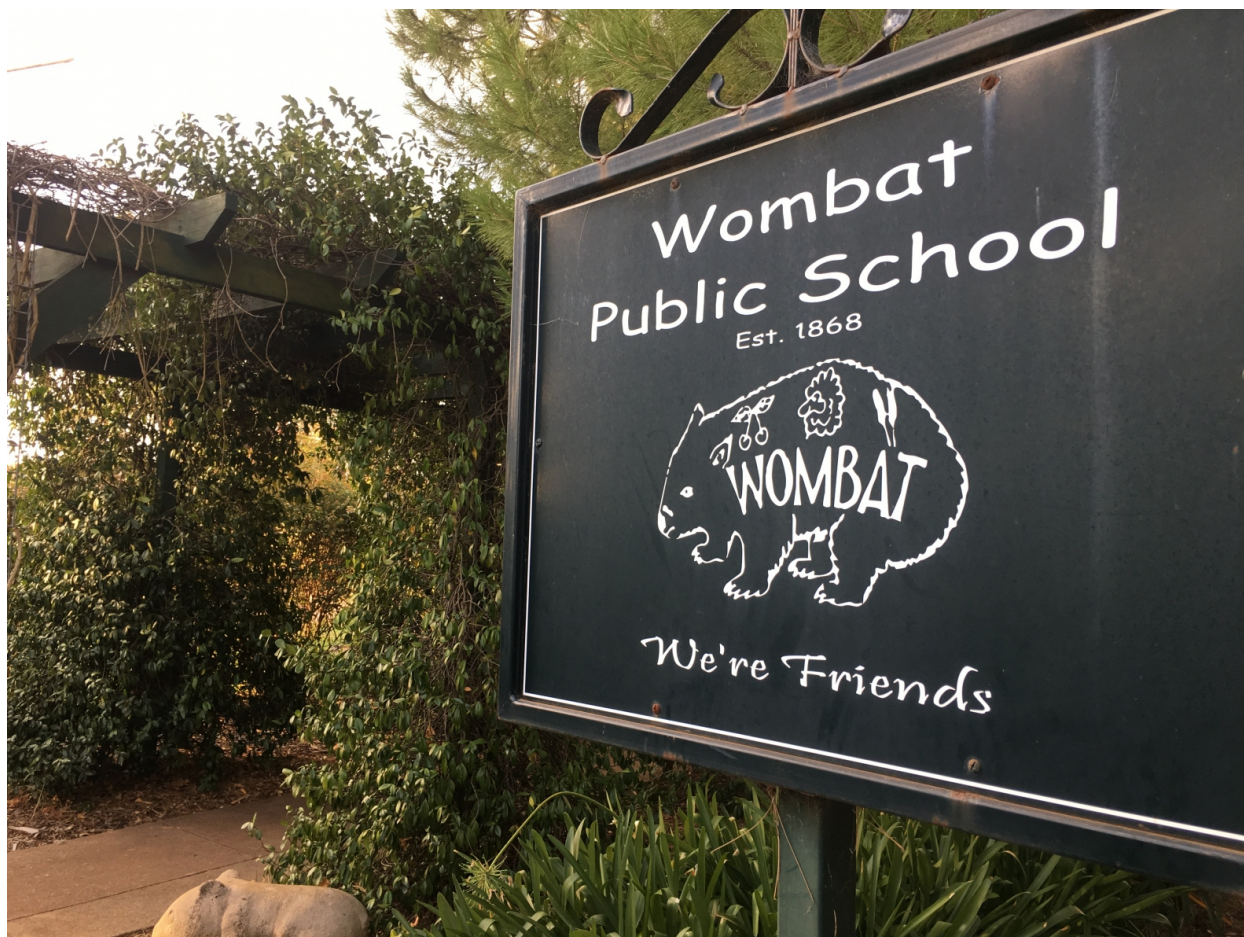


# 2022 Annual Report

## Wombat Public School



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## Introduction

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

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## School vision

The community of Wombat are committed to meeting the school code of behaviour, by showing honesty, kindness and respect in our daily interactions with each other. Through the connections we are building with one another, the community of Wombat and the land we are on, we will thrive in our learning and wellbeing.

**Every student, every teacher, every day shows honesty, kindness and respect to connect, learn and thrive at Wombat Public School.**

## School context

Wombat Public School is situated on Wiradjuri Country on the South West Slopes of the Riverina in New South Wales. The school is over 150 years old and is set in the rural village of Wombat which has a population of approximately 250 citizens.

