

2022 Annual Report

Wingello Public School



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Introduction

The Annual Report for 2022 is provided to the community of Wingello Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Wingello Public School every student is known valued and cared for. Our students are inspired to achieve in an inclusive environment where every student maximises their potential in all aspects of learning and wellbeing. We foster strong community connections to create a sense of belonging for all.

We are committed to a school-wide culture of high expectations and a shared responsibility that every student and every teacher improves every year.

School context

Wingello Public School is a small rural school located in the Southern Highlands of NSW in a beautiful bushland setting close to the city of Goulburn and the town of Moss Vale. We pay our respects to the Gundungurra people and acknowledge that they are the traditional custodians of the land on which our school sits. The playground reflects the natural beauty of the area with a yarn circle/ indigenous garden being developed in collaboration with National Parks.

Wingello Public school serves a diverse community that is continually growing due to land development and young families seeking a tree change. Student numbers have fluctuated over the last ten years between 14 and 33. Current numbers stand at 28 (7% Indigenous and 8% LBOTE). Currently there are two classes formed (K-2, 3-6). Wingello was severely affected by the bushfires in 2020 with homes being destroyed close to the school. This has had a deep impact on the community.

Wingello Public School is starting its journey as a Positive Behaviour for Learning school with its core values of Respect, Responsibility and Resilience.

A dedicated team of staff ensure that students always reach their potential in a safe, happy, inclusive and creative environment. An outstanding academic, sporting, cultural and creative and practical arts programs are delivered through rich and diverse curriculum. Students are offered music lessons by the Goulburn Hume Conservatorium. The school participates in sporting gala days, creative arts festivals such as Southern Stars and Instrumental of Music. It enjoys strong links with its partner high school -Moss Vale High as well as the Bundanoon pre-school.

The school benefits from the significant support of an active and dedicated Parents' and Citizens' Association which together with the wider community volunteer their time to support student learning and to raise funds for the school.

Through our situational analysis, we have identified that a focus on writing and numeracy, analysis of data skills, effective partnerships and teaching and learning are required to improved evidence based practices leading to improvement in student outcomes. A commitment to the Challenging Learning Project (CLP) will further support teaching practices by building teacher capacity in differentiation, foster student growth mindset, providing timely feedback. This project will enable for high impact professional learning and coaching and mentoring of all staff.

Wingello Public School is part of the a community of schools across the Southern Highlands participating in the Challenging Learning Process. and is one of four schools successful to receive the fair Education grant to prioritise strengthening family and community engagement.

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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To strengthen the explicit teaching of literacy and numeracy across the school by embedding strong evidence-based teacher practices and systemic data collection to ensure every student makes measurable learning progress.

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.

- Systematic data collection and skills
- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$6,073.95

QTSS release: \$5,401.00

Low level adjustment for disability: \$25,993.00

Aboriginal background: \$1,916.00

Socio-economic background: \$17,874.00

Literacy and numeracy: \$2,853.05

Per capita: \$7,075.04

Summary of progress

Systematic Data Collection and Skills:

Professional Learning: Staff engaged with the team from Collaborative Support- Unique Settings (CSUS) to undertake professional learning on data collection, triangulation and transforming this analysis into effective whole-school teaching and learning programs. 2 days per term were set aside for PLAN 2 Professional Learning and engagement with the CSUS team. The school focused on reading fluency in Semester 2 as a model for future data collection, analysis and improvement measures.

The school transitioned to Sentral as the reporting system.

Effective classroom practice:

The school funded a extra 0.446 classroom teacher to provide a second class. The class configuration remained the same as 2021 - K-2, 3-6 allowing for consistency in the teaching and learning expectations of students. Along with this assistance, the school self funded additional Learning and Support in the form of a Student Learning and Support Officer (SLSO) for the full academic year and 0.2FTE Learning and Support Teacher for Terms 3 and 4.

The school engaged a 0.2FTE Release from Face to Face Teacher for 1 day per week to ensure classroom teachers were given sufficient planning and professional learning time.

