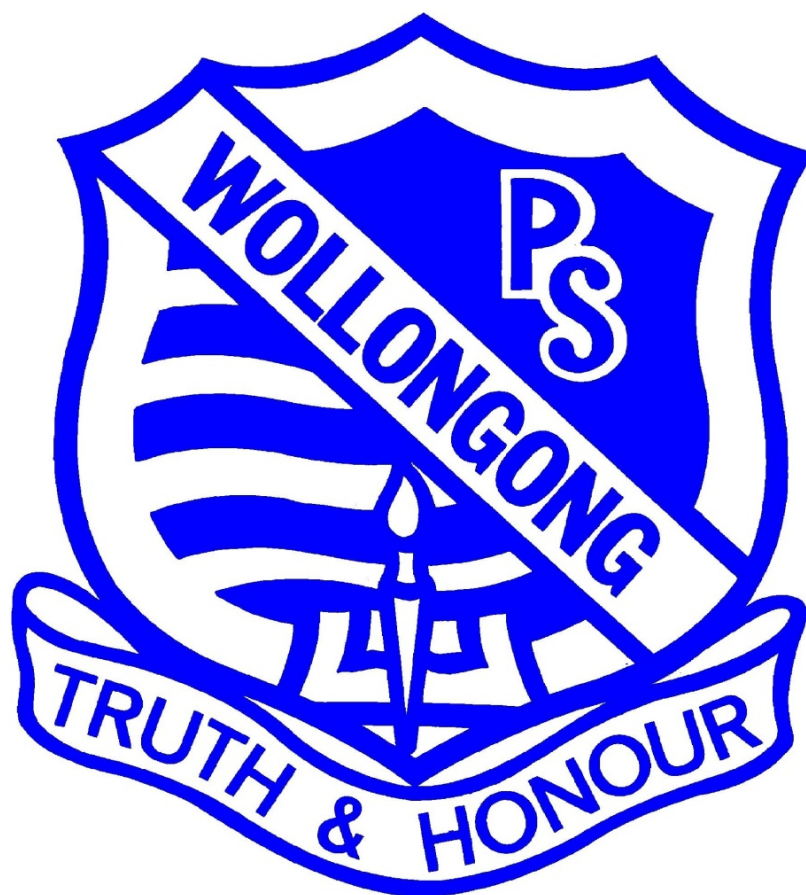


2022 Annual Report

Wollongong Public School



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Introduction

The Annual Report for 2022 is provided to the community of Wollongong 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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Message from the principal

Wollongong Public School is an extraordinary school. With 500 students spread across 20 classes, more than 50 languages spoken in our playground and drawing students from Albion Park to Helensburgh through its Opportunity Classes, it can certainly be described as diverse.

What is more difficult to describe however, is the calmness that we experience every day in our classrooms and our playgrounds. This is a school where students know their role. They are learners and so are all their classmates. Students here do not judge on skin colour, language, sporting or academic ability, they judge on the quality of the person within, and they do it far better than most adults do or can.

Over the past three years, we have undergone an enormous cultural change in the way we teach and learn. Our Instructional Leaders have worked collaboratively with all teaching staff in preparing a shared program of learning, that is research based, and informed by the collection of relevant data. The buy-in from teachers has been outstanding, and the resulting development of best teaching practice is already delivering improved results.

Wollongong Public School is a great learning centre, but in far more than an academic sense, and for far more people than the students who attend here.

Harold Cosier

Message from the school community

Message from the Community Hub

Wollongong PS hosts a Community Hub which supports families from non-English speaking backgrounds, and particularly those with pre-school age children. Established in 2018 it has become an integral part of our school and provides a conduit for families to connect to the school. For some families it has been life changing, as it has connected them to not only our school, but to other families and also provided English language lessons and other training courses for them.

Below are two of the participants' stories:

Heba's Story

At the end of 2019, I came to Australia. At first, coming to Australia was not easy. I was excited to come to Australia at first, but starting a new life was quite a challenge. Once I had the opportunity to connect with the Community Hub, it helped me a lot in terms of socialising with a variety of communities and immigrants. I started working as a volunteer in mid-2021. I really enjoy working in this environment. This helped me to learn about the different cultures, the lives of

others and what they went through in their country, and in their lives and gave me self-confidence. Especially during the Covid pandemic and the constant support and advice from the hub leader. Being a part of this hub helped me to communicate with different women's groups full of new knowledge and skills and various courses such as (Barista course - English language at various levels - Garden and gardening - Online courses - Children's groups for education and play - Make-up and hair course - Nail course - Computer learning skills - Elderly care and many other activities) that help women, increase their self-confidence and strengthen the language.

Thanks to my experience working here as a volunteer, I am more confident than ever and have started working elsewhere as well. I wouldn't be able to do this without the help and support of the hub Leader. Thank you for your support and belief in me - amazing people and a great place to be. A big thank you to the hub leader who has always supported and encouraged me.

