

Professional learning: \$37,378.66

Summary of progress

In 2022, our focus on school culture and team-building remained strong. We prioritised this during stage and staff meeting time and the leadership team spent significant time discussing approaches to leading that fostered consistent and collaborative practices within and amongst stage teams. One of our greatest successes over the past two years (as evidence through termly staff feedback, TTFM and People Matters Survey results) has been our approach to delivering professional learning K-6 and in pairing back new learning to allow for consolidation, amendments where necessary, and time for sharing, reflection and feedback. Timetabling was carefully considered to ensure mentoring of experienced teachers for beginning teachers, and opportunities for the executive staff to support their stage team ensured uptake in classrooms and programs of best practice. With the site construction under way, considered timetabling also supported the necessary team-teaching arrangements for staff to plan and program together.

Throughout 2022, the leadership team continued to gather feedback from staff at the end of each term about what they felt should be the focus areas for further supporting collegiality, consistency and improved teaching and learning practices. The leadership team analysed this data together and discussed ways of implementing change for improved culture and student outcomes. One of the greatest impact of this feedback was on directing the professional learning schedule for the following term. The data indicated that staff recognised time as the biggest challenging for maintaining collaboration and consistent of practice. A balance between professional learning and time for planning, collaborating, analysing data and programming was considered. Consequently, the leadership team restructured staff meetings to allow for 2-3 sessions for programming and data review, with stage teams in preparation for the term ahead. This was a welcomed addition to the staff meeting agenda and has proven beneficial in maintaining collaboration and momentum of school target areas, as well as reducing the administrative workload of staff.

With curriculum reform underway, staff worked in stage teams to complete microlearning and our K-2 staff worked together in exploring units of work, scope and sequences and departmental resources to support the English and Mathematics curriculum implementation for 2023.

In 2023, the leadership team will be working closely with the APCI in developing a structure for further curriculum reform learning and to support continued collaboration between staff to maintain consistency of best practice. An additional RFF teacher will be employed using QTSS and professional learning funds to relieve teachers for an additional hour a week. Timetabling will be considered to allow for stage teams to be released together, and flexible casual money has been allocated for stage planning days as required. The executive will remain off class for one day a week to work collaboratively on leading professional learning and school processes and overseeing staff performance, practice and programming.

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

Increase the proportion of students achieving expected growth in NAPLAN reading at or above the lower bound of 64%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students achieving expected growth in NAPLAN numeracy at or above the lower bound of 64%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 3: High Expectations Culture

Purpose

To maximise improvements in wellbeing and whole-school engagement, we will consult with our community, develop a culture of high expectations and establish and maintain positive relationships.

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.

- Student Wellbeing
- Community Connections

Resources allocated to this strategic direction

Aboriginal background: \$24,358.93
Low level adjustment for disability: \$133,866.80
Integration funding support: \$226,297.00
English language proficiency: \$75,224.67
Refugee Student Support: \$9,549.89
Per capita: \$8,650.00
Socio-economic background: \$56,890.27

Summary of progress

In collaboration with staff and the leadership team, our Assistant Principal Learning and Wellbeing role was paramount in consolidating and adjusting whole-school processes to maintain consistent welfare and communication practices. With much upskilling in previous years, and consolidated and amended practices where needed, the additional position of AP-Learning and Wellbeing has proven to be strong in helping our team meet some of our goals in achieving and maintaining a high expectations culture. With community connections remaining a strong focus in the 2022 school year, parent feedback, family engagement and involvement and strong communication was prioritised. Focusing upon developing a shared understanding of student wellbeing, that is underpinned by clear and consistent whole school welfare and communication practices, our school internal and external data (Tell Them From Me, People Matters, P&C feedback, Department compliments forum) has indicated improvements in school and community connections. In addition to the AP-Learning and Wellbeing role, our school allocated extensive operational funding to maintain the employment of: a Learning and Support teacher; an Aboriginal Education Officer; and nine School Learning and Support Officers. The establishment of these role enabled our school to provide: targeted literacy/numeracy support to over 130 students throughout the year via our learning and support caseload; students access to meaningful cultural sessions, focusing upon traditional language, storytelling, art and dance ; targeted support to our highest need EALD students in the areas of literacy and numeracy; improved communication structures with our non-English speaking families through the development of stronger partnerships with external agencies, including Red Cross and Multicultural Council; and targeted academic, physical, social and behavioural support for Integration Funded students. We utilised New Arrival Program funding to employ a 0.6 School Learning Support Officer to provide targeted language intervention to 4 refugee students.

