

# 2022 Annual Report

## Wellington Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Wellington 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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Wellington Public School

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## School vision

Wellington Public School is committed to providing an environment where quality teaching, literacy and numeracy learning and innovative leadership ensure future success and wellbeing for all students within an ever changing world.

## School context

Wellington Public School has an enrolment of 480 students with 60% (more than 300) identifying as Indigenous. The school caters for a diverse range of students. There are 26 classes inclusive of 6 Special Education and two extension classes plus a preschool.

Wellington Public School has a very caring and dedicated team of teachers and support staff working collaboratively with families to provide a wide range of programs catering for the cognitive, social, emotional and spiritual needs of each student.

We are a proud Positive Behaviour for Learning (PBL) school with a focus on developing safe, respectful learners. PBL operates hand in hand with the Be You mental health initiative. In recent years we have successfully implemented the Positive Living Skills student wellbeing program.

Through enhanced Learning and Support structures and our School Based Allocation Report (SBAR) the school has two Assistant Principal's Curriculum and Instruction, two Learning and Support Teachers and one interventionist to provide tailored interventions in Literacy and Numeracy from Preschool to Year 6. These strategies are improving curriculum implementation and quality teaching using stringent data analysis linked to direct teaching and individualised learning programs for students.

This year the school conducted a community Google survey to begin its collaborative consultation with the community. Feedback from this consultation contributed to our Situational Analysis which has assisted us to inform the future directions for the school presented in this plan.

## 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	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Students will engage in differentiated learning and wellbeing opportunities that meet their individual needs preparing them for success in an ever changing world.

The whole school community is committed to providing learning opportunities supported by assessment practices and effective feedback which allow ALL students to connect, succeed, thrive and learn.

***As a result every student at Wellington Public School is known, valued and cared for.***

### 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.

- Describing and communicating student growth
- Expertise and innovation

### Resources allocated to this strategic direction

**Aboriginal background:** \$184,200.00

**Socio-economic background:** \$117,889.40

**Location:** \$80,154.24

**AP Curriculum & Instruction:** \$240,913.60

**Literacy and numeracy:** \$51,422.40

**Professional learning:** \$38,321.07

**QTSS release:** \$20,000.03

**Low level adjustment for disability:** \$338,067.00

**English language proficiency:** \$2,400.00

**Integration funding support:** \$30,000.00

### Summary of progress

Our success in balancing the focus of support across reading and numeracy has led to pleasing improvement in key measures.

Our numeracy results have moved closer to the desired progress level, it is very evident that the programs and processes we have put in place have addressed this initial decline.

By interacting weekly with families, in many cases using technologies and programs such as Seesaw and Google Classroom, and focused teacher support most key data stabilised or grew. This is a pleasing result given the growth we have seen out of COVID times.

Our Attendance data still remains below our baseline, but trending currently over 85%.

### 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
• Percentage of students achieving in the TOP 2 Skills bands in Numeracy will <b>increase by 7.5%</b> from a baseline of <b>11.1%</b> to a lower bound of <b>18.6%</b> .	• 6.5% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress yet to be seen toward the annual progress measure.
Reading and Numeracy <b>TOP TWO</b> skill bands: • At WPS the percentage of students achieving in the TOP 2 Skills bands in <b>Reading</b> will <b>increase by 7.9%</b> from a	• 25% of Year 3 students and 16.9% of Year 5 students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target

baseline of <b>16.8%</b> to a lower bound of <b>24.7%</b> .	
<p>Expected Literacy and Numeracy growth:</p> <ul style="list-style-type: none"> <li>At WPS the percentage of students achieving expected growth in <b>Reading</b> will begin from a baseline of <b>48.48%</b> <b>increase by an additional 3.0%</b> this year to move toward our lower bound of <b>57.4% in 2023</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
<ul style="list-style-type: none"> <li>and the percentage of students achieving expected growth in Numeracy will <b>increase by a further 2.0%</b> from a baseline of <b>54.6%</b> to move towards our lower bound of <b>60.5% in 2023</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
<p>Improved Attendance:</p> <ul style="list-style-type: none"> <li>The percentage of students attending school 90% of the time or more, will <b>increase by at least 6.8%</b> from the baseline of 63.8%</li> </ul>	<ul style="list-style-type: none"> <li>The number of students attending greater than 90% of the time or more, at 60.0%, has decreased slightly by 0.8% from our baseline.</li> </ul>

