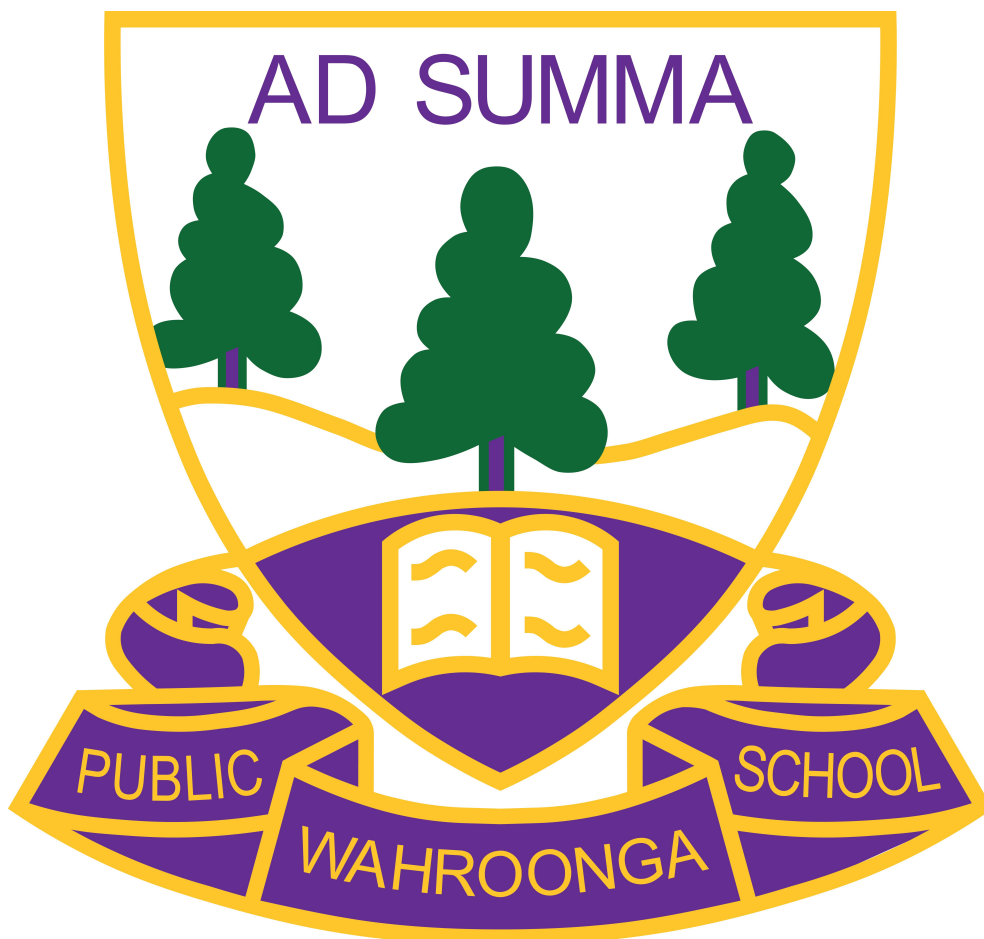


2022 Annual Report

Wahroonga Public School



3833

Introduction

The Annual Report for 2022 is provided to the community of Wahroonga 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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School vision

At Wahroonga Public School students will take personal responsibility for their behaviour and learning in preparedness for participation in an ever changing global society. Students will achieve twelve months growth and progress in Literacy and Numeracy performance for each year of learning. Students will engage in an inclusive environment that promotes active participation and high expectations and all stakeholders will collaborate and communicate respectfully.

Underpinning our vision are the **beliefs** that:

- All students can learn
- Students learn in different ways
- Risk taking and making mistakes when learning is necessary, acceptable and encouraged
- Educating the whole child enhances wellbeing
- Positive wellbeing is an essential foundation for learning
- The curriculum is our core business
- Home/ school partnerships are critical to success
- The rapport between teacher and student is integral to learning and growth
- Every student is known, valued and cared for
- Outcomes are improved when students understand the Learning Intentions and Success Criteria in lessons and when meaningful feedback is given.

