

2022 Annual Report

Wolumla Public School



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Introduction

The Annual Report for 2022 is provided to the community of Wolumla 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 Wolumla Public School we have a positive, safe and supportive learning culture and offer a holistic educational environment that inspires academic excellence, creativity and personal well-being. The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. All members of the Wolumla Public School community are committed to ensuring our school values safe and respectful learners, guiding our actions and all we do.

School context

Wolumla Public School a small rural educational facility with a rich history. Established in 1882, the school has retained a focus on educating students with contextually relevant learning opportunities driven by community needs.

The school is highly regarded for its inclusive approach to learning and staff have developed educational practices which provide a high level of support to student achievement. Central to the success of the school is a commitment by all staff to work in a collegiate manner and continually improve classroom practice and student attainment. The school values holistic learning opportunities and is committed to developing student engagement through offering opportunities creative and performing arts, languages, STEM and sport. Of further importance is a deep belief in student equity and specific learning programs are in place to ensure that students with disabilities and higher learning needs are regularly and systematically addressed. This includes targeted small group learning in literacy and numeracy and focused individual tutoring for individual needs to cater to the 25% of students identified with deficits to learning.

Over recent years, enrolment at Wolumla Public School has increased from around 60 to over 100 students, a trend which is expected to continue as residential development in the town continues. Growth has increased complexity across the school with 11% of the student body identifying as Aboriginal. The school has a Family Occupation and Educational Index of 108 indicating an average level of socio-economic disadvantage.

In 2020, Staff at Wolumla Public School school completed a situational analysis and identified two areas of focus for this Strategic Improvement Plan identified as; Student Growth and Attainment and Quality Systems and practices. The strategic directions support the identified need to focus on the development of school wide systems, programming and assessment to enhance teaching, learning and administration. Across the life of the School Improvement Plan all staff will collaboratively work to ensure increased evaluative practice and build capacity to engage with explicit teaching and differentiation guided by data informed practice. Formative and summative assessment protocols will be developed to create a consistent approach to assessment from K-6. Student goal setting (learning intentions) and effective feedback will be developed in alignment with the What Works Best in Practice publication.

Wolumla Public School has also prioritised deep learning around Aboriginal Education as an improvement focus. Further work will also need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students capable of working independently and those identified as gifted. System negotiated targets were also identified through the NAPLAN gap analysis, in the areas of Reading and Numeracy.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	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	Delivering
TEACHING: Professional standards	Delivering
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

The wellbeing, engagement and provision of creative opportunities for our students is a priority at Wolumla Public School and every staff member will be supported to encourage the development of learners who can set goals, articulate what they are learning and know what their next learning steps are. Student growth will be measured against qualitative and quantitative data sets which are targeted to meet the needs of individual learners while teaching staff will engage in formal mentoring and coaching to improve teaching and learning.

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.

- Effective Classroom Practice
- Assessment

Resources allocated to this strategic direction

Literacy and numeracy: \$8,959.47

Professional learning: \$6,000.00

COVID ILSP: \$44,840.00

Low level adjustment for disability: \$21,728.75

Socio-economic background: \$11,492.10

Integration funding support: \$108,418.20

Aboriginal background: \$9,329.43

QTSS release: \$14,076.89

Summary of progress

WPS has reliable data to show student growth and attainment due to the interventions implemented over the year. 100% showed growth in ILSP data focusing on multiplicative thinking in numeracy. Growth in targeted focus on fractions from Stage 2 and 3 has revealed pre and post assessment revealing steady growth using Essential Assessment against NSW outcomes.

Employment of APCI beginning from Term 1 2023 will enable teaching staff to further narrow the focus of necessary interventions due to greater assessment and closer analysis becoming available through the support of the APCI to target specific needs and strategies.

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
% Students in Top 2 Bands Numeracy An uplift of 6.5% in the percentage of students achieving in the top 2 bands of NAPLAN numeracy.	Wolumla Public School did not meet the system target in Year 3 for numeracy. School and system generated assessments helped identify specific needs, then support measures, including ILSP, small group and the school LaST have targeted individual learning needs to counter the 1.8% achievement decrease in the top 2 bands. Year 5 growth increased by 4.2%, and while not meeting the target of 6.5% revealed a positive trend.
% Students in Top 2 Bands Reading An uplift of 6.1% in the percentage of students achieving in the top 2 bands of NAPLAN reading.	Year 3 students achieved a 21.8% increase in reading for NAPLAN 2022 in the top 2 bands. While falling below the State average, the trend is positive, with Year 3 students outperforming statistically similar school groups (SSSG). Year 5 growth increased by 5.4%, and while not meeting the target of 6.1% was 2.4% above the State average and 11.6% above the SSSG.

