

2022 Annual Report

North Wagga Public School



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Introduction

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

School contact details

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School vision

North Wagga Public School is committed to fostering a collaborative, inclusive learning culture that promotes high expectations and positive wellbeing for all.

School context

North Wagga Public School is situated on the outskirts of the city of Wagga Wagga, adjacent to the Murrumbidgee River. The school serves a blend of suburban and semi-rural families. The school currently has an enrolment of 225 students and a mixture of beginning and experienced staff.

Students at North Wagga Public School have access to a range of extensive learning opportunities, which allows them to discover and develop their talents and skills. Quality teaching and learning supports the needs of all students and they are motivated to reach their fullest potential through the development of lifelong learning skills and attitudes.

At North Wagga Public School each individual is known, valued and cared for. There is positive interaction between students of all ages. We strive to develop a culture of personal values and attributes such as resilience, empathy and respect.

The school has a tradition of excellence dating back over 140 years, and we are very aware of the need to maintain and advance this tradition and our reputation for excellence. The school community enjoys the well maintained playground and gardens and there is strong community involvement within the school.

Through our consultation process with parents and carers, students, staff and aboriginal community, our high level areas for improvement were identified as explicit quality teaching, wellbeing and engagement, which are represented in our Strategic Directions.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Provide every student with explicit teaching opportunities in numeracy and reading through a systematic and reliable analysis of student data.

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.

- Quality Assessment

Resources allocated to this strategic direction

QTSS release: \$19,996.35

Integration funding support: \$62,976.00

Per capita: \$55,842.21

Aboriginal background: \$8,056.23

Location: \$2,026.89

Summary of progress

In 2022 the focus was to improve growth and attainment in the areas of reading and numeracy, and to embed data informed evidence-based practice across the school through quality assessment.

The focus on quality assessment involved an audit of current assessment practices, working collaboratively to evaluate effective assessment practices, decide what works, eliminate what does not, and implemented an assessment schedule across the school, K-6. This process enabled staff to work shoulder to shoulder and discuss and apply consistent teacher judgement and effective data collection and analysis to deliver quality, responsive teaching and programming.

As a result, consistency of teacher practice became more refined with effective student assessments across stages and the school.

Next year the focus will be on consolidation, ensuring consistent implementation of quality assessment which will further support improvement towards growth and attainment in student outcomes and quality teaching practices.

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 Numeracy bands by 10%.	2022 NAPLAN data indicates 10% of students in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by 10%.	2022 NAPLAN data indicates 14% of students in the top two skill bands for reading indicating growth.

Strategic Direction 2: Explicit quality teaching

Purpose

A school-wide approach to ensure the most effective evidence-based teaching methods optimise learning progress for 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.

- Explicit Teaching
- Quality Practice

Resources allocated to this strategic direction

Professional learning: \$18,202.06
Socio-economic background: \$48,072.46
English language proficiency: \$11,133.12
Low level adjustment for disability: \$113,269.75
Refugee Student Support: \$687.68
Literacy and numeracy: \$8,538.74
Literacy and numeracy intervention: \$48,266.82

Summary of progress

In 2022, the focus to improve explicit quality teaching was through two initiatives; explicit teaching and quality practice.

Explicit Teaching

The focus for 2022 was on explicit teaching with a focus on our Reading Project and improved numeracy practice. This involved evidence based research from, What Works Best and Big 6, where these documents provided the basis for planned professional learning. The executive team provided support and instruction to model and implement lessons and classroom practices of explicit teaching and learning. Time was provided for reflection of practice and collaboration of ideas and planning in alignment with evidence, research and data analysis of internal and external assessment.

As a result, although progress was inhibited through a number of external factors (impacts on staff with COVID restrictions, flooding evacuations) data analysis demonstrated we are slowly gaining traction for an upward trajectory in student learning outcomes, and evidence of collegial discussions and demonstrated shift in explicit teaching practices.

Next year the focus will continue to consolidate which will support further improvement in staff embedding explicit teaching in their daily practice and have a deeper knowledge of the purpose for doing so.

Quality Practice

The direction for 2022 was on quality practice with a focus on classroom observations and feedback, along with collaborative practice and educational leadership. This involved structured classroom observations and feedback that aligned with the What Works Best Toolkit, Teaching Standards and School Excellence Framework. Time was allocated each term for staff to engage with stage teams and their Assistant Principal supervisor to plan, analyse data, model and discuss practice. Program collection was a tool whereby feedback could be provided and ensuring quality practice was documented.