The school funded a collaborative planning and data day each term. Teachers worked collaboratively to effectively plan and program literacy and mathematics activities.

The Rural Access Gap program provided additional funding for upgrades to Main Learning Displays and professional learning for the 3-6 classroom teacher to ensure the effective implementation of these displays. This funding extended to professional learning for this teacher to enrich the technology integration and support collegial planning and professional learning across all school staff.

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
Two top bands Numeracy: shared Network target	NAPLAN scores indicate a decrease in the proportion of students achieving in the top two skill bands for NAPLAN numeracy data. Due to the small size

<p>Increase the proportion of students achieving in the top 2 NAPLAN Numeracy bands by 6.3%</p>	<p>of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>Reading/shared network target Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by 7%</p>	<p>NAPLAN scores indicate a decrease in the proportion of students achieving in the top two skill bands for NAPLAN reading data. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year</p>
<p>A minimum of 70% of students will achieve at or above expected growth in NAPLAN Reading</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. Individual student growth tracking indicates 33% of students in Year 3 and 66% of Year 5 students achieved above the National average..</p>
<p>A minimum of 55% of students will achieve at or above expected growth in NAPLAN Numeracy</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. Individual student growth tracking indicates 33% of students in Year 3 and 100% in of students Year 5 achieved above the National average.</p>
<p>n the School Excellence Framework, school self assessment in the area of Data-Skills and Use will trend towards Sustaining and Growing In the School Excellence Framework the school self assessment in the area of Effective Classroom Practice will trend towards excelling</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.</p>

Strategic Direction 2: Positive School Culture

Purpose

Strengthening effective partnerships with family and community coupled with effective learning and development leads to a positive school culture where every child is known, valued and cared for at Wingello Public School.

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.

- Partnerships and community engagement
- Collaborative practice and feedback

Resources allocated to this strategic direction

Low level adjustment for disability: \$3,825.00

Location: \$2,300.00

Summary of progress

Partnerships and community engagement:

Positive Behaviour for Learning is continuing throughout the school. Presentations occurred at end of term assemblies and the End of Year Assembly. The quantity of students receiving Gold and Platinum awards increased as expected with no Home Learning period.

The school created and managed a whole-school Seesaw account to separate Administration messages from class messages. This account improved communication to families and ensured messages to families was consistent. The school purchased Sentral for recording attendance data, booking parent-teacher interviews and sharing academic reports. 100% of the parent community engaged in this system. Following parent and staff feedback, school newsletters were moved onto SWAY to provide more accessibility and enable the sharing of multi-medial content to the community. A printed version of each newsletter is provided at the town general store for the community.

With the easing of restrictions, the school planned and facilitated excursions to Lake Jindabyne and Sydney for the years 3-6 students; Canberra Zoo and Aquarium for Kindergarten to Year 2; along with two creative arts excursions for the whole school. Community members accompanied students on these excursions, and the school received very positive feedback from these members on the behaviour and knowledge of our students.

Collaborative practice and feedback

The Challenging Learning Project came to a conclusion in Term 2. Another project, using the professional learning and research underpinning the CLP was established as the Challenge by Choice Project. Community engagement was the main focus of this project; along with opportunities for collaborative reflection on the previous learnings established in the CLP. The school worked collaboratively with 2 other local schools, providing more opportunities for professional conversations and shared knowledge. Two Staff Development Days were hosted at neighbouring schools in Aboriginal and Torres Strait Islander Peoples education, fostering a shared community goal across the region, with recommendations to be implemented in the 2023 academic year.