In response to student voice through Tell Them From Me surveys, we recognised a need for increased social and emotional support for our Stage 3 girls. Through collaboration with our P&C, funding was allocated to engage an external provider to facilitate weekly group sessions throughout Term 3. These sessions were focused upon improving self-esteem, positive communication and developing trusting relationships. Following extensive positive feedback from both students and families, we extended this pilot program into Term 4, allowing us to support the entire Year 6 girl cohort. In addition this, we engaged Interreach to facilitate further targeted social and emotional support sessions for some of our Year 5 students.

In understanding that the AP-Learning and Wellbeing role was a transformational one, we have allocated time, staffing and resources to ensuring the process and systems developed were sustainable and embedded consistently across the school. With the support of data, the executive team have identified the success of this role in achieving its goal and have recognised an opportunity to upskill and develop the capacity of the wider leadership team. For 2023, the decision to delegate the roles and responsibilities of the AP-Learning and Wellbeing will be shared amongst the executive group. In proactively preparing for this transition, we have made adjustments to our staff meeting agenda, created explicit roles and responsibilities delegation procedures and documents, and resourced time for discussion about the structures and PL needed for the executive and staff groups. With a strong foundation of structures and processes already in place, and the upskilling of the executive team in monitoring and supporting its continuation within their stage teams, we feel that this will be successful in ensuring continued and sustained support for improved student wellbeing outcomes.

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
Increase the percentage of students reporting positive wellbeing from Tell Them From Me Wellbeing data (advocacy, sense of belonging, expectations) by 5%.	72% of students reporting positive wellbeing outcomes has decreased by 6% across the positive wellbeing measures.
Increase the percentage of student attending more than 90% of the time by 3%.	The number of students attending 90% of the time has decreased is currently at 60%.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$9,549.89</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Community Connections <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Improved school engagement of our EALD and refugee students and their families. The employment of an EALD teacher was to provide assistance to staff in supporting students and their families with improved communication channels, in fostering school engagement and developing and meeting individualised teaching and learning goals. As a result of this support, we have seen the introduction of school processes to effectively and timely communicate with EALD/Refugee families and consequently, the establishment of positive relationships, improved student engagement in learning, and student wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Continue amending school processes as necessary, with the ongoing employment of a specialised SLSO or staff member to support school engagement for EALD/refugee students and their families. Professional learning for staff in supporting these students will be embedded into our Professional Learning model, which may require the support of specialised learning and wellbeing support staff.</p>
<p>Integration funding support</p> <p>\$226,297.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wagga Wagga 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"> • Student 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 <p>The allocation of this funding has resulted in the following impact: Integration funding was used to employ SLSO staff in supporting the individualised needs of students receiving Integration Funding Support. This support has been carefully allocated both within the classroom and playground to best address the ongoing and changing needs of our students. Integration Funding was also used to release learning support staff in receiving ongoing professional learning to increase their capacity to deliver expert support. As a result, we have seen improved staff confidence, skills and knowledge and in turn, improved student engagement, wellbeing and learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Integration funding will be used to employ School Learning Support Officers and continued time for Professional Learning to upskill and maintain high levels of competence will be provided. SLSO staff will be allocated to support students with additional learning and support needs, and to assist teaching staff in delivering explicit and differentiated teaching and learning programs for improved student outcomes.</p>

<p>Socio-economic background</p> <p>\$56,890.27</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wagga Wagga 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"> • Community Connections <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 oversee learning and support programs, EALD support, and student wellbeing programs • employment of additional off class Assistant Principal to maintain strong communication and connections with external providers and agencies to support school behaviour, academic and wellbeing processes <p>The allocation of this funding has resulted in the following impact: The funding of an off-class Assistant Principal/Wellbeing has allowed for additional support and engagement of students and their families, to increase equability of resources and services. As a result of this position, our school has been able to engage with external providers to support student engagement and retention.</p> <p>After evaluation, the next steps to support our students will be: The continuation of an off-class Assistant Principal/Wellbeing will cease in 2023, with changes to enrolments and impending reductions of AP allocations. This decision has been made to provide opportunities to build capacity and equitable delegation of the AP wellbeing role. Socio-economic background allocations will be used to support reduced class sizes and professional learning for executive in ensuring supports previously provided are maintained. In consultation with external providers, school processes and DoE policies, professional learning for permanent stage supervisors will aim to improve staff capacity in engaging and supporting students for improved wellbeing and learning outcomes.</p>
<p>Aboriginal background</p> <p>\$24,358.93</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wagga Wagga 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"> • Student Wellbeing • Community Connections <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 <p>The allocation of this funding has resulted in the following impact: Improved sense of belonging, wellbeing and improved cultural engagement for First Nations students. The maintained employment of an Aboriginal Education Officer resulted in specialised teaching and learning, embedding culture into school programs, wellbeing activities and Key Learning Areas. Staff worked along side the AEO to observe and support teaching and learning. Students involved were highly engaged in learning experiences, and we saw the establishment and maintenance of positive school and local community relationships for improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: The ongoing employment of an Aboriginal Education Officer will continue into 2023, with greater scope for improving staff capacity through</p>