In 2022 there were 25 students enrolled at the school. Our students came from a wide range of socio-economic backgrounds with 0% students identifying as Aboriginal or Torres Strait Islander. In 2022 Wombat Public Schools was supported with integration funding and adjustments for low level disabilities.

The teaching staff comprises of two full-time teachers, a teaching principal and a 3-6 teacher. In addition there was a part-time teacher two days per week covering release, a teacher doing a COVID tutorial intervention and one day per week as Digital Communications Officer and an Assistant Principal Curriculum and Instruction one day per week. Two School Learning Support Officers (SLSOs) also worked across the week engaging in targeted interventions and supporting the classroom teachers. The School Administrative Manager and General Assistant work part-time.

In 2022 Wombat Public School had two cross-stage classes, K-2 and 3-6. These classes provide an opportunity for highly individualised and differentiated learning programs to suit each learners' development.

Some of the programs and opportunities we offer all students include:

- Stephanie Alexander Kitchen Garden Program
- A music program delivered by a specialist music teacher
- External Sport Program
- High Student to Online Device ratios
- Read to 3 program twice weekly

The school works very closely with the local community, and in particular with the Young Small Schools' Network, and a collection of other small schools. The school works with the local High Schools of Young and Murrumburrah to support students as they transition to high school.

The school has an active P&C committee who are committed to supporting the students, allowing them to participate in extracurricular activities such as Kitchen Garden and excursions with less cost to families.

Wombat Public School is committed to building student growth and attainment through building a picture of where each student is and knowing where they need to go next. As part of leading a quality teaching team staff will be focused on building quality classroom practices that support each student's growth and building their own knowledge and capabilities. As a result of consultation with the community focus will be on building student reading abilities through our reading strategy, engaging students in their learning journeys, and building connections with the community surrounding us. This includes building a connection with the local AECG. so that students are able to connect and thrive in their learning and engagement.

Quality improvement practices will be underpinned by the School Excellence Framework, What Works Best in Practice and the Professional Teaching Standards with the goal of enhancing student growth.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

Every student is actively engaged in quality literacy and numeracy programs that support high expectations for individual student learning, ensuring that all students are challenged and all adjustments lead to improved 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.

- Knowing our students and where to next
- Student engagement
- Numeracy Strategy

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$30,114.00

**Integration funding support:** \$28,468.00

**Socio-economic background:** \$48,580.00

**Low level adjustment for disability:** \$18,393.69

**Location:** \$1,116.92

### Summary of progress

The Educational team at Wombat PS have been working towards building capacity through professional learning to build on comprehensive reading strategies to support further development in fluency and vocabulary across the school cohort. Consistent practices of gathering data, through the use of the assessment schedule has provided accountability for staff and student growth, to capture an individualised snap shot of students learning and the growth over time. This provides a baseline data for teachers to identify goals for each student therefore supporting classroom practices. The case management initiative has given greater scope to individualise a students learning and development whilst also ensuring a students well-being is accountable. The goals set for students are communicated with both students and their families.

The positive shift in fluency levels and vocabulary has been pleasing although there is still an area for improvement. In the primary classroom, students engaged in the fluency program on TEAMS and this showed engagement for our students. This initiative will be continued into 2023 in the primary room to support students reading, focusing on expression, accuracy and rate of pace when reading.

Our strategic reading practices, with a focus on fluency and vocabulary, and our assessment and monitoring practices have supported the growth and learning on students on an individual basis and as a collective group. These strategic practices will continue into 2023 to support individual targeted students on tiered support, as well as the whole group focus on fluency and vocabulary.

Moving in to 2023, Wombat PS will also focus on the implementation of a numeracy strategy and the teaching and assessment practices that will sit within that strategy.

### 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 proportion of students in the Temora Network achieving in the top two bands in NAPLAN reading increases from 34.1% to at least 40.4% (lower bound system-negotiated network target).	The Temora Small Schools' Network, combined NAPLAN scores indicate an increase in the percentage of students in the top two bands for reading showing significant change from the baseline and meeting the upper bound target of 45% for 2022.
Increase the proportion of students in the Temora Network achieving in the	The Temora Small Schools' Network, combined NAPLAN scores indicate an increase in the percentage of students in the top two band for numeracy

top two bands in NAPLAN numeracy increases from 25.6% to at least 31.9% (lower bound system-negotiated target).	showing positive change from the baseline to just below the 2022 lower bound target.
Wombat Public School self-assessment of the element 'assessment' and 'data skills and use' indicates Delivering.	Wombat Public School have indicated Delivering in the elements of 'assessment' and 'data skills and use' in the School Excellence Framework.