Our **Core Values** encourage students to:

Be **RESPONSIBLE** for your own:

- Learning
- Behaviour
- Interpersonal Relationships

Be **RESPECTFUL** towards:

- Others
- Self
- Property

Be and **ACTIVE and ENGAGED LEARNER**:

- Willing to take risks
- Able to consider options
- Happy to work with others

School context

Wahroonga Public School was established in 1944 and is a metropolitan school in the northern suburbs of Sydney with an enrolment of approximately 585 students from Kindergarten to Year 6. 44% of students are from language backgrounds other than English. Wahroonga Public School caters for all students and prides itself on a culture of inclusion and participation. Wahroonga Public School is affectionately known as 'The Bush School', as it is set amongst a native Blue Gum High Forest, and features unique, attractive grounds including both natural and built features. Two in-ground swimming pools and an outdoor amphitheatre are main attractions. The school currently has 22 mainstream classes and 3 support classes and offers students a large range of extra-curricular activities including chess, sport, dance, ICT, bush building, gardening and choir. The school has an expansive band program that is renowned in the local area.

Areas of focus for the period 2022-2025 have been determined after a thorough situational analysis of current school performance and a period of consultation with school community stakeholders. In 2022-2025 Wahroonga Public School will focus on 3 Strategic Directions that will drive improvement in:

Student vocabulary development

Reading comprehension

Numeracy with an emphasis on Measurement and Geometry.

Data informed decision making

Initiatives to support students in their wellbeing, resilience and sense of belonging

Positive community partnerships

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	Excelling
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Increase the number of students achieving expected growth in reading and numeracy through data use, curriculum differentiation and explicit teaching.

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.

- Targeted and Explicit Programs in Literacy
- Targeted and Explicit Programs in Numeracy

Resources allocated to this strategic direction

English language proficiency: \$15,553.00

Professional learning: \$20,000.00

Literacy and numeracy: \$19,554.91

Literacy and numeracy intervention: \$68,952.60

Socio-economic background: \$4,007.56

Aboriginal background: \$2,163.61

Integration funding support: \$186,481.00

Summary of progress

Targeted and Explicit Programs in Literacy and Numeracy

Teaching staff completed extensive professional learning in Literacy and Numeracy, especially on the new English and Mathematics K-2 Syllabus documents and associated research underpinning teaching pedagogy within these documents. This professional learning was mainly completed through an allocated additional 40 minutes of release from classroom face to face teaching and was funded through the school's QTSS entitlement. Wahroonga Public School was a self select school in 2022 trialing the new English and Mathematics syllabuses in all Year 1 classes. Access to teaching units and personalisation of these units to suit the needs of students at Wahroonga Public School ensured that teachers were well acquainted and confident for mandatory implementation of documents in 2023. Teachers developed deep knowledge on the Science of Reading and applied this theory into their classroom practice. The teaching of Phonemic Awareness and Phonics was well established and students showed pleasing gains in these areas. Knowledge and use of and a Mathematics Lesson Framework that included daily maths mental increased the quality of teaching in this subject area.

Targeted Teaching Meetings did not occur in 2022 due to lack of available casual teachers required to effectively run this program. More in depth professional learning on Learning Progressions will be a focus in 2023. Analysis of 2022 internal and external data indicates that a focus on Numeracy and Writing is required in 2023. The newly appointed Assistant Principal Curriculum and Instruction will oversee teacher development in this space.

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
NAPLAN TOP 2 BANDS - READING Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system negotiated target in Reading of 74.9%.	• We are working towards this progress measure and currently have 72.22% of students achieving in the top two bands in NAPLAN reading .
NAPLAN TOP 2 BANDS - NUMERACY	• We are working towards this progress measure and currently have 61.49% of students achieving in the top two bands in NAPLAN numeracy .

Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system negotiated target in Numeracy of 72.4%.	
NAPLAN EXPECTED GROWTH - READING Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target of 69.9%.	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN EXPECTED GROWTH - NUMERACY Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 71.7%.	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Resilience and belonging

Purpose

Improve wellbeing through effective whole school programs and practices.

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.

- School Wellbeing Processes and Procedures
- Student Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$102,851.34

Summary of progress

School Wellbeing Processes and Procedures

Student wellbeing is highly prioritised at Wahroonga Public School. During 2022 we used school funds to increase the Learning and Support Teacher allocation from a 2.5 days a week to a full time position. This increase in allocation enabled the Learning and Support Teacher to work closely with teachers and parents/ carers in meeting student need. During 2022 staff engaged in professional learning on the Inclusive, Engaging and Respectful School Reform. Understanding of this reform enabled staff to effectively cater for the wellbeing of students. This reform also informed some changes in the Wellbeing Procedural documents within the school.

In 2023 focus will be on trialing a new approach to the Student Reward Systems within the school. Ultimately we want students to be internally motivated and be able to honestly reflect on their progress against set goals rather than be externally driven by reward and overly reliant on the measure of success coming from external sources.

Student Wellbeing

The Social and Emotional Learning Program, Friendology was launched in 2022. This included a very successful parent workshop and teaching of lessons in all classes K-6. Signage around the school reflects the core messages from the Friendology Program. Professional learning was given to staff on this program and on the PAX Good Behaviour Game. Staff received intensive professional learning on 'The Get Happier Project in 2022. Some staff feedback saw recommendation that the Friendology program may be best suited to K-2 classes, rather than across the whole school. This program will be taught in all classes in 2023 and is underpinned by the psychology of Choice Theory that underpins wellbeing systems within the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Wellbeing Increase TTFM Wellbeing data (belonging, expectations) to be moving towards the lower bound system-negotiated target of 91.4%.	<ul style="list-style-type: none">• We are working towards this improvement measure with Tell Them From Me data indicating that 85.37% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
ATTENDANCE Improvement in the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system negotiated target of 93.3%.	The number of students attending greater than 90% of the time or more has decreased by 19.64%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.

Strategic Direction 3: Positive partnerships

Purpose

Improve performance by establishing new connections and building upon existing partnerships with all stakeholder groups.

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.

- Building Staff Capacity
- Community Engagement and Satisfaction
- Valuing and Strengthening Aboriginal Culture

Resources allocated to this strategic direction

Professional learning: \$25,490.27

QTSS release: \$137,100.75

Summary of progress

Building Staff Capacity

Staff engaged in robust professional learning tailored to suit need during 2022. Professional learning was available to staff through the use of the QTSS entitlement (which gave all staff 40 minutes a week to complete scheduled learning) and through the termly Professional Learning Schedule. The impact of this learning has been improved capacity of teachers to implement explicit teaching strategies in the classroom to support literacy and numeracy outcomes for students.

In 2023 staff professional learning will continue to be a high priority, especially in the areas of curriculum and wellbeing.

Community Engagement and Satisfaction

In 2022 community involvement in the school was prioritised. Parents reported feeling a sense of distance from the school during the Covid-19 impacted restrictions. The P&C became more active under a newly formed committee and an increase in student and community events was a result.

In 2023 more emphasis is needed on the continuation of the Support Unit Network and on High School Transition processes.

Valuing and Strengthening Aboriginal Culture

The school continued its strong connection with the local AECG. A focus on including ATSI murals and cultural displays in the school grounds was prioritised and the construction work on a yarning circle was commenced. Work in this area will continue in 2023.

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
Aboriginal Education The percentage of staff are trained in the mandatory Aboriginal Cultural Awareness Training and undertaking a refresher course every 3 years is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• Analysis of Professional Learning data indicates that 94% of 2022 staff are trained in the mandatory Aboriginal Cultural Awareness Training.• Analysis of school records indicates 100% of Aboriginal students have a completed PLP that is developed annually and reviewed termly in consultation with their parents/carers.