The school organised highly successful community collaboration sessions in the form of open classrooms, Grandparent's Day, Walk and Ride to School days and Education day. These sessions were tremendously attended and provided opportunities for the school community to engage in the school activities and develop an understanding of the way we promote learning and a positive school culture within the community. The feedback from all of these days were extremely positive and more are planned for the next year.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Wellbeing Target	Students reporting positive wellbeing outcomes has increased across the

<p>By the end of 2022 students reporting a positive sense of Wellbeing as reported in the Tell Them From Me survey is at or above 75% (Agreed target)</p>	<p>positive wellbeing measures.</p>
<p>Attendance Data</p> <p>By the end of 2022 students attending 90% or more of the time will be at least 70% (lower bound target)</p>	<p>The number of students attending school 90% of the time or more has increased</p>
<p>By the end of 2024 the School Excellence Framework self-assessment of the element of Learning Culture will trend towards sustaining and growing</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture.</p>
<p>By the end of 2024 the School Excellence Framework element of Learning and Development will trend towards sustaining and growing</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$1,708.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wingello 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Students were supported to learn at their point of need. <p>The allocation of this funding has resulted in the following impact: Students are supported to be successful in their learning and the school uses integration funding to allocate human resources to support students.</p> <p>After evaluation, the next steps to support our students will be: Students will be supported at their point of need in their learning journey.</p>
<p>Aboriginal background</p> <p>\$1,916.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wingello 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Individual goals as stated in PLPs have been addressed. In class support for literacy and numeracy has been provided.</p> <p>After evaluation, the next steps to support our students will be: Continue to review PLPs . Continuation of in class support for literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$29,818.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wingello 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"> • Effective Classroom Practice • Partnerships and community engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Teacher employed to provide classroom teachers with time for preparation (RFF) • employment of LaST and interventionist teacher from Week 6 Term 3 to end of Term 4 2022 <p>The allocation of this funding has resulted in the following impact: Students and teachers have a set routine- day and time for RFF to be</p>

<p>Low level adjustment for disability</p> <p>\$29,818.00</p>	<p>conducted. HSIE/ Science and PDHPE addressed by RFF teacher. Increased intensive learning support for identified students has been delivered by trained LaST.</p> <p>After evaluation, the next steps to support our students will be: Continue with established routines for staff and students. If finances permit, employ a LaST for additional student support.</p>
<p>Location</p> <p>\$4,027.00</p>	<p>The location funding allocation is provided to Wingello Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnerships and community engagement • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: All students have been involved in an excursion to either Sydney or Canberra. The 3-6 students had the opportunity to attend a 3 day sport and rec camp. These students had never been on an overnight excursion.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide opportunities for the students to attend excursions.</p>
<p>Professional learning</p> <p>\$6,073.95</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 Wingello 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"> • Systematic data collection and skills • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • CSUS workshops/PL- engaging specialist teachers 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: Staff have learnt to deeply focus on a hunch and use the curriculum to unpack the skills and strategies needed to improve outcomes. Use triangulation of data to evidence and track growth.</p> <p>After evaluation, the next steps to support our students will be: Continue with the model developed by the CSUS team as a foundation for future programming and PL.</p>
<p>Literacy and numeracy</p> <p>\$2,853.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wingello Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy

<p>Literacy and numeracy</p> <p>\$2,853.05</p>	<ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Additional funding has been provided to this area of the SIP. SENTRAL is the platform used to store data.</p> <p>After evaluation, the next steps to support our students will be: Use the resources to improve student growth and development. Increase teacher capacity to teach quality literacy and numeracy lessons.</p>
<p>QTSS release</p> <p>\$5,401.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wingello 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"> • Effective Classroom Practice <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 <p>The allocation of this funding has resulted in the following impact: 2nd class formed K-2, 3-6, allowing more explicit teaching of curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continue with this initiative next year as it has a substantial impact on student growth and wellbeing. Allow for differentiation of the curriculum for our Learning Support and HPGE students.</p>
<p>COVID ILSP</p> <p>\$17,940.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who were identified through NAPLAN, Check in assessment as well as teacher observations/data. <p>The allocation of this funding has resulted in the following impact: SLSO employed to provide in class support tp identified students for 1 day a week spread over 2 half days for maximum impact.</p> <p>After evaluation, the next steps to support our students will be: Continue with this program and model.</p>
<p>Socio-economic background</p> <p>\$17,874.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wingello 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</p>

Socio-economic background

\$17,874.00

including:

- Effective Classroom Practice

Overview of activities partially or fully funded with this equity loading include:

- employment of additional SLSO to provide support to students in the classroom.