## Strategic Direction 2: Leading quality teaching

### Purpose

Through collaboration build a culture where teachers are committed to working through the literacy and numeracy teaching and learning cycle using effective classroom practices to provide students with quality learning experiences.

### 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
- Implement and embedded Numeracy Strategy into daily practice

### Resources allocated to this strategic direction

**QTSS release:** \$5,401.00

**Professional learning:** \$7,848.50

**Per capita:** \$6,569.68

### Summary of progress

During 2022 we have seen a positive growth in students literacy practices following staff intentional focus on planning and implementing explicit fluency, reading and vocabulary into their curriculum provision and teaching practices. This is evident through the school's internal monitoring of growth for each child. The reading interventions, small explicit groups, read to three and fluency groups has provided the instructional teaching practices in the classroom. Students are using tier 2 and 3 words during writing.

An exploration of the explicit teaching advice from the *What Works Best in Practice* document has led professional dialogue through the staff meetings during 2022.

Moving forward into 2023, the teaching team will bring together all areas of professional learning and discussion undertaken during 2021 and 2022 to provide high quality teaching practices that engage and support students in their learning. This includes intentionally planning and implementing practices such as explicit teaching, assessment and use of data to inform practice.

During 2022, data collection had been a focus for numeracy. The teaching team collected data from NAPLAN, online assessments, and classroom practices to provide a baseline for "where to from here" in regards to our numeracy learning. This data will inform the finalisation of the school's drafted Numeracy Strategy document, as well as guide decisions around teacher professional learning and classroom practices.

### 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
The proportion of students in Year 5 achieving expected growth in NAPLAN reading will be trending upwards towards 80% of students (lower bound system-negotiated target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
The Proportion of students in Year 5 achieving expected growth in NAPLAN numeracy will be trending upwards to 80% of students (lower bound system negotiated target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Wombat Public School self-assessment of the elements 'curriculum' and 'effective classroom practice' and 'data	The School Excellence Framework element of 'curriculum' indicates Sustaining and Growing and the elements of 'effective classroom practice' and 'data skills and use' indicate Delivering.

skills and use' indicates Delivering as detailed in the *Schools Excellence Framework*.



## Strategic Direction 3: Community partnerships for success

### Purpose

To develop a community that is committed to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. The community, including school staff, students, parents, carers and the wider community actively work together to benefit students with a planned and proactive approach to their learning and wellbeing.

### 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.

- Community Partnerships & Engagement
- Attendance

### Resources allocated to this strategic direction

### Summary of progress

The Educational team at Wombat Public School met regularly to assess data gathered for each individual student to set clear individualised goals for literacy, numeracy and well being. These goals are communicated with students and families. The goals are evaluated and the learning and reflection cycle continues.

As a small school, we value the importance of student and family wellbeing. We strive to ensure that continuous contact and effort is made with each student and family to ensure wellbeing checks and consistency in attendance. We have policies in place to support attendance and we reach out to families with a phone call if a student is away for more than two consecutive days.

Attendance continues to be a Wombat PS focus.

### 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 Attendance Target of above 90% and each student above 90% attendance.  80% or more of students will be attending 90% of the time.	School attendance rate for 2022 was 87.8% with 48% of students attending 90% of the time.
At least 70% of students indicate advocacy, sense of belonging and high expectations for success.	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$28,468.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wombat 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>• Knowing our students and where to next</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individual learning goals were developed in partnerships with parents and students achieved their goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support the identified students and to strengthen processes and administrative tasks to monitor student progress regularly involving students and parents and with student assessments driving conversations and development of measurable and point-in-time learning goals.</p>
<p>Socio-economic background</p> <p>\$48,580.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wombat 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>• Knowing our students and where to next</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the school's Reading Strategy implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Combined funding sources enabled the school to employ an additional full-time teacher and part-time School Learning Support Officer. So impacts on student learning and teacher development are reported against this funding source and cross-referenced in other fund sources. Analysis of external and internal Literacy and Numeracy individual student learning data showed all students progressed in their learning with high numbers achieving identified learning goals. Additional staff resulted in enhanced individualised learning supports across the school and strengthened professional collaborations leading to sharing of teaching strategies and achievement of staff performance development goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* to continue employment of additional staff combining funding sources to conduct a thorough ongoing evaluation of the school's Reading Strategy and to implement a whole school Numeracy Strategy in 2023.</li> <li>* to schedule professional learning focused on Literacy and Numeracy Progressions and the structures and tools to capture and monitor student learning which will lead to more point-in-time differentiated student learning.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$18,393.69</p>	<p>Low level adjustment for disability equity loading provides support for students at Wombat 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</b></p>