## Strategic Direction 2: Improving Teaching through Innovative Practices

### Purpose

Teachers will implement effective classroom management practices for all students with meaningful learning experiences that are explicit, inclusive, engaging and challenging.

Our school culture is built on respectful mentoring relationships and a foundation of professional learning that is focused on supporting quality curriculum planning, assessment, the effective use of data and continual improvement of teacher practice.

***As a result Wellington Public School is a great place to work and our staff is of the highest calibre.***

### 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 driven practice
- Targeted Professional Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$139,656.38

**Aboriginal background:** \$109,006.00

**Per capita:** \$130,165.41

**Location:** \$37,000.00

**Integration funding support:** \$22,072.00

### Summary of progress

Innovation in this Strategic Direction continues to be driven by our involvement in the Regional Access Gap reform with all classrooms and school staff well-resourced in terms of new technology.

Every teacher has a new laptop device. Our outdated computer labs have been updated and replaced with the capacity for every class to access and bank of in-class laptop devices. Every classroom has a new Multimedia Learning Display.

Professional learning continues to be focused on the reading and numeracy targets we have set. This was conducted online and in-school.

This support was enhanced by the innovative use of these new devices and training in programs such as Teams and Google Classroom.

We have progressed towards a more seamless delivery of curriculum, especially when students and staff were having to work from home, with the availability of more than 100 additional devices across the school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• Professional learning for all staff is <b>evidence-based</b> and used to inform teaching and learning</li><li>• <b>One in every two students</b> have access to an appropriate device and are engaging with digital technologies daily in their learning both at home and at school.</li><li>• <b>All staff have their own notebook device</b> and are using digital technologies to plan and deliver</li></ul>	<ul style="list-style-type: none"><li>• A strong return to face-to-face modes of Professional learning</li><li>• In most classrooms every student has access to a new device and are linking their learning through a range of classroom activities and applications</li><li>• Staff have a device and are using Teams as the key application to link communication and data storage</li></ul>

relevant aspects of the curriculum both face to face and remotely.	
<ul style="list-style-type: none"> <li>• <b>All teachers and support staff</b> regularly engage with needs based targeted Professional Learning (which is documented and reviewed twice a year in their Performance and Development Plan documentation) that is informed by current research.</li> </ul>	<ul style="list-style-type: none"> <li>• We have progressed towards a more seamless delivery of Professional learning and curriculum development, especially when students and staff were having to work from home, with the availability of more than 100 additional devices across the school.</li> </ul>



### Strategic Direction 3: Leading Educational Innovation

#### Purpose

Leadership across our school is driven by a culture of high expectations, strong wellbeing practices and community engagement supported by collaboration and inclusivity, focused on sustained and measurable whole school improvement.

Resources are strategically and innovatively used to achieve improved student outcomes and high quality educational delivery.

***As a result community confidence in Wellington Public School is high.***

#### 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.

- Whole school Leadership
- Wellbeing based programs
- Community Interactions

#### Resources allocated to this strategic direction

**Socio-economic background:** \$681,000.00

**Professional learning:** \$10,000.00

**QTSS release:** \$89,060.00

**Aboriginal background:** \$551,480.76

#### Summary of progress

All our executive have been involved in professional learning to develop effective instructional leadership and management skills.

Community members are accessing an increased proportion of diverse opportunities to communicate and liaise with the school. These have developed from daily interactions on SeeSaw and Google Classroom, a developed and interactive Facebook presence, the use of key staff to outreach to the community with a particular focus on student attendance.

