

2022 Annual Report

Wongarbon Public School



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Introduction

The Annual Report for 2022 is provided to the community of Wongarbone 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

Wongarbon Public School is committed to creating a positive and secure learning environment that promotes life-long learning and responsible citizens. Every student is known, valued and cared for through inclusive and engaging learning opportunities.

We recognise the importance of the partnerships developed between the school, outside agencies and parents when maximising student wellbeing, learning and engagement.

School context

Wongarbon Public School is located 19 kilometres east of Dubbo, in a small rural, village. There is a current enrolment of 53 students, 27% of whom identify as Aboriginal. The daily school operations consists of three multi stage classrooms with access to the library one day a week. The school has a strong and committed P&C who actively fundraise and contribute to school initiatives.

The school strives for excellence in an inclusive environment where every student and every teacher improves every year.

At Wongarbon Public School, quality teaching and learning programs provide a strong foundation in literacy and numeracy through explicit teaching, high expectations and collaboration where students are challenged to meet their learning goals in a safe learning environment.

Students maximise their potential and remain engaged through continuity of learning and a strong sense of community connectedness. Wongarbon Public School provides future focused learning for all students. We celebrate the success of all student learning; their ability, traditions and beliefs, by treating each other with respect.

The whole school community, involving students, staff, parents and the Local Dubbo AECG, was consulted in a situational analysis followed by the development of the 2021-2024 Strategic Improvement Plan. Throughout our situational analysis, we have identified key focus areas for improvement.

The school will develop a culture that is focused on student learning outcomes in reading and numeracy to build strong foundations for academic success. We will refine and further develop data informed teaching practices that are responsive to the learning needs of individual students.

The school will develop and implement specific programs that build cognitive, emotional, physical and social wellbeing in all students. These programs will offer extra-curricula activities in Sport, Science, Technology, Creative and Performing Arts to ensure our students have a variety of learning opportunities so that each student will connect, succeed, thrive and learn.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to enhance student outcomes in reading and numeracy through building teacher capacity to deliver explicit and targeted teaching based on effective collection and analysis of data.

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.

- Explicit Teaching
- Data Informed Teaching

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$30,114.20

Aboriginal background: \$10,113.05

Literacy and numeracy: \$12,951.97

Socio-economic background: \$25,822.10

Professional learning: \$8,326.56

QTSS release: \$2,286.00

Per capita: \$3,999.90

Summary of progress

The principal and Assistant Principal Curriculum and Instruction (APC&I) supported classroom teachers to analyse data and identify focus areas for explicit targeted teaching across literacy and numeracy. This process commenced in Term 1 following base line data collection and was completed in Term 4. During this time the principal and APC&I supported K-6 teachers to select and implement resources available from the Universal Resource Hub to enhance student capacity in literacy and numeracy.

Analysis of data indicated there was a need for a tier 2 intervention program for reading. As a result, the MiniLit program was explicitly delivered to identified students 5 days per week. Data was collected and analysed in 5-weekly cycles so adjustments were made as required.

The principal and APC&I led staff through the beginning phase of the implementation of the High Potential and Gifted Education policy. Staff aligned students within each of the domains and identified individual strengths and shared collegial practice that would best enhance their potential.

APC&I and infants teachers implemented Little Learners Love Literacy (LLLL) as a research based literacy program to support learning in K-2 and K-1. Staff attended professional learning and APC&I purchased the required resources to effectively implement the program to ensure the greatest impact.

Power Hour commenced to allow classroom teachers to meet with the APC&I fortnightly to discuss student assessment, growth, focus areas and data analysis. Teachers and APC&I identified gaps within student learning and implemented explicit teaching experiences to address this point of need. Staff reviewed teaching practice and student growth over the two-week cycle and analysed the overall impact.

APC&I facilitated professional learning to support teachers capacity when using PLAN2 as a tool of data collection and analysis to support student growth.

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 Year 3 and Year 5 students achieving in the top two NAPLAN bands in reading increases by 2.7%.	• 2022 NAPLAN data indicates 3.53% of students are in the top two skill bands (NAPLAN) for reading indicating the school exceeded the system negotiated target.

