

2022 Annual Report

Walbundrie Public School



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Introduction

The Annual Report for 2022 is provided to the community of Walbundrie 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

To provide a caring and respectful learning environment where all students will be supported and challenged to reach their full potential. They will be empowered to become responsible, resilient and successful individuals.

School context

Walbundrie Public School is a dynamic small rural school that is situated on Wiradjuri land. The school fosters a strong sense of belonging with positive student, teacher and school community relationships, all contributing to improved educational and social outcomes for students.

Walbundrie Public School has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for engagement, learning, development and success. The dedicated teaching staff are committed to nurturing the best possible outcomes for all students. There is a focus on providing diversified authentic learning experiences, leading to many educational opportunities, where students develop a deep knowledge and understanding. The school has a committed approach to developing strong literacy and numeracy skills for all students. The dedicated staff members at Walbundrie Public School ensure all students are able to thrive and grow in an respectful, engaging and supportive learning environment. Our main values are respect, responsibility and resilience.

Walbundrie Public School is a proud member of the Walbundrie Small Schools Network which helps to develop a wider learning community for the students and staff members. The school has a supportive and dedicated Parents and Citizens Association (P&C) that assists to provide students with extra-curricular activities and opportunities.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to use data to inform future learning and use explicit teaching to meet the needs of all students. Professional learning will occur in curriculum areas so that teachers are confident in the NSW Syllabus, so they can successfully plan quality teaching and learning programs. The school has identified system-negotiated target areas in Reading and Numeracy.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student, there will be a whole school focus on reading and mathematics. All staff will collect and analyse data to assess students' progress and inform future learning needs. Teachers will utilise this data to provide explicit teaching to students and give effective feedback to enable students to become reflective learners who strive to improve.

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
- Data used to inform teaching

Resources allocated to this strategic direction

Per capita: \$7,075.00

Low level adjustment for disability: \$14,960.00

Socio-economic background: \$11,492.00

Integration funding support: \$58,883.00

COVID ILSP: \$16,600.00

AP Curriculum & Instruction: \$30,114.00

QTSS release: \$5,171.00

Summary of progress

Initiative 1 - Explicit teaching

In 2022, explicit teaching was one of the main priorities to promote student growth and attainment. Funds were utilised to provide additional classroom teachers, so that the classrooms are divided into a set K-2 and 3-6 classroom 5 days a week. This allowed each student to have consistency of teaching staff and more explicit teaching time daily. By dedicating funds to a K-2 teacher, explicit teaching of phonemic awareness, phonics, reading, writing and mathematics was able to occur to build strong foundation skills. Teachers in both classrooms, were able to use the Gradual Release of Responsibility model, which included 'I do', 'we do' and 'you do' in literacy and numeracy activities. Teachers have also developed their explicit teaching ability throughout the year, by giving students models and scaffolds. Students are able to see what the learning should look like and what the expectations are. This has helped students to understand what they are learning about and what they have to do to be successful in their learning. It also makes the learning easier for the students, by breaking learning into smaller and meaningful chunks. Teachers were able to explicitly teach content and skills to match their students' ability so that all students can reach their full potential. Teachers developed their ability to give effective feedback, so that students are able to reflect on their learning. This has led to an increase in student growth and attainment across literacy and numeracy.

In 2023, we will endeavour to maintain the separation of classes as much as possible to ensure quality explicit teaching.

Initiative 2 - Data used to inform teaching

In 2022, teachers used formative assessment data to meet every students specific learning needs. Data has been collected across literacy and numeracy from a wide range of sources including NAPLAN, Check-in, PLAN 2, PAT assessments and Essential Assessment. Teachers have analysed the data to understand what the students need to learn next. The data that was extrapolated, was used to design learning groups based on ability and similar focus areas. This then guided teachers to differentiate learning tasks in their teaching and learning programs and design small groups for intensive explicit teaching across literacy and numeracy. This resulted in teachers being able to support and extend students, to challenge all students so that they achieve growth.

