

2022 Annual Report

Wiripaang Public School



3762

Introduction

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

Wiripaang Public School

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School vision

Our vision is to ensure everyone achieves personal excellence. Our purpose is to prepare our students for a rewarding life as engaged and informed citizens. Our mantra is 'Be the best you!'.

School context

Situated within the Lake Macquarie region, Wiripaang Public School is a K-6 school, located on extensive grounds and provides extra-curricular opportunities for our students to connect, succeed and thrive. Our school has a strong sporting focus and positive connections with Hunter Sports High School which is located next to our school. Technology is embedded in all classrooms with a future focus for students to each have a device to complete their classwork. Our student body averages around 200 students each year which includes students in support classes. Our school has a FOEI of 192. On average, 35% of students identify as Aboriginal and Torres Strait Islander and a growing number of students have English as an Additional Language or Dialect.

This school plan delivers expert teachers working alongside classroom teachers and engaging consultants to provide precise instruction on student achievement.

The staff are cohesive, supportive and focused on the wellbeing and academic success of our students. Over the last school plan period, staff were highly mobile with many gaining promotions, permanency and changes of role. This has occurred for all staff groups; SASS, teachers and executive members.

Our community value strong relationships, resilience and sporting excellence. Staff work to build positive relationships with families and make regular contact through all communication platforms.

Our school holds high expectations for academic improvement, positive relationships and personal excellence.

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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	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

To increase student achievement through explicit teaching, ongoing learning and data use (internal and external) so all achieve.

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 Driven Practices

Resources allocated to this strategic direction

Professional learning: \$20,997.00

AP Curriculum & Instruction: \$180,685.00

Socio-economic background: \$513,739.00

Summary of progress

Explicit Teaching

This continues to be a clear focus for our school with us achieving positive trends reflected in our internal data through a wide range of assessment strategies implemented. We continued our work with John Fleming as a consultant working with staff each term and personalising the explicit instruction pedagogy to meet the needs of our students K-6. This involved demonstration lessons, teachers being observed and given feedback, recording lessons and having individual coaching sessions. Warm Ups are now embedded in our pedagogy in reading, maths and writing and student retention of foundational knowledge has shown improvement. We continue to work on application and transference of knowledge. The allocation of a 1.2 AP C&I meant a clear and concise focus on Reading, Numeracy and Writing. We engaged with Good to Great Schools in the second half of the year and trialled this program in streamed maths groups to assess the impact for progression in 2023. Professional learning hubs were set up amongst staff to engage in professional learning and the Quality Teaching Rounds that we partnered with the University of Newcastle with throughout the year. Mentoring and planning sessions between stage groups of teachers with supporting executive continue to be a feature in allowing staff to pin point tight and targeted teaching and intervention to shift student outcomes. The WIZ (Wiri Innovation Zone) was set up to prepare our students and upskill our staff in technology and embedding it within our curriculum. This has been a great success with all key participants responding positively to the resources, learning environment and supports in place.

Data Driven Practices

Data practices drive all key decisions we make here at Wiripaang PS. We seek to find the data to correlate with informed strategic planning to ensure our students are achieving continuous improvement. This year we chose to take on being a self selector school for the new K-2 curriculum reform. This involved us working through the new resources and collaborating as a team to give feedback and gain knowledge and skills in improving our teaching, resources and programming to reflect the new requirements. Curriculum coaching sessions with the AP C&I allowed staff with time to individually focus on their own data from their students and reflect with executive support around future steps. Whole school data walls were implemented and co constructed with teaching staff and students had discussions with their teachers around where they were sitting and what their goal would be next. The school engaged in an increasing amount of online programs due to 'learning from home' periods of time and the uncertainty that this year would bring in regards to operations. Both mainstream and support unit children actively engaged in their learning using their individual devices. Data analysis continues to be an area we drill down in to really pull out the specific details in student results to inform improved teaching and learning.