Increase the percentage of students achieving expected growth in NAPLAN numeracy to be working towards the school's lower bound system-negotiated target.	The system negotiated lower bound target of 60% was exceeded by 6.7%, with reading improving across the school. Measures implemented to support growth included a focus on home reading and reading for pleasure, along with access to a wide ranging catalogue of eBooks and increased, in class focus.
Increase the percentage of students achieving expected growth in NAPLAN reading to be working towards the school's lower bound system-negotiated target.	The system negotiated lower bound target of 60% was not met, with numeracy becoming an area of focus across the school. Measures implemented to support growth have included improved, whole school assessment strategies, collaborative planning and aligning teaching and learning across the school. Numeracy is closely monitored by all staff to ensure that growth occurs.
Attendance Increase the percentage of students attending school 90% of the time or more with an uplift of 11.6% to the school's lower bound system negotiated target.	Student attendance has increased from a baseline of 62.7% to 63.3% at the end of 2022. While the data reflects a minimal increase, Wolumla PS has significantly revealed improvement when compared with State, Network and SSSG data.
Wellbeing An uplift of 3.3% in the wellbeing of students when measured by data such as Tell Them From Me.	Student wellbeing is a priority at Wolumla Public School with a collaborative approach taken and supported across the entire school community. An explicit system of student expectations is in place and regular, in class lessons are developed and taught to underpin success.
Embedding Aboriginal perspectives throughout all teaching programs and key learning areas from K-6.	Wolumla Public School has a focus on embedding Aboriginal perspectives, developing a community working group to support school priorities, an established connection with our local AECG and local language development.
School Excellence Framework Evaluation In the element of <i>Effective Classroom Practice</i> , School Excellence Framework Self Assessment and External Validation show uplift towards <i>Excelling</i> . In the element of <i>Assessment</i> , School Excellence Framework Self Assessment and External Validation show uplift towards <i>Sustaining and Growing</i> .	In the area of Effective Classroom Practice, all teaching staff have committed to a collaborative approach to school wide curriculum planning, led by the Assistant Principal Curriculum and Instruction (APCI) and executive staff. Assessment measures are currently being aligned to support student growth and attainment by tracking gaps in individual learning and offering support to make improvements. In the area of Assessment, all teaching staff have engaged in professional learning to implement a triangulated system of assessment across the school. These measures include the implementation of Essential Assessment, NAPLAN and consistent teacher judgement (CTJ), which is negotiated across all stages to ensure that student growth can be accurately tracked.

Strategic Direction 2: Quality Systems and Practices

Purpose

Systems and practices at Wolumla PS are implemented, with the collection, tracking and analysis of data across K-6 clearly evident. Staff collaborate to ensure that planning, programming, assessment and reflection across the school is consistent and the approach to learning goals is based on best practice aligned with assessment data which collectively reflects on student progress and achievement.

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 Informed Practice
- High Impact Professional Learning

Resources allocated to this strategic direction

Integration funding support: \$72,278.80

Socio-economic background: \$40,047.59

Location: \$19,897.96

QTSS release: \$5,000.00

Low level adjustment for disability: \$11,000.00

Per capita: \$24,257.26

Professional learning: \$8,203.76

Summary of progress

All staff are collaboratively engaged with increasing their knowledge around data informed practice and implementing changes within teaching and learning which track student growth and provide evidence of next steps in learning. Weekly staff meetings focus on a whole school approach to align practice and provide a clear and logical pathway to support and assess student achievement. The APCI actively networks with others in the role to encourage positive whole school growth, then leads colleagues in learning focused on best practice.