All teachers contribute to gathering and analysing data.	<ul style="list-style-type: none"> • 2022 PLAN 2 data was gathered by all classroom teachers and analysed alongside the Assistant Principal Curriculum & Instruction and entered on understanding texts and additive strategies.
The proportion of Year 3 and Year 5 students achieving in the top two NAPLAN bands in numeracy increases by 6.2%.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates that 8.25% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
Increase in the proportion of students achieving expected growth in Reading to 90%.	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase in the proportion of students achieving expected growth in Numeracy to 81%.	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The school self-assessment in the element 'Effective Classroom Practice' indicates improvement from Delivering to Sustaining and Growing.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Effective Classroom Practice.
At least 60% of students achieve the relevant learning indicators with Vocabulary in the learning progression	<ul style="list-style-type: none"> • Student progress data will be measured from 2023-2025
At least 60% of students achieve the relevant learning indicators with Quantifying Numbers and Additive Strategies in the learning progressions.	<ul style="list-style-type: none"> • Student progress data will be measured from 2023-2025

Purpose

Our purpose is to ensure all of our students are able to connect, succeed, thrive and learn. There will be a planned approach to delivering whole school wellbeing processes that support high levels of wellbeing and engagement.

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.

- Physical Activity
- Wellbeing and Engagement

Resources allocated to this strategic direction

Location: \$14,384.31

QTSS release: \$5,493.93

Socio-economic background: \$20,000.00

Aboriginal background: \$7,649.98

Literacy and numeracy: \$11,168.00

Per capita: \$10,402.86

Low level adjustment for disability: \$7,653.92

Summary of progress

All students and staff completed the 10-week Premiers Sporting Challenge program gaining the Gold Award. This result is evidence of improved student attitude towards physical activity. Through active participation in the program, staff and students have identified that they have an enhanced level of overall wellbeing and have adopted a healthier, more active lifestyle.

During 2022 primary students participated in weekly Public School Sports Association (PSSA) sessions during Terms 2 and 4. This enabled students to refine strength, coordination and skill acquisition in game situations. 100% of students participated in the weekly sessions, reflecting their positive attitude to physical activity opportunities.

Primary students also competed in the Soccer and Touch Football Small Schools PSSA knockout competitions.

Embedded professional learning and a whole school planned approach to wellbeing through a whole school scope and sequence of planned teaching and learning activities, is ensuring all of the students are able to connect, succeed, thrive and learn. The use of regular feedback, observations and scheduled student, staff and parent surveys ensure teachers were able to identify student individual needs and adjust programs accordingly.

Progress against the School Excellence Framework indicates wellbeing across the whole school will continue to be an area of focus. Data is analysed on a regular basis to ensure teaching and learning programs continually reflect the needs of all of the students. All staff completed the online and face to face professional learning of Thinking While Moving and is evidenced in teaching and learning programs. The school will continue to explore and refine quality teaching practices with a specific focus on the school's implementation of the Positive Living Skills program and the Wellbeing Framework, with a focus on sport and physical activity, to ensure maximum engagement for all our students.

In 2023, the primary goals at Wongarbron Public School are to enhance student attendance by ensuring that every student attends school for over 90% of the time and to provide better access to sports and physical activities. Additionally, the school will continue to implement and assess wellbeing plans for all students, in consultation with parents and caregivers, to improve the overall wellbeing of the students. .

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
Maintain the proportion of students attending school more that 90% of the	The proportion of students attending school more than 90% of the time in 2022 is 56.62% which did not meet the system-negotiated lower bound