<p>Low level adjustment for disability</p> <p>\$18,393.69</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Refer to impact statement in this report in the Socio-economic background funding source as this is combined funding to provided additional staff to work with all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Refer to Socio-economic background comment in this report.</p>
<p>Location</p> <p>\$1,116.92</p>	<p>The location funding allocation is provided to Wombat 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>• Knowing our students and where to next</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officer</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Refer to impact statement in this report in the Socio-economic background funding source as this is combined funding to provided additional staff to work with all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Refer to Socio-economic background comment in this report.</p>
<p>Professional learning</p> <p>\$7,848.50</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 Wombat 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>• Effective Classroom Practice</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>• employment of teachers to support teacher professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Understanding of the Kindergarten to Year 2 English and Mathematics Syllabi and teacher capability to access and use teaching and learning units to meet implementation requirements. Enhanced teacher collaborations and professional sharing and feedback resulting in improved delivery of content in classrooms with a focus on the school's Reading Strategy.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* to evaluate the progress of the school's Reading Strategy and to support the implementation of the school's Numeracy Strategy.</li> <li>* to continue the strategic implementation of the new syllabi so that the school has embedded the implementation and staff are prepared to implement Years 3 to 6 Syllabi.</li> </ul>
<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 Wombat Public School.</p>

<p>QTSS release</p> <p>\$5,401.00</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>• Effective Classroom Practice</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Enhanced staff collaborations and time for staff to analyse student learning information resulting in individualised learning interventions with adjustments and accommodations for learning being planned together and meeting student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to schedule opportunities for staff to come together with a strong focus on explicit intervention programs that meet and monitor point-in-time student learning needs.</p>
<p>COVID ILSP</p> <p>\$14,947.00</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 educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student data was collated and consistent judgments were made to ascertain student learning needs with a focus on reading with fluency being an explicit area. Reading levels and monitoring using PLAN2 indicated that all students progressed.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to improve the consistent access and use of PLAN2 and to add fluency onto the school's five-weekly monitoring cycle.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	7	9	16	15
Girls	11	10	10	10

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.9	92.1	91.2	89.9
1	97.9	85.4	91.9	90.7
2	99.3	98.9	84.5	87.2
3	93.4	98.3	98.9	78.4
4	83.1	91.0	96.5	91.9
5	91.7	92.6	94.4	94.7
6	90.6	94.7	89.5	90.8
All Years	92.0	91.4	92.0	88.9
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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.59
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.72

\*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>	102,616
<b>Revenue</b>	582,534
Appropriation	568,020
Grants and contributions	14,164
Investment income	350
<b>Expenses</b>	-576,843
Employee related	-473,501
Operating expenses	-103,342
<b>Surplus / deficit for the year</b>	5,692
<b>Closing Balance</b>	108,308

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>	28,467
<b>Equity Total</b>	66,975
Equity - Aboriginal	0
Equity - Socio-economic	48,581
Equity - Language	0
Equity - Disability	18,394
<b>Base Total</b>	402,752
Base - Per Capita	6,570
Base - Location	1,117
Base - Other	395,066
<b>Other Total</b>	47,383
<b>Grand Total</b>	545,577

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

*Refer to help text (?) for advice on this section*

To ascertain student satisfaction the school held focus groups of students and conducted an online survey. The average rating on a scale of 1 to 10 for feeling students belong to Wombat PS was 7.11 with some students identifying they would like more work and they wished all the students got along better. One student thought the school was too small. The average rating on a scale of 1 to 10 for feeling that teachers advocate for you was 6.89 with students identifying that teachers are good but don't always come when the student wants them to. The average rating on a scale of 1 to 10 for believing that teachers want them to learn and have those high expectations for them was 8.22 with students identifying they would like more work or more time to work as well as more PE, maths and adventures.

Overall the community identified positives that include 'being in the country', 'teachers are helpful', 'great teachers and friends', and 'cool excursions'. Ideas for improving Wombat PS included 'more students/people', 'excursions that go further away from Wombat', 'more art and sport', 'bringing your own devices' and 'having a pool and water slide'. Parents identified transitions into school being a strength and a desire for more homework to allow for a stronger transition into high school.

Staff feedback is generally positive, with positives including plenty of support staff and flexibility with programming formats. Areas for improvement were focused on the environment and changes would support students.

# 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.