<p>Aboriginal background</p> <p>\$24,358.93</p>	<p>Professional Learning and extending support to all stages. Our hope is that our school continues to develop authentic and meaningful relationships with local community members and groups, to improve student outcomes. The AEO will be available to support staff in facilitating improved community engagement, including students and their families with the Personalised Learning Pathways process. Our goal for the coming years is to develop the capacity of staff to confidently embed cultural appreciation, histories and perspectives in their teaching and learning programs, with less reliance on the AEO.</p>
<p>English language proficiency</p> <p>\$75,224.67</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wagga Wagga 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"> • Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: All students identified with English and/or language proficiency needs, being allocated learning support time throughout the week with an experienced and specialised EALD teacher, to engage in explicit and differentiated English and Numeracy support. As a result, all students demonstrated growth in English and Mathematics and increased confidence in engaging with the curriculum, and their teachers and peers. The employment of this teacher also supported staff in seeking external provider support to communicate and engage effectively with families, to support individualised student learning needs.</p> <p>After evaluation, the next steps to support our students will be: The employment of a learning and support teacher to continue delivering expert support to students identified as EALD, will continue with the support of these funds in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$133,866.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Wagga Wagga 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"> • Student Wellbeing • Community Connections <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 <p>The allocation of this funding has resulted in the following impact: Increased support for students with disabilities and/or additional needs, not supported by Integration Funding. As a result of the employment of additional SLSO staff, we have been able to adequately and effectively support all students and staff in ensuring equitable access to teaching and learning experiences, both within the classroom and playground, and to support the development and implementation of teaching resources to improve student outcomes. With greater support in the classroom and playground, we have been able to decrease student behaviour incidences, increase student and staff wellbeing and to ensure the delivery of targeted</p>

<p>Low level adjustment for disability</p> <p>\$133,866.80</p>	<p>and individualised learning programs for improved student growth.</p> <p>After evaluation, the next steps to support our students will be: Low Level adjustment for disability funding support, will be used to employ additional School Learning and Support Officers next year, to ensure the continuation of high-level educational support for all students.</p>
<p>Location</p> <p>\$2,109.66</p>	<p>The location funding allocation is provided to Wagga Wagga 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"> • Evidence-Based Teaching <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 • Bus costs to support off site playground space for students during construction work <p>The allocation of this funding has resulted in the following impact: Equitable access to school activities, ensuring improved participation, learning and wellbeing for all students. As a result of additional bus trips to local grounds, we have reduce behaviour incidences and injuries, and improved student wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Location funding will be used to continue supporting students experiencing financial hardship and disadvantage and will partially fund ongoing bus trips to local grounds (reduced trips in 2023 following completion of construction work), to ensure students have adequate play space during break times.</p>
<p>Professional learning</p> <p>\$37,378.66</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 Wagga Wagga 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"> • Evidence-Based Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release time for executive staff to plan and prepare professional learning for staff in the areas of Numeracy and English, aligned with NAPLAN and school targets and Strategic Improvement Plan. • Release time for executive to support stage teams in embedding professional learning and school programs to ensure consistency and high-level teaching and learning experiences based on evidence-based practices <p>The allocation of this funding has resulted in the following impact: The development of a professional learning model relevant to the needs of staff and students, aligned with NAPLAN data and school targets. As a result of the time allocated for executive staff to plan, analyse data, and prepare for whole-school professional learning, we have been able to minimise the 'silo effective' of staff delivering various programs, with minimal consistency and collaboration. Executive release has also allowed Assistant Principals to support staff, particularly early career teachers, in providing demonstration and observation lessons, support and feedback and mentoring advice, to develop teacher confidence and capacity. We have noted great improvements with collegiality of staff and willingness to seek assistance from supervisors and colleagues when needed.</p> <p>After evaluation, the next steps to support our students will be: Professional Learning allocation will be used again in 2023 to provide additional executive release time to work collaboratively with the executive</p>