School executive guide teaching and learning practices that are responsive to school data and current research. This has seen a focus on improved data-driven decision making in their teams this year. This has made their 'Power Hour' times more focused and accountable. It has resulted in highly differentiated, evidence-based teaching and learning programs which were regularly reviewed and updated by Assistant Principals according to student need. This was especially significant as the initiative continued throughout the different modes of learning in 2021 with continual teacher feedback a feature of the culture we have developed within our staff.

This process was integrated with work of a revised Learning and Support Team into other curriculum development activities across the school. This has been supported in part by our new Assistant Principal Curriculum & Instruction.

#### 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
<b>Whole School Leadership</b>  All staff PDPs are integrated and inform school planning with each member of staff having a school, stage and personal goal.	Whole School Professional Learning is linked to the Professional Teaching Standards.  All Performance and Development Plans have a personal, school and stage based goal incorporated into them.
<b>Stage-based Leadership</b>	Staged based PL is linked to the Professional Teaching Standards.

<p>All Stage goals are:</p> <ul style="list-style-type: none"> <li>- based on the Professional Standards for Teachers.</li> <li>- Explicitly linked to Professional Learning, and</li> <li>- Regularly linked to and evaluated in staff PDPs in respect to the WPS strategic directions.</li> </ul>	<p>All PDPs have a personal, school and stage based goal incorporated into them.</p>
<p><b>Community Leadership</b> sees key stakeholders such as SRC, P&amp;C, AECG and parent/carer lead feedback on school performance and this is used to enhance existing, and develop new approaches, to improve student learning.</p> <p>Family involvement in our school increases with all students preparing for and 80% of parents/carers attending the 2022 Family and Friends afternoons.</p> <p>A significant Cultural/Educational day is held each Term</p> <p>Our Wellbeing based programs such as PBL, Be You, Positive Living Skills and additional psychological support are integrated into every Stage and evaluated with parent/carer input and these findings are communicated to our school community.</p>	<p>Google survey indicated the success of student feedback in reports. Parents asked for and embraced the inclusion of student comments in reports. This has become a great focus for teachers to frame discussions regarding student learning and progress.</p> <p>Unfortunately family and friends meetings were on hold due to COVID. This has allowed us to enhance the way that information is distributed to the community. We have enhanced our newsletter and Facebook presence and developed a comprehensive outreach team to build relationships with all families.</p> <p>Open Days were put on hold. In place of these, the school ensured a continuing connection through the sharing of work and student achievements.</p> <p>The successful integration of wellbeing programs continued. Wellbeing week with program of activities developed for Week 6 each term. Psychology support used for individual students and families. More than 20 families engaged in this program.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$52,072.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wellington Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expertise and innovation</li> <li>• Data driven practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students receiving integration funding support have been strongly supported by a foundation of consistent planning, consultation and review.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Build our framework of School Learning and Support Officer (SLSO) support to students to facilitate greater collaboration between classroom teachers and SLSOs. We will also continue to have highly trained support staff across the school to ensure all integrated and individualised student learning plans, allowing students to feel at home and supported in mainstream classrooms.</p>
<p>Socio-economic background</p> <p>\$938,545.78</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wellington Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Describing and communicating student growth</li> <li>• Expertise and innovation</li> <li>• Data driven practice</li> <li>• Whole school Leadership</li> <li>• Wellbeing based programs</li> <li>• Targeted Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support BNL and MiniLit program implementation.</li> <li>• supplementation of extra-curricular activities</li> <li>• engage with external providers to support student engagement and retention</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Focused and coordinated support for literacy and numeracy development across the school. This engagement has also had a positive impact on attendance data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue our transition into an enhanced Learning and Support model with our new 1.6 Assistant Principal Curriculum and Instruction positions and resources.</p>
<p>Aboriginal background</p> <p>\$844,686.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wellington Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$844,686.76</p>	<p>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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Describing and communicating student growth</li> <li>• Expertise and innovation</li> <li>• Data driven practice</li> <li>• Wellbeing based programs</li> <li>• Community Interactions</li> <li>• Targeted Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• creation of school literacy resources embedding local language</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Programs to focus on the improvement of school attendance data.  Integrating programs to enhance the delivery of language and cultural identity initiatives for our Aboriginal students.  ALL students in the school attend a Wiradjuri language lesson each week.  A weekly focus on attendance is acknowledged each week at our assembly and Stage-based rewards are in place for excellent attendance.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Maintain the growth of programs such as our Boys Shed and Girls dance group as incentives for above 90% attendance for all students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wellington Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expertise and innovation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  In-class support and programming for our growing number of EAL/D students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to seek support from sources external to the school for EAL/D programs.</p>
<p>Low level adjustment for disability</p> <p>\$338,067.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wellington Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Low level adjustment for disability</p> <p>\$338,067.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expertise and innovation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention MiniLit to increase learning outcomes</li> <li>• 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</li> <li>• employment of School Learning and Support Officers (SLSO) to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• employment of LaST and interventionist teacher</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A focus on Preschool and Kindergarten to ensure all students have the best beginning to school. Screening for all areas of cognitive and social development programs. This includes both Speech and OT support, dental care and hearing screens.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Following up the support for these students across the older age groups. Ensuring that support is coordinated and new students who arrive at school are supported.</p>
<p>Location</p> <p>\$117,154.24</p>	<p>The location funding allocation is provided to Wellington Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Describing and communicating student growth</li> <li>• Expertise and innovation</li> <li>• Data driven practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> No student being disadvantaged as a result of their personal circumstances.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The opportunities we provide across the school take our location out of the equation. The excellent support we provide for all students at our school ensures quality learning outcomes for every child in our care.</p>
<p>Professional learning</p> <p>\$48,321.07</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 Wellington Public School.</p>

