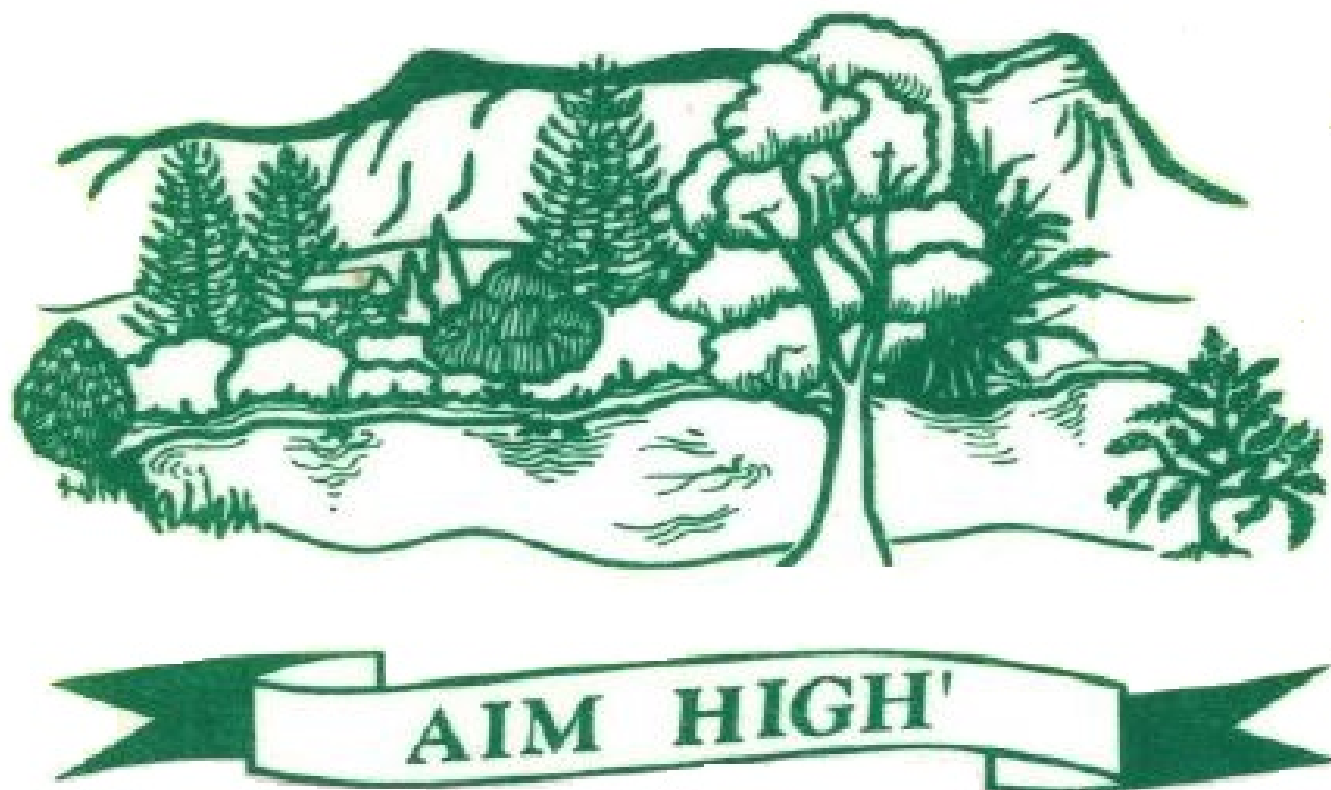


# 2022 Annual Report

## Wiangaree Public School



3439

## Introduction

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

Kunghur Street

WIANGAREE, 2474

<https://wiangaree-p.schools.nsw.gov.au>

[wiangaree-p.school@det.nsw.edu.au](mailto:wiangaree-p.school@det.nsw.edu.au)

6636 2163

## School vision

Wiangaree Public School is a vibrant and harmonious learning community that is highly committed to creating successful, confident and creative learners who are able to thrive in our ever changing society. Our school will consistently develop and implement high quality individualised learning programs, where students have opportunities to collaborate, problem solve and utilise technology as a tool to enhance learning and reach their personal best. Wiangaree has a strong community involvement built on trust and transparency. Moving forward our school will focused on growing literacy and numeracy competent students equipped to become successful members of the community.