time to achieve a minimum of the system-negotiated lower bound target of 80%.	target.
Maintain the criteria for Delivering across all three areas of the Sport and Physical Activity: School Health Check	In 2022 the Sport and Physical Activity: School Health Check indicated that the school is Delivering.
TTFM surveys indicate improving student advocacy, sense of belonging and high expectations at or above SSSG.	The 2022 Tell Them From Me survey indicates that students sense of belonging has increased by 6%, student advocacy has remained the same and expectations for success has increased by 0.1.
Wellbeing plans are implemented and goals are articulated by all students.	In 2022 100% of students participated in the wellbeing goal setting process and 85% of parents engaged in the support meetings.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,640.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wongarbron 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"> • Employed an SLSO to support student in the classroom. <p>The allocation of this funding has resulted in the following impact: Students were supported in learning and healthcare procedures which enabled her to engage inclusively in all areas of school life.</p> <p>After evaluation, the next steps to support our students will be: to identify student support needs on an individual basis and provide appropriate learning and wellbeing adjustments.</p>
<p>Socio-economic background</p> <p>\$45,822.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wongarbron 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"> • Explicit Teaching • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Minilit an evidence-based explicit and effective early literacy intervention program. • professional development of staff in literacy intervention and synthetic phonics to support the delivery of evidence-based explicit and systematic teaching in reading, writing and spelling. <p>The allocation of this funding has resulted in the following impact: Students have demonstrated growth in their knowledge and understanding of phonics and phonemic awareness. This has impacted on students' reading and writing within the classroom.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to fund the employment of an additional teacher if the funding is available in 2023 to support literacy and numeracy acquisition in the early years.</p>
<p>Aboriginal background</p> <p>\$17,763.03</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wongarbron 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"> • Explicit Teaching • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$17,763.03</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Students have benefited from small, targeted interventions. Parents have been supported with inter agency assistance that has been a direct result of the additional teacher employment.</p> <p>After evaluation, the next steps to support our students will be: This initiative has had significant impact across the school and with vulnerable families. teh school will continue to fund the employment if an additional teacher if the funding is available in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$19,124.92</p>	<p>Low level adjustment for disability equity loading provides support for students at Wongarbron 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"> • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of a Learning and Support Teacher and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Attendance data has demonstrated a positive shift in consistent attendance with improvement in parent responses and communication regarding absences. The sticker charts initiative is valued by the students and their attendance is reflective of this. They are not only coming to school more consistently, but are arriving on time. Student Representative Council (SRC) members fulfill their role daily (flags, monitoring the sports shed and equipment, checking in with students, monitoring the environment and communicating with all students and staff members to ensure consistency in messages and information). The structural changes to our playground have played a significant part in creating an active, engaging and inclusive school culture. There is no longer segregation of areas or equipment, students are sharing, communicating, problem solving and taking ownership of their environment.</p> <p>After evaluation, the next steps to support our students will be: Continuation of current attendance monitoring processes (School mobile for texting absences, contacting parents on the day of absence if the school did not recieve a response, paper notes to catch up unexplained absences). A continuation of current wellbeing programs to ensure students feel connected and are able to thrive in the school environment. The 2023 SRC will consist of 5 students. The playground environment will continue to be resourced to promote collaboration, activity and inclusion.</p>
<p>Location</p> <p>\$14,384.31</p>	<p>The location funding allocation is provided to Wongarbron 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"> • Physical Activity <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: 100% of 4-6 students participated in weekly Primary School Sports</p>

<p>Location</p> <p>\$14,384.31</p>	<p>Association (PSSA) competition. All students K-6 demonstrated improved attitude towards the importance of physical activity.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to subsidise programs to support physical activity and PSSA competitions.</p>
<p>Professional learning</p> <p>\$8,326.56</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 Wongarboron 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher 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: Teachers were able to identify the learning needs of students. Evidence based research programs were investigated and teachers attended professional learning with implementation occurring in Semester 2. Data monitoring of student progress was achieved through shoulder to shoulder support and improved data skills and use for teachers were used to implement teaching and learning programs as well as intervention programs for students.</p> <p>After evaluation, the next steps to support our students will be: In 2023 students will be assessed to determine baseline data for phonemic knowledge and decoding skills, targeted groups will be established and staff will be allocated to implement research based literacy programs to meet identified needs. Professional learning will be sourced to ensure all staff are trained in the delivery of Little Learners Love Literacy program.</p>
<p>Literacy and numeracy</p> <p>\$27,629.77</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wongarboron 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"> • Explicit Teaching • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Teaching practices are continually refined as a result of the ongoing additional hour of release from face to face to work alongside the Assistant Principal Curriculum & Instruction (APC&I) to refine data use and explicit teaching strategies, to explore and utilise the Universal Resources Hub to support point of need teaching. Staff attended a community of practice with other schools to support the curriculum reform and implementation to be ready for 2023 and to increase teacher understanding of the High Potential Gifted Education policy requirements. Staff also explored changes to programming style and teaching strategies.</p> <p>After evaluation, the next steps to support our students will be: Teachers will continue to fine tune the selection process of Universal</p>

<p>Literacy and numeracy</p> <p>\$27,629.77</p>	<p>Resources Hub to ensure they are meeting the needs of individual students and identifying gaps. This process will be revisited at 5 weekly intervals, or more frequently if indicated by the student data.</p> <p>Power Hour additional release from face to face will continue in 2023 as it is an opportunity for staff to collaborate, plan and unpack curriculum reforms. All staff will complete the canape and Tier 1 High Potential and Gifted Education(HPGE) professional learning courses, as well as use the differentiated adjustment tool from the comprehensive suite of Tier 1 support for schools package to align with advancement via individual determination (AVID) teaching and learning strategies.</p>
<p>QTSS release</p> <p>\$10,111.13</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wongarboron 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"> • Explicit Teaching • Physical Activity • Wellbeing and Engagement • Other funded activities <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: Collaboration between staff and the identification of student needs in literacy and numeracy with modifications to programming and delivery in the classroom to meet the needs of students.</p> <p>After evaluation, the next steps to support our students will be: In 2023 students will be assessed to determine baseline data for phonemic knowledge and decoding skills, targeted groups will be established and staff will be allocated to implement research based literacy programs to meet identified needs. Professional learning will be sourced to ensure all staff are trained in the delivery of synthetic phonic program Little Learners Love Literacy.</p>
<p>COVID ILSP</p> <p>\$30,680.00</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"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Literacy - Analysis of the data showed that the small group tuition has been implemented well in literacy for all identified students. An analysis of early literacy data, in the area of grammar and punctuation, indicates 100% of the students have reached their personal learning goals based on the literacy progressions at the end of Semester 1. Numeracy - Analysis of data showed that the small group tuition in Year 3 has been successfully implemented in numeracy. An analysis of early numeracy data, in the area of addition and subtraction indicates 100% of the students have reached their personal learning goals based on the numeracy progression at the end of Semester 1. In the area of application of place value and whole number all students have made some progress, however they still require additional support.</p>