Rita's Story

My name is Rita. Originally I am from Nepal. I have two kids, one of them is Arnab. Arnab and I join the Hub almost 3 years ago. I have improved English language a lot. I develop my confidence in speaking and writing and also helped me in reading and listening. In this class we learn about Australia and Australian citizenship test which help me to pass the citizenship test. I have passed the test in one attempt. All the beautiful ladies from hub such as Evoor, Liz and other ladies are very helpful and kind to each other which create positive environment in the hub. I personally feel very lucky that we spent good and productive time in the hub.

The hub is favourite place for Arnab. He learns all letters, numbers, shapes and many more from the English class. He also enjoy the play group and develop social interaction.

We would like to take this time to thank you all for the opportunity that we got in the hub and wish you all the best.

We are immensely proud of the impact that our Hub has had on the lives of many of our school community members.

Message from the students

2022 was definitely a surprising and exciting year for almost everyone. It had been almost 3 years since the start of lockdown and finally freedom had come at last with less covid cases and no lockdowns. Due to this, we were able to experience so many more exciting and wonderful opportunities.

Starting from Harmony Day where all classes had gathered together to celebrate and embrace so many unique cultures that were scattered across the school. The leadership team were invited to many events such as the celebration of the 100th year anniversary of the Country Women's Association, to just simple events such as Wollongong SRC meet ups; we also had other fun events such as the Year 6 formal, Year 6 peacekeeping Jamberoo reward and so many other events.

However, as well as so many amazing achievements we also had some struggles. Mental health was a recurring problem that was so well hidden it was nearly impossible to spot. It had personally become my goal and I know many others' goals to help those who were struggling. Everyone had just gotten out of an intense and painful situation the year before and it had a detrimental effect on students' mental health. But we had gotten through it as a school, helping those who were struggling.

By the end of the year we had our school concert and Excellence assembly. It was such a joy to see so many young faces beam with joy as they received awards and also seeing the new leadership team. I'm extremely grateful for being able to be school captain and having been able to witness all these wonderful events. It is an understatement to say that I miss Wollongong Public but I'm eternally grateful for all events, triumphs and challenges that occurred during my time and I hope that everything goes well over the next few years, overcoming challenges and embracing achievements, that we go from struggle to the stars.

Jennifer Jogen 2022 School Captain

School vision

At Wollongong Public School, our priority is to build a learning community that embraces all sections of that community. We value every child and work hard to ensure that each child has a voice and is treated and treats others respectfully. Our teaching and learning strategy operates on a coordinated data informed, developmental approach (Village Model) using methods that research has shown to be successful, while always striving for excellence. Our aim is to build a team of educational experts to support the learners within our school to become confident, resilient, self-directed and successful, as they work towards their individual goals in all aspects of life.

School context

Wollongong Public School is located in the centre of Wollongong and has a student enrolment of 519. The school culture is that of connectedness, inclusion and belonging, with students, staff, parents and the wider community working together to promote school excellence and recognise that all learners have different histories of learning. The school has a highly dedicated staff, composed of a well balanced mix of experienced and beginning teachers, who care deeply about the learners they are supporting.

Our school is supported by a strong and vibrant multicultural community, and our Community Hub ensures that non-English speaking families can engage with and prepare their children to transition into our school. The student population reflects that diversity, with 65% of our students having a language background other than English, with 50% of those students requiring some level of EAL/D (English as an Additional Language or Dialect) support. We also embrace a small number (2%) of Aboriginal students in our school cohort. The school has two Opportunity Classes which cater for high potential and gifted students from the Wollongong, Wollongong North and Shellharbour Education areas. The school has strong relationships with the P&C committee, who work closely with school staff to support and engage with families. Wollongong Public School has a proud history of supporting the wellbeing of all children, promoting student responsibility, respect, lifelong learning and a desire for students to achieve their best.

Our students come from a wide range of socio-economic backgrounds. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken through the previous school plan which focused on teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Our situational analysis confirmed that data driven practices will provide all students with learning opportunities that address their specific needs. We need to continue developing our teachers so that they not only understand the data that they are collecting, but are also using research informed practices to address needs identified through that data. Our teachers plan together under the leadership of three very experienced Instructional Leaders and their stage based Team Leaders with each teacher responsible for a week of planning in each learning cycle- this means the same teaching strategies are being used across all classes in the grade ensuring equitable opportunity for all children.