In 2023, we will endeavour to maintain our level of data analysis and implement any changes as they become available for the new syllabus.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>System Targets - Expected growth</p> <p>Improvement in the rolling average percentage of students achieving expected growth in reading is at or above 60% using NAPLAN growth data over the previous 9 years.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>System Targets - Expected growth</p> <p>Improvement in the rolling average percentage of students achieving expected growth in numeracy is at or above 55% using NAPLAN growth data over the previous 9 years.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>System Targets - NAPLAN Top 2 Bands</p> <p>50% of students are achieving in the top two NAPLAN bands in reading except those on a Personalised Learning and Support Plan</p>	<p>NAPLAN year 3 reading - 66.67% of students have achieved in the top two bands. This is above the current target of 50%.</p> <p>NAPLAN year 5 reading - 50% of students have achieved in the top two bands. This is at the current target of 50%.</p>
<p>System Targets - NAPLAN Top 2 Bands</p> <p>50% of students are achieving in the top two NAPLAN bands in numeracy except those on a Personalised Learning and Support Plan</p>	<p>NAPLAN year 3 numeracy - 66.67% of students have achieved in the top two bands. This is above the current target of 50%.</p> <p>NAPLAN year 5 numeracy - 50% of students have achieved in the top two bands. This is at the current target of 50%.</p>
<p>System Target - Attendance</p> <p>Maintain attendance above the 2020 baseline system target of 93%</p>	<p>Attendance data from EBS shows that the annual attendance is 93.2%, which is just above the target of 93%.</p>

Strategic Direction 2: Curriculum Knowledge

Purpose

To develop teacher capabilities in curriculum knowledge and understanding in the school focus areas of reading and numeracy. Teaching and learning programs will be refined to embed curriculum knowledge and shows evidence of revisions and adjustments. Teachers will utilise professional learning to expand curriculum knowledge which will be evident in classroom practice.

Initiatives

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

- Curriculum Knowledge and Programming

Resources allocated to this strategic direction

Professional learning: \$6,428.00

Location: \$24,750.00

Aboriginal background: \$832.00

Summary of progress

In 2022, Strategic Direction 2 concentrated on the development of curriculum knowledge and building this knowledge into teaching and learning programs. Teachers maintained a literacy focus for this year and included the Science of Language and Reading, Spelling, The Writing Revolution and the new K-2 syllabus, one per term. Teachers were then able to build their knowledge and utilise it to create more explicit teaching, aboriginal perspectives and authentic learning experiences within the classroom. Teachers have improved their programs to suit their increased knowledge of the syllabus content and programming requirements. This is core business of teaching and learning. Following the professional learning in literacy, teachers were able to have consistent knowledge and support each other within the school and reflect on the learning for the students. This allowed teachers to have a better knowledge of literacy subjects and refine teaching practice within the classroom. In turn, this positively impacted student learning. This links to Strategic Direction 1.

In 2023, we will complete curriculum professional learning and implement effective teaching and learning practices to suit the new syllabus.

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
In accordance with the School Excellence Framework, we are sustaining and growing in the element of 'Curriculum'.	In 2022 the school is self-assessed as Sustaining and Growing in the School Excellence Framework, in the element of curriculum.
In accordance with the School Excellence Framework, we are Sustaining and Growing in the element of 'Learning and Development'	In 2022 the school is self-assessed as Sustaining and Growing in the School Excellence Framework, in the element of Learning and development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$58,883.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Walbundrie 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All students achieving growth across numeracy and reading per the PAT assessments - SLSO within K-2 classroom - supported students to achieve their best. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue SLSO support within the K-2 classroom
<p>Professional learning</p> <p>\$6,428.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Walbundrie 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"> • Curriculum Knowledge and Programming <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All teachers building knowledge and being prepared for the new K-2 syllabus - All teaching being involved in the Walbundrie Teacher Learning Community - All teachers engaging in professional learning focused on spelling, mathematical reasoning, systematic synthetic phonics, science of reading, and writing. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Implement the new K-2 syllabus - Implement learnt concepts and strategies from 2022.
<p>Socio-economic background</p> <p>\$11,492.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Walbundrie 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"> • Explicit Teaching <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 students with additional learning

<p>Socio-economic background</p> <p>\$11,492.00</p>	<p>needs</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All students achieving growth across numeracy and reading per the PAT assessments - Teachers can support students achieve their best due to more time for explicit teaching. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue funding for teacher allocation
<p>Aboriginal background</p> <p>\$832.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Walbundrie 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"> • Curriculum Knowledge and Programming <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 literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Teachers being able to have extra time to build in Aboriginal perspectives into their programming. - Students have been able to learn more about Aboriginal perspectives. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Keep allocating extra RFF to teachers to bring in Aboriginal perspectives so that the students can build on their knowledge.
<p>Low level adjustment for disability</p> <p>\$14,960.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Walbundrie 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 <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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All students achieving growth across numeracy and reading per the PAT assessments - Additional teacher allocation for teacher consistency in the K - 2 classroom - Explicit teaching to all students in the school based on their learning needs <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To continue to employ additional staff to meet student learning needs.
<p>Location</p>	<p>The location funding allocation is provided to Walbundrie Public School to address school needs associated with remoteness and/or isolation.</p>