Professional learning \$37,378.66	<p>team, to collect and analyse data, to plan and prepare for professional learning and support teachers with their performance and development goals as part of the PDP (Performance and Development Plan) process. Professional learning money will also support additional release for new staff to upskill them in our school's literacy and numeracy practices.</p>
Literacy and numeracy \$12,521.43	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wagga Wagga 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"> • Data-Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: resources available to all staff in supporting explicit teaching programs, for example more decodables to support new synthetic phonics programs during early Literacy acquisition, K-2 and additional text sets and school magazines were purchased to support primary reading and comprehension targets. New student laptops were also purchased to support explicit classroom teaching.</p> <p>After evaluation, the next steps to support our students will be: Literacy and numeracy allocation will be used to support Assistant Principal-Curriculum and Instruction recruitment in 2023.</p>
QTSS release \$77,571.68	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wagga Wagga 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"> • Data-Informed Practice <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 <p>The allocation of this funding has resulted in the following impact: Executive staff received additional release time to provide demonstration and observation lessons for staff. Supervisors oversaw the Performance and Development process and monitored teaching and learning programs to ensure consistency and alignment with school targets and processes.</p> <p>After evaluation, the next steps to support our students will be: Continuation of extra release time for executive staff to support stage teams in delivering school programs aligned with professional learning.</p>
Literacy and numeracy intervention \$60,333.53	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wagga Wagga 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> <ul style="list-style-type: none"> • Evidence-Based Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based

<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>literacy and numeracy programs and data driven practices</p> <p>The allocation of this funding has resulted in the following impact: almost one third of all WWPS students receiving interventionist support to improve Literacy and Numeracy outcomes, with individualised goals as identified directed by summative and formative assessment data. The growth and attainment of students receiving this support was tracked using the Progressions and growth and attainment was identified and learning goals amended, in conjunction with classroom teachers.</p> <p>After evaluation, the next steps to support our students will be: Learning and Support will continue in 2023 with the support of COVID ILSP allocation, and Literacy and Numeracy funding will support the employment of APCI.</p>
<p>COVID ILSP</p> <p>\$100,300.00</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 2022.</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 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/monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: Students identified as working below curriculum benchmarks received intensive learning and support as part of the COVID ILSP program, meeting individualised learning goals and working towards school targets of improving expected growth and students achieving the top two NAPLAN bands for Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: Employment of interventionist staff to continue learning and support for the improvement of student growth and attainment, working particularly with students working below expected outcomes as identified through internal assessment data. In 2023, our APCI will oversee the COVID ILSP program and support staff in assessing data and planning for teaching and learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	209	217	183	195
Girls	233	240	214	215

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.9	96.1	95.0	90.0
1	93.8	91.8	95.6	90.6
2	95.0	94.7	93.9	90.3
3	94.4	92.4	94.5	89.7
4	94.6	91.7	94.4	89.9
5	94.0	94.7	90.9	89.4
6	91.4	94.9	95.2	87.1
All Years	94.2	93.7	94.2	89.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5
Classroom Teacher(s)	16.05
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	3.05
Other Positions	3

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	685,065
Revenue	5,133,014
Appropriation	4,992,836
Sale of Goods and Services	12,231
Grants and contributions	114,300
Investment income	4,784
Other revenue	8,862
Expenses	-5,095,017
Employee related	-4,537,143
Operating expenses	-557,874
Surplus / deficit for the year	37,997
Closing Balance	723,062

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.

	2022 SBAR Adjustments (\$)
Targeted Total	235,847
Equity Total	290,341
Equity - Aboriginal	24,359
Equity - Socio-economic	56,890
Equity - Language	75,225
Equity - Disability	133,867
Base Total	2,983,339
Base - Per Capita	100,314
Base - Location	2,110
Base - Other	2,880,916
Other Total	1,118,330
Grand Total	4,627,857

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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2022 the school sought the opinions of students, parents and teachers using the Tell Them From Me surveys.

Parent satisfaction with Wagga Wagga Public School continues to be high with most parents agreeing that the school, as a learning community is a welcoming, caring and safe environment for all. We sought feedback in four areas; Safety at school, Positive behaviour; Inclusive school practices; and school culture.

Our parents feel behaviours are dealt with in a timely manner and their child feels safe at school and that the schools help to prevent bullying. The parents were also positive as they recognise the teachers have high expectations in the classroom and playground with clear behaviour expectations. Inclusive practices are evident across the school and parents feel highly satisfied with how their children are supported by teachers socially, emotionally and academically. Parents recognise the strong communication practices across the school and feel well informed on all aspects of their child's education.

Analysis of the student data revealed that students held very positive thoughts and views about many aspects of their schooling and education in general. With a strong focus on developing and maintaining a positive school culture in 2022, we saw some very pleasing improvements in terms of student well-being. A strong sense of belonging (72%) and positive behaviour (89%) were good indicators that the students had great expectations for success. These results form the foundation of our whole school approaches moving forward.

Teachers were surveyed using the eight drivers of student learning and the four dimensions of classroom and school practices. Teachers rated the leadership, collaborative practices, the use of data and teaching strategies in the top range and the strong learning culture and Inclusive practices in the higher range.

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.