## School context

Wiangaree Public School has current enrollment of 19 students. It is a rural school located in the Far North Coast, 15 km North of Kyogle. We have a FOEI of 144 identifying us as low socio-economic rural school.

As a small school, we highly value and foster our Positive Behaviour for Learning expectations of safe, responsible learners that "Aim High" for personal best.

Through our Situational Analysis we have identified strong themes for continual improvement in students growth and attainment, teaching capacity and collaboration across all stakeholders; staff, students and community. A strong focus will be on a deep understanding of data and the use of that data to improve outcomes for all students and to drive professional learning for staff.

All teaching staff at Wiangaree Public School are accredited through the NSW Education Standards Authority and strive for excellence in education. We participate in regular professional development opportunities and implement positive changes in our classrooms for all of our students' needs, based on best practice and evidence based research. Ensuring high quality education is delivered to each students through a continuous cycle of plan, implement, evaluate and reflect on teaching practice that allows effective reporting on student progress.

The school is a proud member of the COLOURSS (Community of Learning of Upper Richmond Small Schools) learning community, which meets regularly for targeted professional development, planning, resource sharing and inter-school activities. Families of the students are very proud and supportive of our school and willingly participate in school and COLOURSS activities.

## 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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise students achievement in literacy and numeracy with a strong focus on explicit instruction that caters to individual learning needs, while recognising that each student comes to school with a different set of experiences, knowledge and skills.

### 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.

- Reading
- Numeracy
- Attendance

### Resources allocated to this strategic direction

**Professional learning:** \$4,418.00

**Integration funding support:** \$124,485.00

**Low level adjustment for disability:** \$17,842.00

**Socio-economic background:** \$21,772.00

**Literacy and numeracy:** \$1,698.00

**Aboriginal background:** \$1,415.00

### Summary of progress

Our focus for 2022 was on the use of highly effective teaching practices to improve reading and numeracy with a focus on explicit instruction. Staff actively engaged in a range of targeted professional learning to develop their knowledge and understanding of high-impact, evidence informed practice and implemented this learning into their teaching and learning programs. Staff engaged in fortnightly collaboration meetings to discuss student learning and to plan, monitor and review programs and individual learning plans to ensure learning opportunities were differentiated and promoted high expectations and student growth. Student learning outcomes have been tracked through a range of assessment and the collection of data has shown improvement across the board.

A review of the high-quality literacy texts and resources that support the explicit teaching of reading was undertaken whole school and as a result, new resources that are directly linked to the implementation of the new syllabus was purchased to ensure staff are well equipped with engaging, contextually relevant books and resources. To support the implementation of information technology into teaching and learning opportunities, a range of digital resources was also acquired to support whole class and individual learning opportunities.

Recording and monitoring attendance was another key priority this year, with a strong focus on improving student attendance. Building parent awareness of attendance was achieved by utilising the Attendance Matters resources to highlight why attending school is important and the impact absences have on student learning. The implementation of Sentral as a school wide attendance recording system has resulted in a consistent approach to monitoring and recording attendance.

Next year we will continue to embed explicit instruction across phonemic awareness, phonics and fluency and a stronger emphasis will be on multiplicative thinking in Mathematics to further develop number sense for all students K to 6. Attendance will continue to be a focus and the implementation of the Sentral app for Parents will aim to improve the number of unjustified absences and allow parents to monitor their own child's absences more easily.