The allocation of this funding has resulted in the following impact:

More support in the classroom for students and teachers. Small group instruction, individual programs to supplement Learning Support.

After evaluation, the next steps to support our students will be:

Continue into 2023

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	9	16	16	11
Girls	8	8	12	14

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.9	93.3	93.8	92.0
1	95.8	94.4	93.6	83.1
2	95.7	92.3	90.3	89.3
3	82.8	93.6	92.5	88.4
4	95.1	90.4	88.3	93.7
5	100.0	95.3	91.4	89.2
6	92.9	92.5	92.7	86.3
All Years	93.8	93.5	91.7	88.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	32,642
Revenue	624,013
Appropriation	613,906
Sale of Goods and Services	27
Grants and contributions	9,785
Investment income	296
Expenses	-568,279
Employee related	-515,420
Operating expenses	-52,858
Surplus / deficit for the year	55,735
Closing Balance	88,377

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	13,759
Equity Total	49,600
Equity - Aboriginal	1,916
Equity - Socio-economic	17,874
Equity - Language	0
Equity - Disability	29,810
Base Total	481,052
Base - Per Capita	7,075
Base - Location	4,028
Base - Other	469,949
Other Total	21,592
Grand Total	566,004

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

Tell Them from me Surveys as well as informal discussions and open school opportunities were conducted to elicit feedback from parents, staff and students.. In these surveys all stakeholders were very supportive and complimentary of the school.

In 2022, the school introduced Sentral Parent Portal as a new method of communication, booking for Parent Interviews and publishing school reports. 100% of parents have signed up to this service and 95% families chose this method to read their child's academic reports. 30% of parents completed our annual Tell Them from Me parent survey, an increase of 300%. Within this survey, parents commented, when asked what they liked about sending their children to Wingello Public School that the school has 'Dedicated teachers, passionate staff, [and is] friendly welcoming', 'Local, great community feel, supportive and engaging teachers'. One parent noted 'I like the student/teacher ratio that allows for a more personalised learning environment', confirming the verbal feedback received throughout the year.

Parents continued to engage with the Seesaw platform. 91% of families prefer this mode of communication for receiving information on their child and school, as well as informing the school regarding absences and changes to routine or behaviour. In 2022, the school added an extra 'class' for students which was dedicated to the school administration notices. This separation facilitated clear and concise information from the office staff, to ensure parents were kept informed and teachers were not individually responsible for sending administrative notices to families. The feedback from this change was extremely positive, with posts regularly having 100% of families acknowledging in some form these notices.

The school hosted many community days including an Open Day, Education Day, Walk-to-School breakfast, Grand-Friends Day and a school camp out. These days were tremendously attended, with 88% of families attending both events. During these sessions, teachers were given the opportunity to speak informally with families and the extended Wingello School Community. Families and community members were very complimentary of the school, particularly the inclusion of all students and their families into the learning celebrations within the school.

In student data collected from Tell Them from Me, students in years 3-6 felt a positive sense of belonging to their school, valued the high expectations of behaviour and learning, and felt a strong connection to their learning space. 100% of these students attest to trying their hardest to succeed in their learning. When asked what they liked most about their school, students commented: '[I like] how kind the teachers are and all the play equipment that we can use.', '[I like] That you can learn a lot. It's a small school', '[I like] the playground, friends, Teachers'.

Teachers and Staff at Wingello Public were invited in 2022 to complete the Tell Them from Me survey. Data retrieved from this survey indicate the school performs above the state norm in the majority of surveyed areas, including: creating an inclusive school, promoting and facilitating staff collaboration, and building a positive learning culture. One teacher commented 'As a teacher at Wingello I have always been fully supported by staff, with any questions or queries answered in a timely manner. The opportunity to have open, appropriate discussions is always available to me.'

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.