As a result, staff are more accountable for their quality teaching practices and it is beginning to generate a culture of collegial discussion and sharing of quality practices.

Next year the focus will be a continued drive in maintaining and embedding quality teaching through detailed schedules to support teacher accountability and implementation.

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 achieving expected growth in NAPLAN Numeracy by 10%.	No comparative data for 2022 due to Covid exclusion in 2020. However, the trajectory is increasing.
Increase the percentage of students achieving expected growth in NAPLAN Reading by 7%.	No comparative data for 2022 due to Covid exclusion in 2020. However, the trajectory is increasing.

Strategic Direction 3: Student Wellbeing and Engagement

Purpose

Students are well supported as increasingly self-motivated learners - confident and creative individuals, with the personal resources for future success and wellbeing.

Initiatives

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

- Attendance and engagement
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$12,446.30

QTSS release: \$22,984.10

Integration funding support: \$69,803.00

Summary of progress

In 2022, the focus to improve student wellbeing and engagement has been through two initiatives; attendance and engagement and wellbeing.

Attendance and engagement

The focus in 2022 was on attendance and engagement with a focus on student, teacher and parent partnerships by creating positive learning environments and regularly monitoring attendance. This involved 5 weekly cultural enrichment sessions and development of incentives to encourage regular attendance. Attendance was tracked weekly, minuted at staff meetings and followed up with communication to parents, Wagga Office personnel and external support services. In addition, establishment of meaningful PLP and IEP processes, contributed to high levels of engagement from our Aboriginal students and their families. SLSO support was strategically planned for our Aboriginal students and students with disabilities in order to meet their learning goals.

As a result, the cultural enrichment program has been a huge success with high participation rates and positive student and community feedback. This initiative will be continued in 2023 with a greater focus of inviting guest presenters to bring their cultural expertise to share with the students and staff, therefore, promoting engagement and encouraging attendance.

Wellbeing

The focus for 2022 was using a planned approach to wellbeing of students and staff. This involved a targeted approach to student advocacy, belonging and expectations through the implementation of Go-To Wellbeing Groups, Smiling Mind, Got it!, SWIS (Social Work in Schools intern) and unpacking of our school values with staff and students. Forge Wellbeing and Tell Them from Me provided the data to guide and inform our where to next measures for wellbeing. For example, our Term 2 Forge survey indicated a decrease in both staff and student 'optimism', therefore, the focus for the next Go-To Wellbeing sessions were activities and discussions related to optimism.

As a result, staff and student wellbeing is being monitored regularly and we are prioritising wellbeing with the same importance as the academic curriculum, following the Forge Wellbeing motto of 'if you treasure it measure it'. This will continue to be data responsive and proactive with students and staff wellbeing as priority moving into 2023.

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 attending school more than 90% of the time by 5%.	The number of students attending greater than 90% of the time or more has decreased by 6%, however this figure was significantly affected by public health orders.

Student advocacy, belonging and expectations improves by 3% as measured by TTFM wellbeing data.

88% of students reporting positive wellbeing outcomes this has increased by 12% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: increased the number of students successfully engaged with literacy and numeracy content.</p> <p>After evaluation, the next steps to support our students will be: to provide additional literacy and numeracy support with Learning and Support teachers.</p>
<p>Integration funding support</p> <p>\$132,779.00</p>	<p>Integration funding support (IFS) allocations support eligible students at North 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"> • Quality Assessment • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around Essential Assessment & WWBIP. • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. Teachers continually update and respond to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Collaborative planning across stage groups to ensure programming is data responsive and targeting student point of need.</p> <p>After evaluation, the next steps to support our students will be: staff collaboratively, planning data responsive programming and catering for student point of need. This will support further improvement in quality teaching practices and student outcomes, particularly in the areas of reading and numeracy.</p>
<p>Socio-economic background</p> <p>\$48,072.46</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at North 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>