### 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 % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading to contribute towards the Richmond Network Small Schools	The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Reading exceeded the system negotiated target and demonstrated an uplift of 6.6% on the network baseline data.

beyond the baseline data of 43.2% in Reading	
Increase the % of Stage 2 and 3 students in the top 2 bands of NAPLAN Numeracy to contribute towards the Richmond Network Small Schools beyond the baseline data of 30.7% in Numeracy.	The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Numeracy did not meet the system negotiated target but demonstrated an uplift of 5.7% on the network baseline data.
Increase the % of students achieving expected growth in NAPLAN Reading and Numeracy up to 53% to progress towards the Richmond Network Small Schools lower bound target.	As NAPLAN was not conducted in 2020, no average expected growth measures could be realised through NAPLAN Reading in 2022. As such, school staff analysed formative and summative data to determine that most students in Years 2-6 on trend achieved average annual expected growth.
Increase the % of students achieving expected growth in NAPLAN Reading and Numeracy up to 53% to progress towards the Richmond Network Small Schools lower bound target.	As NAPLAN was not conducted in 2020, no average expected growth measures could be realised through NAPLAN Numeracy in 2022. As such, school staff analysed formative and summative data to determine that most students in Years 2-6 on trend achieved average annual expected growth.
Increase the % of students attending school more than 90% of the time to contribute towards the Richmond Network Small Schools shared lower bound target of 70% of students attending more than 90% of the time.	The % of students attending school more than 90% of the time across the Richmond Network Small Schools decreased by 28.34% from 2021 figures, demonstrating that we are not yet progressing towards the lower bound small schools network target.

## Strategic Direction 2: Building Teacher Capacity

### Purpose

To engage in consistent and purposeful data collection to inform and refine teaching practice that aligns to the schools overall achievement and the continual improvement of teacher quality.

### 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 Skills and Use
- Learning and Development

### Resources allocated to this strategic direction

**Location:** \$1,797.00

**QTSS release:** \$3,218.00

### Summary of progress

In 2022, school staff focused their energy in building their professional capacity through Literacy and Numeracy curriculum implementation, Assessment processes and capabilities and formally building in opportunity for professional collaboration. All staff K-6, teaching and non-teaching, could identify by the end of the year, areas in which their professional practice had grown in the last 12 months. Increased knowledge of theory, clarity of school expectations and opportunities to implement focus areas through a collaborative model has resulted in the school confidently being ready to implement the new Literacy and Numeracy curriculums, apply the schools refined assessment schedule and enhance our professional interactions. Focus for professional learning in 2023 will be the LEED project, Multiplicative Thinking, digital technologies in the classroom, a Years 3-6 focus of the new Literacy and Numeracy syllabus and the consolidation of 2022 learning into daily practice.

Staff worked hard to maximise the collective efficacy that they could achieve through collaborative not individualised learning. The school provided set time for collaborative planning between class teachers and SLSOs to ensure that the clear, targeted learning and support programs for students were maximising their intended outcomes. Colleagues identified from this any professional learning that was required and undertook this with the aim of best supporting their students. High attainment of student's learning goals and minimisation of negative student behaviours reflected the effectiveness of the collaboration strategy. Moving into 2023, in lieu of a morning duty once a week, check in meetings with classroom teacher and SLSO will be scheduled to consolidate this practice and have data to support these actions.

The principal worked with all colleagues teaching and non-teaching to develop a whole school Personal Development Program framework that allowed all staff to align their goals to the school's Strategic Improvement Plan as well as to the Teaching Professional Standards, Premier's Priorities and DoE Strategic Plan. Clear communication of all PDP expectations and commitments and a leadership culture of supporting individuals to undertake their own learning, led to all staff members undertaking a range of professional learning opportunities. End of year review meetings were positive with strong enthusiasm for the self-improvement journeys that staff had been able to make across the year.

Moving into 2023, staff meetings will become weekly with a strong focus on structured professional learning linked to the Strategic Improvement Plan and staff PDPs. PL opportunities for SLSO / SASS staff to be negotiated and implemented as required.

### 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
School's evidence supports on balance judgement moving towards Sustaining and Growing in the element of Data Skills and Use in the Teaching domain of the School Excellence Framework	Self-assessment against the Schools Excellence Framework shows the school currently performing at delivering in the element of data skills and use.