<p>\$24,750.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Knowledge and Programming <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing for teaching principal release • Analyse above data to identify target students for additional learning and support in small group or individual learning and support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - An increased opportunity to attend professional learning. - Staff have been able to be released from class for additional RFF to attend professional learning. - Teachers were able to analyse data, improve teaching and learning programs and complete professional learning. This resulted in enhanced explicit teaching in the classroom, improvement of teacher knowledge and improvement in student results. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The professional learning opportunities will be focused on the new K-2 syllabus. - Teachers will continue to analyse data, improve teaching and learning programs and complete professional learning.
<p>QTSS release</p> <p>\$5,171.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Walbundrie 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 used to inform teaching <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Teacher have been able to analyse internal and external data including student observations, writing moderation, PLAN2, PAT, Essential Assessment and NAPLAN to monitor student progress and growth, which has led to a better understanding of where the students are at and where to go next. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Embed data collection and analysis systems and adapt to the new K-2 syllabus.
<p>COVID ILSP</p> <p>\$16,600.00</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"> • Explicit Teaching <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 • providing targeted, explicit instruction for student groups in

<p>COVID ILSP</p> <p>\$16,600.00</p>	<p>literacy/numeracy</p> <ul style="list-style-type: none"> • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Being able to split classes into smaller groups for explicit learning and focused intervention and feedback - Students have made growth across learning areas as their known and emerging learning needs are addressed promptly <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - COVID ILSP will only continue for part of 2023, where it will be utilised for groups support.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	14	14	15	14
Girls	8	7	13	10

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.2		94.5	84.3
1	93.8	98.6		90.7
2	94.8	97.9	89.2	
3	95.7	98.4	89.7	91.1
4	97.9	96.2	95.7	91.6
5	95.1	94.7	94.4	89.9
6	100.0	91.8	93.9	91.0
All Years	96.0	96.1	93.2	90.4
State DoE				
Year	2019	2020	2021	2022
K	93.1		92.8	87.9
1	92.7	91.7		87.4
2	93.0	92.0	92.6	
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	91.9	92.4	87.3

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)	0.2
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*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	104,284
Revenue	744,606
Appropriation	728,564
Sale of Goods and Services	1,186
Grants and contributions	14,556
Investment income	301
Expenses	-695,420
Employee related	-587,978
Operating expenses	-107,442
Surplus / deficit for the year	49,186
Closing Balance	153,470

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	87,627
Equity Total	27,285
Equity - Aboriginal	832
Equity - Socio-economic	11,492
Equity - Language	0
Equity - Disability	14,961
Base Total	526,447
Base - Per Capita	7,075
Base - Location	24,840
Base - Other	494,532
Other Total	77,164
Grand Total	718,523

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

Walbundrie Public School undertook a parent survey, student survey and teachers survey in 2022.

Parent/caregiver satisfaction

From the parent satisfaction survey, there were some key findings:

100% of parents strongly agreed that:

- The school is friendly, tolerant and accepting of all students
- Parents find it easy to contact the school to discuss concerns relating to their child
- The school teaches and promotes positive core values including respect, responsibility and resilience
- Staff are kind and caring towards the students
- The school maintains a focus on literacy and numeracy
- There is good student access to computers and strong technology programs and resources
- Walbundrie PS has competent teachers who teach their students well.
- Walbundrie PS has good communication
- My child/children enjoy coming to Walbundrie PS

The parents/caregiver satisfaction is high for Walbundrie Public School, with many positive comments and responses. They are supportive through the P & C and generally a community minded group.

Student Satisfaction

The Tell them From Me Student Survey provides results based on 3-6 students who completed the survey in November 2022. Student in K-2 completed a paper survey. Some key findings were:

- 100% of students received quality instruction
- 100% of students value schooling outcomes
- 0% of students were victims of bullying
- Most students feel proud of our school
- Most students have a positive sense of belonging

The student survey indicated that students feel respected, cared for and safe at school. They have a positive sense of belonging and have not been victims of bullying, this is evidence that our school is a wonderful place for any child to belong.

Teacher Satisfaction

A teacher survey was completed in November 2022. This allowed teachers to have an additional voice. All staff agreed or strongly agreed to:

- The culture of Walbundrie PS is based on learning and the core values of respect, responsibility and resilience
- There is a sense of challenge in the job
- Staff feel value for their contribution
- Staff feel that they have a voice
- Staff have access to the material resources that they need for the classroom
- Staff enjoy the work that they do
- Staff are inspired by the purpose and the mission of the school
- Staff believes that the Principal cares for their well-being

The staff survey indicated that they have a sense of purpose and are valued in their role while being supported with their well-being.

Through a process of surveys and ongoing conversations, it was noted that parents, students and staff believe that Walbundrie Public School is a wonderful place to be. Everyone feels valued and supported and have the students as the main priority. Having students in a safe and welcoming environment has allowed them to have high expectations for student learning and achievement.

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.