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
A minimum of increase of 3% of students achieving in the top two bands in NAPLAN Numeracy to 21%	Data indicates that 4.3% of Year 3 and Year 5 students in top 2 bands numeracy showing 4.5% below baseline data.
To achieve an uplift of 8% of students achieving in the top two bands in NAPLAN Reading (Baseline 9.5%)	Data indicates that 19.1% of Year 3 and Year 5 students in top 2 bands reading showing 9.6% above baseline data.
At least 46% of students will demonstrate expected growth in NAPLAN Numeracy	Data reflecting student growth could not be obtained due to these students not completing NAPLAN in Year 3 2020 due to COVID lockdowns.
At least 57% of students will demonstrate expected growth in NAPLAN Reading	Data reflecting student growth could not be obtained due to these students not completing NAPLAN in Year 3 2020 due to COVID lockdowns.
To improve from Sustaining and Growing to increase aspects towards Excelling in the theme of Explicit Teaching on the Schools Excellence Framework (SEF)	Evidence and data obtained reflects that the school is now operating at Excelling in the theme of Explicit Teaching on the SEF.
To improve from Sustaining and Growing to increase aspects towards Excelling in the element of Data Skills and Use on the Schools Excellence Framework (SEF)	Evidence and data obtained reflects that the school is continuing to operate at Sustaining and Growing in Data skills and use. However, we have increased to Excelling in the theme of Data use in teaching on the SEF.
NAPLAN - Top 3 skill bands Numeracy To achieve an uplift of 6.2% of students achieving in the top three bands in NAPLAN Numeracy (Baseline 26.2%)	Data indicates that 7.7% of Year 3 and Year 5 students in top 3 bands in numeracy showing 18.5% below baseline data.
NAPLAN - Top 3 skill bands Reading To achieve an uplift of 10% of students achieving in the top three bands in NAPLAN Reading (Baseline 13.4%)	Data indicates that 15.4% of Year 3 and Year 5 students in top 3 bands in reading showing 2% above baseline data.

Strategic Direction 2: Wellbeing and Engagement

Purpose

Ensure a culture of high expectations, strong relationships and increased engagement of students, staff and community to build excellence.

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.

- Connectedness
- Increased Engagement

Resources allocated to this strategic direction

Socio-economic background: \$34,476.00

Aboriginal background: \$79,603.00

Integration funding support: \$192,839.00

English language proficiency: \$27,195.00

Summary of progress

Connectedness

The activities that this strategic direction focused on were to continue to strive for increased connectedness for all stakeholders through increased engagement in our school. The school provided numerous opportunities throughout the year for student, staff and community voice to inform data led decisions. Our communication modes on social media platforms continue to be highly effective and accessible to all in our school community. We continue to strive to embed cultural perspectives and inclusion through embedding professional learning for staff, opportunities for our students and families to come together and share their knowledge.

Increased Engagement

Attendance continued to improve throughout 2022 as we refined our BaSE - Be at School Everyday Initiative. We celebrated in achieving our attendance target with the amount of students attending over 90%. The school supported our colleagues within our network and across the state, sharing our attendance initiative and procedures. This has resulted in increased family engagement through communication of both a formal and informal nature. This year we cemented genuinely strong relationships between the school and our community that we are proud of as the improvement in a positive school culture is apparent daily for the benefit of our 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
TTFM Wellbeing data (advocacy, belonging, expectations) improves to 92.8% from 90.7%	TTFM data reflects a slight decrease in students advocacy but internal data demonstrates a clear increase in students belonging and expectations.
For 63% of students to be attending school 90% of the time	54.8% of students attended 90% or more
To improve from delivering to Sustaining & Growing in the theme of High Expectations Culture on the Schools Excellence Framework (SEF)	From the on balance judgement of evidence the school achieved Sustaining and Growing in the theme of High Expectations Culture. The school will continue to strive for Sustaining and Growing in the theme of Parent Engagement.

To improve from delivering to
Sustaining & Growing in the theme of
Parent Engagement on the Schools
Excellence Framework (SEF)

Strategic Direction 3: Systems and Practices

Purpose

Streamline strategic processes so quality practices improve all aspects of Wiripaang Public School.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strategic Processes
- Building leadership capabilities

Resources allocated to this strategic direction

Aboriginal background: \$44,332.00

QTSS release: \$41,831.00

Per capita: \$54,998.00

Summary of progress

Strategic Processes

As a part of this strategic direction the school refined and strengthened the systems and processes around resource allocation and the collective capacity of leadership across all facets of the school.

Our school focused on key practices around the Student Success Team and targeted intervention to achieve positive internal outcomes. The Learning Support Team continued to improve in processing students needs and allocating resources adequately to support their learning and wellbeing. Financially we continued to upskill executive and administration staff to ensure strategic financial planning is paramount in everything we do in order to achieve the best possible outcomes for our students. This has resulted in the school complying with all relevant policies and maximising the resources available to the greater school community.