<p>School's evidence supports on balance judgement moving towards Sustaining and Growing in the element of Learning and Development in the Teaching domain of the School Excellence Framework</p>	<p>Self-assessment against the Schools Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$124,485.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wiangaree 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>• Reading</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> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of SLSO for both the Junior room (3 days a week) and Senior room (4 days a week) to provide individualised learning and support interventions for identified students. Teacher release to plan and review ILPs. Students with ILPs all met learning goal targets as measured in annual evaluation process.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of SLSO support but with modifications (Junior room 4 days a week and Senior room 5 days a week, with earlier finish times to allow for explicit instruction in Literacy and Maths).</p>
<p>Socio-economic background</p> <p>\$21,772.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wiangaree 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>• Reading</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>• professional development of staff to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted support in Literacy, Numeracy and Wellbeing that is consistently reviewed, assessed and programed to meet individual student need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of targeted support in 2023, with an explicit focus on Literacy and Numeracy. This will be achieved by amending SLSO work hours to address the key learning times across the week.</p>
<p>Aboriginal background</p> <p>\$1,415.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wiangaree 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><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>• Attendance</li> </ul>

<p>Aboriginal background</p> <p>\$1,415.00</p>	<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 allow allocation of time for Principal to monitor attendance and communicate with families.</li> <li>• Creation of professional learning opportunities for staff to actively engage students in learning to improve attendance</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Overall attendance improving and parents well informed of attendance policy. Attendance data completeness now at 100% and staff identifying and addressing attendance concerns.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to monitor and review attendance, with a strong focus on informing parents about the importance of why everyday matters. Acknowledging students who are attending more than 90% of the time and continuing to have high expectations about attendance.</p>
<p>Low level adjustment for disability</p> <p>\$17,842.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wiangaree 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 enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff member to provide teacher release for plan and review of learning plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individual Learning Plans were reviewed, modified when required and consistently implemented by relevant staff. Students received targeted support with School Learning and Support Officers that was individualised.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ School Learning and Support Officers to work within the classrooms to provide targeted intervention support as data evidence shows student growth and attainment in Literacy and Mathematics as a result. Further, continuing to provide time allocations for teachers to review and implement learning plans.</p>
<p>Location</p> <p>\$1,797.00</p>	<p>The location funding allocation is provided to Wiangaree 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>• Data Skills and Use</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>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Principal providing professional learning for staff to improve knowledge and understanding of current, evidence-based assessment and teaching strategies to ensure continuous improvement in student learning. This includes the effective use and implementation of technology resources to increase student engagement. Staff and student feedback indicate that professional learning around technology resources has led to an increase in student's being actively involved in the learning process. Staff feedback</p>

<p>Location</p> <p>\$1,797.00</p>	<p>indicates that collaboration time has resulted in a more targeted and systematic approach to teaching and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to identify and deliver professional learning opportunities for staff to support teaching and learning practices. Provide additional time for teachers and SLSO to meet with a focus on weekly meetings instead of fortnightly. Allocation of staffing on the duty roster to allow this to occur.</p>
<p>Professional learning</p> <p>\$4,418.00</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 Wiangaree 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>• Reading</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 in professional learning to unpack evidence-based approaches to develop knowledge and understanding of new K-2 syllabus</li> <li>• embed whole school phonics instruction to maximise student achievement in Reading</li> <li>• purchase of new literacy resources to support new syllabus text requirements</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Whole school phonemic knowledge and phonics scope and sequence developed to ensure consistent practices are used to monitor, plan, teach and report on student reading progress. Baseline data identified targeted support required for students. SLSO program created to address these areas of support. Purchased new books and resources aligned to the new English syllabus, subscribed to Reading Eggs and SoundWaves program. Staff implementing effective reading instruction professional learning as part of the new K-2 English syllabus to continue to build staff capacity.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to implement and review whole school phonemic knowledge and phonics scope and sequence developed to ensure consistency K-6 and to support all students. Further, continuing to provide teacher release for professional learning and collaborative planning opportunities.</p>
<p>Literacy and numeracy</p> <p>\$1,698.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wiangaree 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>• Numeracy</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Baseline data identified targeted support required for students in Reading and Mathematics. As a result, targeted intervention support plans were created and implemented to support students. Formative assessment data indicates student growth as a direct result of this intervention. Whole school numeracy assessment schedule created to ensure consistent practice K to 6.</p>