<p>Socio-economic background</p> <p>\$48,072.46</p>	<ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through reading program to support student learning • resourcing to increase equitability of resources and services • employment of additional staff to support reading program implementation. <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. Teachers continually update and respond to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Collaborative planning across stage groups to ensure programming is data responsive and targeting student point of need.</p> <p>After evaluation, the next steps to support our students will be: continue to work with staff collaboratively, planning data responsive programming and catering for student point of need. This will continue to support further improvement in quality teaching practices and student outcomes, particularly in the areas of reading and numeracy.</p>
<p>Aboriginal background</p> <p>\$20,502.53</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at North 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"> • Quality Assessment • Attendance and engagement <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 • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: all Aboriginal families engaging in the PLP process with both face-to-face and phone interviews, providing essential input into literacy, numeracy and wellbeing goals for all Aboriginal students.. Ongoing engagement with our Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families identified via attendance tracking system.</p> <p>After evaluation, the next steps to support our students will be: to deliver differentiated and personalised support to Aboriginal students. targeting their PLP goals. Reintroducing three-way interview progress (twice a year) and making additional connections with community members to implement our 5 weekly Cultural Enrichment program (without the COVID-19 restrictions).</p>
<p>English language proficiency</p> <p>\$11,133.12</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at North 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"> • Explicit Teaching

<p>English language proficiency</p> <p>\$11,133.12</p>	<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 support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: increased engagement with literacy and numeracy content.</p> <p>After evaluation, the next steps to support our students will be: to provide additional literacy and numeracy support with Learning and Support teacher.</p>
<p>Low level adjustment for disability</p> <p>\$113,269.75</p>	<p>Low level adjustment for disability equity loading provides support for students at North 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"> • Explicit Teaching • Quality Practice <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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with a evidence-based interventions to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: students demonstrated improvement in their learning outcomes and there was a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$2,026.89</p>	<p>The location funding allocation is provided to North 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"> • Quality Assessment <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: ongoing classroom observations and peer feedback, timetabled observations have occurred each term, resulting in staff embedding quality teaching practices.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration.</p>
<p>Professional learning</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</p>

<p>\$18,202.06</p>	<p>Professional Learning for Teachers and School Staff Policy at North 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"> • Explicit Teaching <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 reading and explore modelled, interactive, guided and independent reading. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$8,538.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at North 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"> • Quality Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching</p>
<p>QTSS release</p> <p>\$42,980.45</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at North 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"> • Quality Assessment • Attendance and engagement <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 the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice</p>

<p>QTSS release</p> <p>\$42,980.45</p>	<p>After evaluation, the next steps to support our students will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at North 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"> • Quality Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: students performing below the expected level for their stage have shown improvement as a result of differentiated teaching through on-going formative assessment.</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$103,053.00</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 <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	151	166	139	116
Girls	122	115	82	79

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.9	94.1	91.8	93.7
1	94.6	94.6	94.9	91.4
2	93.6	94.8	93.4	91.9
3	93.2	96.6	93.0	91.3
4	91.6	94.5	93.5	90.5
5	92.4	95.4	89.2	92.4
6	93.6	92.0	88.8	87.1
All Years	93.1	94.5	91.9	91.0
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)	3
Classroom Teacher(s)	6.01
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	2
School Administration and Support Staff	1.97

*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	93,438
Revenue	2,736,217
Appropriation	2,649,067
Sale of Goods and Services	16,548
Grants and contributions	68,877
Investment income	1,425
Other revenue	300
Expenses	-2,388,675
Employee related	-2,146,685
Operating expenses	-241,990
Surplus / deficit for the year	347,542
Closing Balance	440,980

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	133,467
Equity Total	192,978
Equity - Aboriginal	20,503
Equity - Socio-economic	48,072
Equity - Language	11,133
Equity - Disability	113,270
Base Total	1,670,297
Base - Per Capita	55,842
Base - Location	2,027
Base - Other	1,612,428
Other Total	439,008
Grand Total	2,435,750

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

In 2022, North Wagga Public School surveyed its major stakeholders and questioned them on areas that have an influence and impact on them directly.

Our students value school and believe it has a strong bearing on their future and try hard to succeed in their learning. They have a positive sense of belonging and feel they have positive teacher student relationships.

Staff felt that school leaders supported them during the year. They all indicated they set high expectations for student learning, use data to inform practice, set high expectations for students learning and collaborate with colleagues in increase student engagement, indicating the impact of the work completed this year with the Reading Project, with one of its focuses being the What Works Best document.

Parent responses indicate they feel welcome when they visit school, they are always well informed about what is happening at school and student progress and they know their children are safe attending North Wagga PS.

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.