Building Leadership Capabilities

Our professional learning schedule was targeted at specific needs of teachers as reflected in their PDP along with data informed decisions. With the new curriculum reforms coming in we established Curriculum Coaching Sessions with the AP C&I with individual teachers to support at point of need in their improvement journey. Staff echoed sentiments across the school that this approach was supportive of their new learning and they valued the professional discourse in improving their knowledge and skill set. We shared our handbooks of agreed practice for teaching & learning, attendance and wellbeing with several networks across the state as models of best practice.

We established a parent fundraising team that worked with us to organise several school and community events, raising a substantial amount of money to go back to our students in resources. Engagement in Seesaw continued to increased and parent workshops were successfully run in literacy and numeracy with more families volunteering their time in the school than ever before.

Student leadership will continue with further opportunities linked with the University of Newcastle and mentoring through Learning to Lead, student led conferences, SRC and Junior AECG.

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
To improve from Sustaining & Growing to progress towards excelling in the	Self-assessment against the SEF shows the school currently performing at Sustaining and Growing. We will continue to strive for Excelling in the

theme of Administrative Systems and Processes on the Schools Excellence Framework (SEF)	following year.
To improve from Sustaining and Growing to progress towards excelling in the theme of Continuous Improvement on the Schools Excellence Framework (SEF)	Self assessment against the SEF shows the school currently performing at Sustaining and Growing. Continuous Improvement is occurring in all areas of the school and we will strive to achieve Excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$343,787.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wiripaang 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"> • Connectedness • Other funded activities <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 • 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: Clear school based processes ensuring integration funding support is allocated based on needs of students and data to indicate maximum support needs.</p> <p>After evaluation, the next steps to support our students will be: Continue the strategic allocation of finance to provide additional staff to support the teaching, learning and wellbeing needs of our students.</p>
<p>Professional learning</p> <p>\$41,994.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wiripaang 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 • Other funded activities <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: External consultants provided coaching on high impact explicit instruction pedagogy. With a clear focus on continual improvement staff are implementing this pedagogy across all areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor teacher implementation of explicit instruction pedagogy and the direct impact on student learning. Clearly outline the expectations to staff around this pedagogy and continue the improvement journey with external consultant.</p>
<p>Socio-economic background</p> <p>\$1,096,429.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wiripaang 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 • Connectedness • Other funded activities

<p>Socio-economic background</p> <p>\$1,096,429.71</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • engage with external providers to support student engagement and retention • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in the following impact: Improved academic achievement in internal and external measures. Increased engagement of students and families in student learning. Staff adopting high impact pedagogy as a result of engaging with external providers.</p> <p>After evaluation, the next steps to support our students will be: Continue consulting external providers in order to maximise the effectiveness of teaching to ensure every student achieves their personal excellence.</p>
<p>Aboriginal background</p> <p>\$247,870.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wiripaang 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"> • Connectedness • Strategic Processes • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Developing cultural awareness and identity in all students by participating in our unique 'Connectedness' programs. Aboriginal students achieved outstanding academic results in NAPLAN, performing well above state averages in all areas.</p> <p>After evaluation, the next steps to support our students will be: Continue to deliver high impact teaching that sees our Aboriginal students meet and exceed state averages and sees every student achieve personal excellence.</p>
<p>English language proficiency</p> <p>\$54,390.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wiripaang 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"> • Connectedness • 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 additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support

<p>English language proficiency</p> <p>\$54,390.00</p>	<p>The allocation of this funding has resulted in the following impact: All students identified as requiring support receive small group tuition for reading, comprehension and numeracy. Partnership with the University of Newcastle Speech Pathology in Schools has assisted students in Kindergarten to access external health providers and assisted students to develop improved expressive and receptive speech skills.</p> <p>After evaluation, the next steps to support our students will be: Continue to support intensive groups to facilitate expressive and receptive language development. Continue to engage the support of SPiNs to assist students and families to access support for students.</p>
<p>Low level adjustment for disability</p> <p>\$169,017.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wiripaang 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Delivering high impact teaching within every classroom resulting in improved student achievement. Programs are differentiated to cater for student needs which maintaining high expectations. Personalised support is provided for every student through intensive small group tuition for Reading and Numeracy in all mainstream classes.</p> <p>After evaluation, the next steps to support our students will be: Continue to use data to inform grouping of students to deliver personalised, high impact and evidence based teaching to ensure every student is meeting and exceeding their goals.</p>
<p>QTSS release</p> <p>\$83,662.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wiripaang 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"> • Strategic Processes • 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 • implementation of instructional rounds to strengthen quality teaching practices • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: As an an executive team staff have focused on curriculum and wellbeing coaching techniques. Staff have completed range of leadership professional learning to support our classroom teachers, including Middle</p>