<p>Literacy and numeracy</p> <p>\$1,698.00</p>	<p>Employed additional staff member to ensure K to 2 class has 5 days explicit teaching.</p> <p>Staff engaged in a range of targeted professional learning to improve literacy and numeracy based on the new syllabus requirements.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to engage staff in a range of targeted professional learning to improve literacy and numeracy. Monitor, review and implement high quality, evidence-based literacy and numeracy programs and resources, to support teaching, learning and assessment. Provide time for staff to engage in data talks with the Principal to ensure data is being used to drive best practice and identify areas of support required for students.</p>
<p>QTSS release</p> <p>\$3,218.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wiangaree 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>• Learning and Development</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>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Developed a whole school PDP framework that allows all staff to align their goals to the Strategic Improvement Plan as well as Teaching Professional Standards, Premier's Priorities and DoE Strategic Plan. PDP meetings held twice a year to promote professional discussions that are aimed at improving best practice and providing professional learning opportunities to develop teacher knowledge and understanding. Staff engaging in a range of professional learning opportunities that are aligned to the Strategic Improvement Plan and collaborating with other staff to further build on and implement new learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff meetings become weekly professional learning sessions that are a whole school approach to a targeted area of the Strategic Improvement Plan which also align to staff PDPs.</p>
<p>COVID ILSP</p> <p>\$17,307.00</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students identified as requiring additional learning support were targeted and supported through a small group, explicit, differentiated learning program at their point of need. Growth data indicates this targeted support resulted in literacy and numeracy growth for most students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

COVID ILSP \$17,307.00	Students will continue to be supported to have learning success through smaller group instruction as this was so successful in 2022.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	17	16	13	14
Girls	8	11	9	8

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.0	96.8	86.7	89.5
1	95.8	90.0	90.0	87.8
2	90.0	89.2	89.2	93.6
3	95.8	91.6	56.0	83.8
4	82.9	88.8	92.3	53.7
5	83.3	85.5	62.9	85.7
6	90.8	91.6	86.7	51.6
All Years	88.5	89.6	80.2	78.2
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
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*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>	61,825
<b>Revenue</b>	648,706
Appropriation	632,445
Sale of Goods and Services	631
Grants and contributions	15,130
Investment income	499
<b>Expenses</b>	-613,688
Employee related	-488,116
Operating expenses	-125,573
<b>Surplus / deficit for the year</b>	35,017
<b>Closing Balance</b>	96,843

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>	124,485
<b>Equity Total</b>	41,030
Equity - Aboriginal	1,415
Equity - Socio-economic	21,772
Equity - Language	0
Equity - Disability	17,842
<b>Base Total</b>	344,434
Base - Per Capita	5,559
Base - Location	1,797
Base - Other	337,078
<b>Other Total</b>	11,893
<b>Grand Total</b>	521,842

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

Wiangaree Public School is valued by the parents, carers and the local community as important in the township. In 2022, parent involvement was actively encouraged and the implementation of a new communication portal allowed parents to connect and engage with their child's learning.

Parents indicated a support for the school directions and in the Parent Survey conducted in Term 4, parents indicated that they felt welcome, well informed and that the school supports their child's learning. Student achievement was reported in Semester 1 and 2. and Parent / Teacher interviews were held when requested.

Teachers and non teaching staff were supported through the Performance and Development process with identified learning goals that aligned to the Strategic Improvement Plan and for teaching staff, these goals also aligned to the Professional Standards, Premiers Priorities and the DoE Strategic Plan 2018-2022. There was a very strong focus on creating a high expectations and high standards to all aspects of teaching and learning. In 2022 the school has self selected to participate in guided Department of Education professional learning on the new K-2 English and Mathematics Syllabuses and engaged in a range of professional learning opportunities and collaborative practices to develop and implement new learning.

The students at Wiangaree Public School are actively engaged in their learning and attendance at school has improved. In the Student Survey conducted in Term 4, students indicated they felt safe, supported and happy at school both in the classroom and in the playground. Students are supported by a Individual Education Plan and intensive learning and support programs when required.

# 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.