<p>Professional learning</p> <p>\$48,321.07</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expertise and innovation</li> <li>• Whole school Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• re-engage in external Professional Learning following COVID</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Many online PL activities such as BNL, trauma informed care and MiniLit were provided despite the challenges of the time. Now an increasing number of face-to-face training is available.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to explore a range of professional learning opportunities as the face-to-face professional learning becomes more readily available.</p>
<p>Literacy and numeracy</p> <p>\$51,422.40</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wellington Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Describing and communicating student growth</li> <li>• Expertise and innovation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The integration of this resource along with our significant equity funding to target whole school programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Maintain the integration of these funds into whole school programs.</p>
<p>QTSS release</p> <p>\$109,060.03</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wellington Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expertise and innovation</li> <li>• Whole school Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding has allowed us, along with equity funding, to introduce a collaborative 'power hour' and an additional hour of RFF for every member</p>

<p>QTSS release</p> <p>\$109,060.03</p>	<p>of staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to maintain an accountable 'power hour' and ensure that the additional RFF time is used effectively. This will compliment new resources to focus on Curriculum design in relation to new syllabus implementation.</p>
<p>COVID ILSP</p> <p>\$386,019.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> <li>• leading/providing professional learning for COVID educators</li> <li>• releasing staff to participate in professional learning</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - BNL</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Small groups tutoring sessions across Stages 1 to Stage 3 and Preschool. Training has been provided to staff in literacy intervention programs such as MiniLit. Check In data is refreshing with steady progress evident across all Grades.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Should funding continue we will expand these programs to support students as identified in our post 2022 data. The school will plan to utilise the effective systems and structures put in place during 2021-2022, to accommodate all students eligible for ongoing funding, through continued small group tuition.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	250	255	242	205
Girls	228	246	221	220

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.6	92.0	88.5	85.1
1	89.4	89.8	86.9	82.4
2	90.6	88.0	84.1	80.5
3	89.7	92.0	85.0	83.7
4	90.2	89.4	85.9	81.3
5	88.3	91.4	85.4	81.3
6	88.3	91.0	86.2	82.8
All Years	89.6	90.5	86.0	82.4
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