<p>Percentage of Aboriginal students who have a completed PLP that is developed annually and reviewed termly in consultation with their parents/carers is moving towards the school identified target of 100%.</p>	
<p>Tell Them From Me Survey</p> <p>Increased proportion of parent completion of the TTFM Parent Survey is moving towards the school identified target of 150 responses.</p> <p>Increased proportion of teacher completion of the TTFM Teacher Survey is moving towards the school identified target of 90%.</p>	<ul style="list-style-type: none"> • Parent/carer engagement with the Tell Them from Me Parent Survey will be a priority in 2023. • Analysis of Tell Them From Me data indicates 16% of teachers completed Teacher Survey.
<p>Parent and Teacher Satisfaction</p> <p>The proportion of parents and caregivers reporting an increase in satisfaction with school communication and engagement processes is moving towards the school identified target of a 30% improvement.</p> <p>The proportion of teachers reporting an increased sense of satisfaction in their professional learning and career development is moving towards the school identified target of a 20% improvement.</p>	<ul style="list-style-type: none"> • Analysis of survey data indicates that we are working towards parents and caregivers reporting an increase in satisfaction with school communication and engagement processes. • Analysis of survey data indicates that 89.7% of teachers reported an increased sense of satisfaction in their professional learning and career development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$186,481.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wahroonga 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"> • Targeted and Explicit Programs in Numeracy <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 <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to ensure 2023 IEPs continue to be collaboratively written with parents/ carers and that identified students continue to receive individualised support in line with plans.</p>
<p>Socio-economic background</p> <p>\$4,007.56</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wahroonga 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"> • Targeted and Explicit Programs in Numeracy <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 Learning and Support program implementation. <p>The allocation of this funding has resulted in the following impact: additional Learning and Support Teachers allocation at Wahroonga Public School.</p> <p>After evaluation, the next steps to support our students will be: to continue to supplement fractional support teacher salaries so that staff are available onsite to support students in their wellbeing and academic progress.</p>
<p>Aboriginal background</p> <p>\$2,163.61</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wahroonga 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"> • Targeted and Explicit Programs in Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact:</p>

<p>Aboriginal background</p> <p>\$2,163.61</p>	<p>all identified students have a PLP and teachers have access to high quality resources and professional learning.</p> <p>After evaluation, the next steps to support our students will be: to continue to use the allocation to supplement resourcing within the school.</p>
<p>English language proficiency</p> <p>\$15,553.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wahroonga 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"> • Targeted and Explicit Programs in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: targeted EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: to use flexible funding to employ an EAL/D teacher who can provide small group intensive English support that supplements classroom teaching.</p>
<p>Low level adjustment for disability</p> <p>\$102,851.34</p>	<p>Low level adjustment for disability equity loading provides support for students at Wahroonga 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"> • School Wellbeing Processes and Procedures <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: a Learning and Support Teacher has worked closely with students, teachers and parents/ carers. A highly effective Learning and Support Team has worked within the school to cater for students with additional needs. SLSOs have been employed to work closely with identified students in meeting goals within their IEPs. Data indicates that there is an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved.</p> <p>After evaluation, the next steps to support our students will be: a continuation of robust processes commenced in 2022.</p>
<p>Professional learning</p> <p>\$45,490.27</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 Wahroonga 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"> • Targeted and Explicit Programs in Literacy • Building Staff Capacity <p>Overview of activities partially or fully funded with this initiative</p>

Professional learning \$45,490.27	<p>funding include:</p> <ul style="list-style-type: none"> • provision of high impact professional learning for all staff. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of Reading, resulting in improved internal and external student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in Writing and Numeracy.</p>
Literacy and numeracy \$19,554.91	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wahroonga 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"> • Targeted and Explicit Programs in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: a Learning and Support Teacher onsite 5 days a week to support students in their wellbeing and with academic need.</p> <p>After evaluation, the next steps to support our students will be: small group literacy and numeracy support will continue in 2023 for identified students.</p>
QTSS release \$137,100.75	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wahroonga 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"> • Building Staff Capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff knowledge in curriculum reform and new syllabus documents.</p> <p>After evaluation, the next steps to support our students will be: continued additional time allocation for staff to engage in professional learning.</p>
Literacy and numeracy intervention \$68,952.60	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wahroonga Public School who may be at risk of not meeting minimum standards.</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"> • Targeted and Explicit Programs in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices

<p>Literacy and numeracy intervention</p> <p>\$68,952.60</p>	<p>The allocation of this funding has resulted in the following impact: students requiring additional support in Literacy and Numeracy were targeted in individual and small group instruction.</p> <p>After evaluation, the next steps to support our students will be: small group literacy and numeracy support will continue in 2023 for identified students.</p>
<p>COVID ILSP</p> <p>\$16,520.00</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: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>Per capita</p> <p>\$176,815.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wahroonga 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Resourcing of school and initiatives according to identified need. <p>The allocation of this funding has resulted in the following impact: a school that is well resourced and funded according to need.</p> <p>After evaluation, the next steps to support our students will be: continue to fund programs and classrooms according to need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	366	378	358	332
Girls	330	325	328	307

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	90.0	94.8	90.9
1	94.7	93.6	95.2	91.9
2	95.0	93.0	96.1	92.0
3	96.0	93.1	95.7	92.1
4	95.9	92.9	96.2	92.5
5	94.4	93.2	94.8	90.2
6	94.9	92.3	94.1	89.0
All Years	95.1	92.6	95.3	91.3
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	24.68
Literacy and Numeracy Intervent	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	7.06

*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	348,739
Revenue	7,251,736
Appropriation	6,109,675
Sale of Goods and Services	16,286
Grants and contributions	1,116,506
Investment income	8,467
Other revenue	803
Expenses	-7,241,068
Employee related	-5,960,749
Operating expenses	-1,280,318
Surplus / deficit for the year	10,669
Closing Balance	359,408

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	186,481
Equity Total	124,576
Equity - Aboriginal	2,164
Equity - Socio-economic	4,008
Equity - Language	15,553
Equity - Disability	102,851
Base Total	5,171,560
Base - Per Capita	176,815
Base - Location	0
Base - Other	4,994,745
Other Total	505,513
Grand Total	5,988,130

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/ Carer Satisfaction - the following are results from a February/ March 2023 survey. There were 94 responses to the survey.

1. Staff at Wahroonga Public School care about my child.

Agree/ Satisfied = 90.5%

Disagree = 9.5%

2. I feel that my child is known, valued and cared for whilst at school.

Agree/ Satisfied = 89.3%

Disagree = 10.7%

3. My child enjoys coming to school.

Agree/ Satisfied = 94.7%

Disagree = 5.3%

4. The school caters well for my child's social and emotional needs.

Agree/ Satisfied = 87.2 %

Disagree = 12.8%

5. Teachers have high expectations of success for student learning.

Agree/ Satisfied = 78.7%

Disagree = 21.3%

6. Staff are approachable and friendly.

Agree/ Satisfied = 85.2%

Disagree = 14.8%

7. I feel that issues or concerns are addressed promptly and effectively.

Agree/ Satisfied = 70.2%

Disagree = 29.8%

8. The school's main communication channels of School Stream and the Bush Telegraph Newsletter keep me informed and up to date on school happenings.

Agree/ Satisfied = 82%

Disagree = 18%

Student Satisfaction - student views were obtained via The Tell Them From Me Survey

Student views in most areas were on par with NSW Government Norms. One area for focus is Students with a Positive Sense of Belonging. This was 6% lower than the reported state norm. Pleasingly WPS scored higher than NSW Government Norms on Students with Positive Behaviour at School and Expectations for Success. Incidents of bullying were considerably less than state averages.

Teacher Satisfaction - Teacher participation in Tell Them From Me Surveys is lower than desired. Teachers do tend to engage highly in personalised school based surveys. Feedback via this platform has been positive and proactive change is made based on teacher feedback.

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.