High Impact Professional Learning is driven by the APCI and leadership team to target specific needs of the school and students. Learning opportunities are driven by the School Improvement Plan and also informed by specific student needs.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
In the element of <i>Data Skills and Use</i> , School Excellence Framework Self Assessment and External Validation show uplift to <i>delivering</i> .	Throughout 2022 Wolumla Public School staff collaboratively engaged in professional learning to increase collective knowledge and understanding of Data Skills and Use to better inform planning and programming for student improvement. Professional learning was undertaken at staff meetings and led by the APCI and school executive. Collegial feedback has affirmed that staff knowledge has increased and the expectations for data collection are shared and valued.
In the element of 'Professional Learning is Driven by Identified Student Needs' in the <i>High Impact Professional Learning (HIPL) School Self Assessment Tool</i> , to show uplift towards sustaining and growing.	Student needs identified through whole school data tracking have ensured that all professional learning is targeted towards student growth and improvement. Staff wide understanding of the School Improvement Plan and a collaborative approach to the SEF SASS have provided a whole school voice to planning and engagement in all PL. To this end, staff are empowered as authors in the narrative of the school and share in the responsibility of leading learning at both the student and staff level.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$180,697.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wolumla 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"> • Effective Classroom Practice • Assessment • Data Informed Practice • High Impact Professional Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Students with additional needs have been supported through small group and one on one support with an emphasis on literacy and numeracy -All students progressed when measured against baseline data, with Multilit, Minilit and reading Tutor programs supporting literacy and specific targets withing multiplicative thinking and additive strategies addressed in numeracy - A successful intervention was met through the Center For Effective Reading for one student, while another was supported with attendance issues as they transitioned to High School. Both interventions supported positive achievement. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Professional learning for support staff in literacy and numeracy to support underachievement - Increasing whole staff knowledge base of Autism Spectrum Disorder to ensure that SLSO's are adequately supported
<p>Socio-economic background</p> <p>\$51,539.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wolumla Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Assessment • Data Informed Practice • High Impact Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Positive Behaviour for Learning (PBL) to support student wellbeing. • employment of additional staff to support program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Socio-Economic Background funding provided extra support for teaching staff to engage in professional learning to further develop PBL strategies across the school. -Students with additional needs, who did not meet the threshold for Integration Support Funding (IFS) were provided additional in class and

<p>Socio-economic background</p> <p>\$51,539.69</p>	<p>small group tuition to support academic growth. -Families in need were provided with extra support through the provision of whole class sets of learning tools (pencils, pens, books, art and craft consumables etc), along with subsidies to attend school excursions and extracurricular activities.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure that all students have equitable access to learning programs and school activities.</p>
<p>Aboriginal background</p> <p>\$9,329.43</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wolumla 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 • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • introduction of local language in consultation with local elders and community members • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Greater understanding of local Aboriginal Perspectives through the introduction of language -In class support for Aboriginal students with additional learning needs -Establishment of Aboriginal Community Group who meet each term to support the development of Aboriginal perspectives and knowledge within the school -Supporting a staff member to re-establish local AECG -Introduction of a cultural award to the school presentation day -Establishment of a Yarning Circle and Bush Tucker Garden in consultation with Aboriginal families -Support for Aboriginal beginning teacher in an above establishment position. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -Further connection with local elders and community members -Continuing to develop local cultural understanding -Supporting all students and staff to take pride in their heritage -Encourage all members of our school community to be agents for positive change
<p>Low level adjustment for disability</p> <p>\$32,728.75</p>	<p>Low level adjustment for disability equity loading provides support for students at Wolumla 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 • Data Informed Practice • High Impact Professional Learning <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$32,728.75</p>	<p>include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students were provided with the evidence-based MultiLit intervention program to increase learning outcomes in literacy • 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 • support for students in Life Skills programs • employment of LaST to develop effective Individual Learning Plans and support student growth <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -LaST Teacher employed above staffing allocation to support the development of ILP's and other programs -SLSO employed to provide on on one intervention for the development of literacy and numeracy -Staff employed to ensure participation in all extracurricular and sporting opportunities -Development and implementation of Multi-Class sporting categories at both school and district level <p>Provision of funding toward school infrastructure to support students with disabilities</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -Continue to provide extra support to ensure inclusion and personal excellence for all students -Provide increased opportunities in sporting and other extracurricular activities -Support staff to undertake Professional Learning in areas of specific need to support students with disabilities (IE; Autism, FASD) -LaST to collaborate with classroom teachers in the development of targeted Life Skills programs
<p>Location</p> <p>\$19,897.96</p>	<p>The location funding allocation is provided to Wolumla 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"> • Data Informed Practice • High Impact Professional Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Additional release time to support teaching Principal and create consistency in teaching practice -Teaching staff member contracted on full time class load divided the workload to ensure in class teaching and learning was prioritised by the school - Extra administration time enabled the Principal to meet all management demands of the Department of Education in a timely and efficient manner -Equality for all students was met as the teacher on class was able to program for best practice, having less restriction on time to prepare and organise classroom activities. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -2023 planning for continuation of this model will ensure that students are provided with the best opportunity to learn without disruption
<p>Professional learning</p> <p>\$14,203.76</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 Wolumla Public School.</p>