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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
Deputy Principal(s)	1
Assistant Principal(s)	6.6
Classroom Teacher(s)	19.61
Learning and Support Teacher(s)	2.1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	12.82

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	211,527
<b>Revenue</b>	8,214,134
Appropriation	8,099,070
Sale of Goods and Services	21,457
Grants and contributions	89,423
Investment income	3,278
Other revenue	907
<b>Expenses</b>	-7,957,992
Employee related	-7,212,371
Operating expenses	-745,621
<b>Surplus / deficit for the year</b>	256,142
<b>Closing Balance</b>	467,669

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	52,072
<b>Equity Total</b>	2,123,700
Equity - Aboriginal	844,687
Equity - Socio-economic	938,546
Equity - Language	2,400
Equity - Disability	338,067
<b>Base Total</b>	4,418,557
Base - Per Capita	130,165
Base - Location	117,154
Base - Other	4,171,238
<b>Other Total</b>	1,019,719
<b>Grand Total</b>	7,614,048

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents, staff and students were surveyed to gather data in 2021 as a part of the school's Situational Analysis which was introduced to form the base of 2022 planning.

### Parent, Student and Staff Survey Outcomes

A Google survey was provided again this year and promoted through our website and Facebook page.

27 families responded to the survey along with 62 staff. Student classroom surveys were also integrated into our planning.

Both parents and staff once again highlighted the use of our new scope and sequence planning and the way it assists to help guide teaching programs and themes across each stage as being 'great'. Our move towards a 'three-way conference' mode for parent meetings was also well received.

Parents, students and staff were also able to provide positive feedback around reading, numeracy talks, writing shared experiences, PBL and Literacy programs such as L3 and Daily 5.

The most positively rated aspect across the school was the Stephanie Alexander Kitchen Garden program. *'Kitchen Garden is an absolute highlight'*.

The survey also highlighted community and staff awareness about:

- opportunities to engage with community,
- Wiradjuri language lessons for all students, excursions in community,
- Spelling Mastery,
- outreach group during COVID isolation, Kindness Club and desk drumming.
- integration opportunities,
- teacher programming flexibility - not having to do co-operative programming and being able to program for my class specific needs and the freedom to adapt as the students grow and achieve.

### Summary of Targeted Programs seen as successful:

*MiniLit* is a targeted intervention program implemented in Stage 1, 4 days per week. It is a small group intervention run by the Learning and Support Teacher (LaST) team and School Learning and Support Officers (SLSOs). It targets students who have been identified as below expected stage outcomes in Reading.

*Spelling Mastery* is a specific program developed for the skill development in spelling. It is implemented across Years 1-6, 4 times a week in Primary and 5 times a week in infants. Each student is assessed and placed in leveled groups.

L3 is a literacy program targeted for Early Stage One and Stage One. Since 2020 2 stage one teachers have engaged in training for the program and 5 teachers completed their ongoing professional learning again this year. The school has used the newly appointed APC&I's to support all early stage one and stage teachers in their explicit implementation of key literacy programs.

*Daily 5 Literacy and Daily 4 Maths* was used in most classes, particularly in Stages 1 & 3. This mode of teaching allows for small group differentiation to explicitly teach mathematical and literacy concepts that are at point of need for each student.

In 2020 a *Building Teacher Leadership Through Reading* group was established. This group has continued to offer professional learning to aspiring leaders of WPS around effective reading instruction. A large element of this training was to develop teacher mentors that would coach and support other classroom teachers in Literacy instruction across the school.

The *Stephanie Alexander Kitchen Garden* program continued to be offered to all classes in 2022 on a weekly basis for one and a half hours as a part of RFF. It involves teaching students' pleasurable food education and teaches Wellington Public School children positive food habits through fun, hands-on learning. This year we were successful in applying for and having a climate-controlled greenhouse installed by the Food Ladder organisation.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.