<p>QTSS release</p> <p>\$83,662.00</p>	<p>Management modules, Leadership Institute and a clear focus on improving attendance across the school. Quality Teaching Rounds through the University of Newcastle were a key feature and staff developed strong links with the greater school community.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide high quality professional learning for all staff based around the school improvement plan and the PDP process to enhance and explicitly implement key pedagogy to ensure our students achieve personal excellence.</p>
<p>COVID ILSP</p> <p>\$234,820.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: Students were able to receive explicit literacy and numeracy instruction in small groups daily. This had the impact of reducing the significant gaps in learning that lockdowns imposed on students. Knowledge, skill and confidence increased as reflected in internal data.</p> <p>After evaluation, the next steps to support our students will be: Where possible the school will continue with explicit and clear intervention models that target students literacy and numeracy at point of need. Grouping students through data analysis, short and sharp teaching through recite, recall, apply techniques of explicit instruction.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	113	110	108	101
Girls	88	87	83	75

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.9	78.3	89.2	89.6
1	88.1	77.1	89.9	90.5
2	90.1	68.0	89.9	92.0
3	94.2	77.1	87.7	88.9
4	89.2	77.8	88.8	87.4
5	89.5	74.5	90.8	88.4
6	88.3	73.6	87.9	87.6
All Years	89.5	75.2	89.1	89.2
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
Assistant Principal(s)	5.2
Classroom Teacher(s)	7.51
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.4
School Administration and Support Staff	6.02

*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	138,265
Revenue	4,149,665
Appropriation	4,035,725
Sale of Goods and Services	13,208
Grants and contributions	98,255
Investment income	2,276
Other revenue	200
Expenses	-4,082,935
Employee related	-3,508,910
Operating expenses	-574,024
Surplus / deficit for the year	66,730
Closing Balance	204,995

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	150,948
Equity Total	868,362
Equity - Aboriginal	123,935
Equity - Socio-economic	548,215
Equity - Language	27,195
Equity - Disability	169,017
Base Total	2,023,893
Base - Per Capita	54,998
Base - Location	0
Base - Other	1,968,895
Other Total	663,450
Grand Total	3,706,653

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

Throughout 2022, Wiripaang Public School utilised a range of strategies to obtain feedback from students, staff, families and community members.

These strategies included: formal and informal discussions, emails, Seesaw messages, phone calls, online surveys, Facebook comments, Parent Committee, Tell Them From Me for students and families, SRC for students and The People Matters Survey for staff. Below were the conclusions gained from analysing data:

Student Satisfaction

Our student Tell Them From Me survey showed an increase in the area of student advocacy where they feel that they have a staff member at school to provide encouragement and advice. The school mean was 8.0 which was above state average. They also showed that they feel our school has a positive learning climate with us being at the state norm.

Staff Satisfaction - People Matters Survey

95.1% of staff identified I understand what is expected of me to do well in my job.

97.5% of staff identified that their manager communicates effectively with them

97.5% of staff identified that their manager encourages and values employee input

95% of staff identified my organisation inspires me to do the best in my job.

Community Satisfaction - Surveys, focus group interviews, formal/informal meetings

Our families demonstrated an increase in their engagement with the school both in person and online. Families stated they felt supported by the school and found that staff were accessible and professional when dealing with them. The wider school community were engaged in supporting the school which is included the University of Newcastle, Lake Macquarie Private Hospital and numerous external community groups such as Lions and Rotary. Overall the feedback demonstrated that our community feels that our school is facilitating and creating genuine and meaningful relationships.

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.

Aboriginal Education - School statement

Wiripaang Public School ensures that communication and celebration foster genuine partnerships with our Aboriginal community. We are firmly committed to closing the disparity gap for all Aboriginal students in academic achievement and wellbeing outcomes. Our Wirimob is active in all areas of the school and takes great pride in cultural achievement for all of our students through a collaborative approach.

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.

Anti-Racism - School statement

Wiripaang Public School has two trained ARCOs within the school, one in mainstream and one in our support unit. All staff are trained in the Anti-Racism Policy to ensure they implement the policy throughout every aspect of our school.

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.