<p>Professional learning</p> <p>\$14,203.76</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 • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employing a beginning teacher of Aboriginal background to support students and staff in the development of cultural programs , including Aboriginal languages • Digital Classroom Officer (DCO) professional learning to investigate and support the implementation of new digital strategies across the school • Participation in Small School reference group for curriculum implementation • Beginning teacher conference support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Staff at Wolumla Public School have collaborated to support the implementation of Aboriginal perspectives across the school through the support of a beginning teacher who organised and initiated community support through local elders and the AECG -Ongoing and legitimate support of the DCO has supported staff to alter ways in which technology is used more effectively in classroom practice and administration - Giving a voice to curriculum implementation which provides specific points of reference to Small and Unique Schools to mitigate the challenges of limited time, money and staff <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -Future planning to include continued learning in the areas identified above -Greater focus on professional development around disability to support individual learning needs, which in turn will support whole class and school programming
<p>Literacy and numeracy</p> <p>\$8,959.47</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wolumla 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 • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Online subscriptions and access to eReading library have increased the number and scope of quality texts across the school -Purchase of additional resources ensured that students had equitable access to individual learning tools without interruption to learning -Professional learning in InitialLit for kindergarten and Year 1 teachers to support consistent practice with focus on phonics -Professional learning in essential Assessment supported the alignment of assessment in mathematics across the school -Updating of literacy resources, specifically decodable readers and InitialLit resources, to support student learning in reading -Whole school approach to reading and writing has seen majority of students now reaching age/stage appropriate outcomes <p>After evaluation, the next steps to support our students will be:</p>

<p>Literacy and numeracy</p> <p>\$8,959.47</p>	<p>-Additional release time and team teaching to support the development of best practice in literacy and numeracy</p> <p>-Professional learning to align programming across the school (IE; InitialLit, MultiLit Intervention, MiniLit, Essential Assessment)</p>
<p>QTSS release</p> <p>\$19,076.89</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wolumla 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"> • Assessment • Data Informed Practice • High Impact Professional Learning <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 • team teaching to support curriculum implementation <p>The allocation of this funding has resulted in the following impact:</p> <p>-Additional LaSt time has enabled staff to develop individual and classroom programs to support students with additional learning need</p> <p>-LaSt engaged with inter agency support staff and DoE learning and wellbeing team to support staff with students displaying complex behaviours</p> <p>-Release time organised for teaching staff member to team teach French in all classes across the school</p> <p>After evaluation, the next steps to support our students will be:</p> <p>-Additional support through the LaST will continue to reduce disruption to learning and support staff to develop tools to manage complexity</p> <p>-Languages program to continue to receive support through development of staff confidence and expertise in teaching LOTE</p>
<p>COVID ILSP</p> <p>\$44,840.00</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"> • Effective Classroom Practice • Assessment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups, and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact:</p> <p>-Employment of teacher to provide one on one and small group intervention to 'bump up' students with minimal deficits in learning</p> <p>-100% success rate for students involved in programs with all students experiencing growth from targeted interventions</p> <p>-Conferencing between ILSP teacher, LaST and classroom teacher has increased knowledge of individual deficits across the school</p> <p>After evaluation, the next steps to support our students will be:</p> <p>-Funding of ILSP has continued with the model carried forward into 2023</p> <p>-Targeted interventions will continue to be monitored to ensure growth and identify specific learning goals</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	41	33	43	45
Girls	48	55	53	58

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.9	96.3	88.0	87.1
1	91.9	92.5	91.6	88.7
2	90.5	94.1	88.6	89.8
3	93.1	94.7	90.9	88.7
4	89.3	92.0	87.5	87.3
5	89.7	93.0	87.2	84.2
6	88.0	94.6	88.5	83.6
All Years	90.8	93.8	89.0	87.2
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

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)	3.6
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	213,534
Revenue	1,709,518
Appropriation	1,668,402
Sale of Goods and Services	445
Grants and contributions	39,705
Investment income	966
Expenses	-1,692,106
Employee related	-1,416,422
Operating expenses	-275,684
Surplus / deficit for the year	17,412
Closing Balance	230,946

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	180,697
Equity Total	93,598
Equity - Aboriginal	9,329
Equity - Socio-economic	51,540
Equity - Language	0
Equity - Disability	32,729
Base Total	864,219
Base - Per Capita	24,257
Base - Location	19,898
Base - Other	820,064
Other Total	169,631
Grand Total	1,308,145

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

- Parent engagement at Wolumla Public School increased in 2022 with feedback indicating that teaching staff were respected and valued for actively engaging with the school community.
- The Wolumla Public School P&C membership grew and included a number of new members from the parent body.
- Interest in school activities improved with over half the parent body and 80% of staff engaging in a school working bee.
- 100% of kindergarten parents participated in information nights and transition activities.
- Staff morale remained high, with a collegial approach taken to the development of all school curriculum and wellbeing programs.
- Students reported that they trusted the decisions of staff and felt safe and supported at school.
- A small number of Year 6 students identified dissatisfaction with Primary school, with all commenting that while they valued Wolumla Public School, they were ready to move on to high school.

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.