<p>COVID ILSP</p> <p>\$30,680.00</p>	<p>As a direct result of the consistent, targeted intervention, students and teachers are reporting increasing engagement both in small group tuition and upon return to classroom. Analysis of professional learning shows the teachers found the COVID ILSP modules highly effective in developing their understanding of and capacity to deliver and assess effective small group tuition.</p> <p>After evaluation, the next steps to support our students will be: Continue implementation of literacy and numeracy tuition. Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between COVID ILSP teacher, Additnant Principal Curriculum & Instruction (APC&I) and class teachers. Plan additional intervention for identified students not yet meeting their learning goals. At the end of Semester 1 the students that had achieved their identified goals were exited from the program with a new cohort of identified students added to the program for literacy and numeracy skills.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • supporting teaching staff in the delivery of professional learning in the K-2 curriculum and accessing resources in the Universal Resource Hub (URH). The APC&I collaborated with each teacher for one hour per week (Power Hour) to input and analyse data and desgñ high quality teaching and learning experiences in line with the curriculum requirements and individual student needs. <p>The allocation of this funding has resulted in the following impact: Teachers are competent in accessing and utilising URH to support teaching and learning. Power Hour has had profound impact on teacher programming and analysis of data to inform teaching practice. All infants teaching staff are implementing the new K-2 curriculum and accessing online resources to support content delivery.</p> <p>After evaluation, the next steps to support our students will be: APC&I will work with teaching staff to improve programming structures and practice to reflect the new curriculum. Power Hour will continue with a more explicit focus on data literacy. A whole school focus on vocabulary and quantifying number and additive strategies will be reflected in the creation of a common and collaborative Performance and Development goal, aligned to the Australian Professional Standards for Teachers, the new curriculum and Big Ideas in mathematics</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	39	37	31	28
Girls	20	21	26	25

In 2022 Wongarbron Public School decreased in student enrolments.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.8	96.1	91.0	83.9
1	91.3	87.5	93.5	88.1
2	95.0	92.9	85.7	92.3
3	92.4	90.9	89.2	72.6
4	88.6	91.2	91.4	92.0
5	95.2	88.6	90.7	93.0
6	91.7	97.2	87.9	70.6
All Years	92.1	91.9	89.9	85.1
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

In 2023 attendance will remain a focus for students and families at Wongarbron Public school to ensure that all students are attending school greater than 90% of the time.

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.48
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.43

*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	170,540
Revenue	1,069,432
Appropriation	1,045,731
Sale of Goods and Services	-68
Grants and contributions	22,337
Investment income	1,432
Expenses	-1,036,450
Employee related	-883,552
Operating expenses	-152,897
Surplus / deficit for the year	32,982
Closing Balance	203,522

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	14,640
Equity Total	82,731
Equity - Aboriginal	17,763
Equity - Socio-economic	45,822
Equity - Language	0
Equity - Disability	19,146
Base Total	738,844
Base - Per Capita	14,403
Base - Location	14,384
Base - Other	710,057
Other Total	113,620
Grand Total	949,834

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

According to the feedback received from parents and caregivers, Wongarbon Public School provides an inclusive and culturally appropriate education, prioritising student wellbeing and offering extra-curricular activities for students. However, parents have suggested certain areas for improvement, such as updating the grounds and gardens to make them more inviting, increasing sporting opportunities, organising more fundraising events and hiring additional staff.

The feedback from students suggests that they appreciate the school's organised excursions and sports activities. They expressed their enjoyment of the basketball court and sandpit but suggested the addition of new sports and play equipment. Some students also expressed a desire to continue learning Aboriginal dancing and reintroducing school animals.

According to the teachers, there are two areas they would like to see improvement at the school. Firstly, they believe that the school would benefit from the introduction of a comprehensive music program that would be available to all students. Secondly, they feel that there is a need for increased funding for support staff.

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.