1. Student growth and attainment

Through analysis of our student performance measures it has become evident that expected growth in both reading and numeracy would need to be an area for explicit focus in our new school plan. Our NAPLAN gap analysis allowed us to identify specific target areas for reading and numeracy and these will become a focus for future professional learning. In addition, we have implemented significant in-class support for teachers and student learning by creating Instructional Leader positions and an intervention model that is supportive of all tiers of learners. To consider our options for addressing the needs of our students we reviewed our Year 1 Phonics Screener results and through examining current research, we recognised that there was a need for a realignment of teaching and assessment practices, as supported by our review of the Science of Reading literature. A thorough analysis of this research, as well as the What Works Best - 2020 Update, has led us to reflect and modify our practice. Therefore the school plan for 2021-2024 will be based on explicit, direct instruction combined with data driven practices.

2. Classroom and Whole School Leadership

An in-depth analysis of our current programs and practices in K-2 and 3-6 is required in order to ensure we are aligning our practices across the spectrum of K-6 and providing continuity of learning for all students, particularly those entering Stage Two. In order to bridge this gap, it is imperative that we are implementing quality, evidence-based interventions and current best teaching practices in all stages and classrooms across our school setting. This will be guided by the instructional leadership model and will build on the collaborative approach of the previous school planning cycle. This will help to ensure teachers are continually refining and transforming their practice, with an increased focus on

understanding their impact in the classroom.

3. Positive School Culture

Through analysis of our surveys and SCOUT data, we have identified a need to review attendance procedures within our school, particularly in regards to monitoring and identifying families in need of support. We will endeavour to work closely with students and their families, to strengthen the relationship between the home and the school, and to ensure we are catering for the wellbeing needs of all members of our school community. The WPS Community Hub is an integral part of this strategy. Our continued work and implementation of the Positive Behaviour for Learning (PBL) framework will also underpin our planned approach to addressing the wellbeing needs of our school. Targeted lessons, whole school expectations and values, as well as reward systems and behaviour monitoring strategies will continue to be developed and refined in order to align with our school context and to meet the evolving needs of our students.

The school is striving to build a complementary expertise approach involving shared responsibility for learning, progress and success, leading children through their learning opportunities. Our work with individual students will be responsive and closely monitored. Structures will be put in place to identify students who need intervention and students not showing growth will be monitored and supported by the team of teachers supporting each class. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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	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	Excelling
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

In order to maximise student learning outcomes in literacy and numeracy, we will develop and sustain whole school data driven, evidence-based teaching practices that are measurable and responsive to the learning needs of individual students.

Initiatives

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

- Data Driven Practices
- Evidence Based Practices

Resources allocated to this strategic direction

New Arrivals Program: \$21,622.00

English language proficiency: \$204,884.60

Literacy and numeracy: \$14,040.11

Summary of progress

In 2022, the focus of work in Strategic Direction One was on using evidence-based approaches to the teaching of literacy and numeracy, and on building the capacity of staff to use data to inform their teaching.

The school's Instructional Leaders guided high impact professional learning on research-aligned literacy practices, with a focus on refining and improving our Integrated English Units K-6, enhancing strong phonics instruction K-2 and conducting a review of spelling instruction in 3-6. Teachers engaged in professional learning on best practice in numeracy, including a whole school Spiral of Inquiry, Instructional Leader-led professional learning and collaborative learning led by our EAL/D team.

Instructional Leaders and EAL/D teachers worked alongside classroom teachers to plan, deliver and evaluate lessons, with a focus on using data from evidence-based assessment tools to measure improvement in student outcomes. The result of work in this strategic direction is stronger teacher knowledge and practice, with a school-wide approach to teaching literacy and numeracy. By the end of 2022 the school was only 1% below the system negotiated target in Reading.

Next year in this strategic direction, the school will implement further high impact professional learning to support explicit teaching practices for new curriculum implementation and to build teacher capacity in data literacy, data analysis and data use, creating sustainable whole school practices to improve the team's ability to monitor student growth and attainment.

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
5.5% uplift in the percentage of students achieving in the top two bands in NAPLAN reading	2022 NAPLAN data indicates 66.2% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
4.3% uplift in the percentage of student achieving in the top two bands in NAPLAN numeracy	2022 NAPLAN data indicates 55.94% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target, however, progressed beyond the target baseline by 0.58%.
NAPLAN reading expected growth unable to be reported due to the cancellation of the National Assessment Program in 2020.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

NAPLAN numeracy expected growth unable to be reported due to the cancellation of the National Assessment Program in 2020.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Internal data indicates that the whole school assessment strategy supports teachers in the analysis, interpretation and use of student progress and achievement data to inform lesson planning.	Teaching programs, observations and professional learning evaluation surveys indicate all staff engaged in analysis, interpretation and use of student progress and achievement data to inform lesson planning.
Internal data indicates teachers are designing and implementing lessons that use a range of explicit strategies to explain and break down knowledge.	Teaching programs and observations indicate that 100% of teachers are designing and implementing lessons that use a range of explicit strategies to explain and break down knowledge.

Strategic Direction 2: Classroom and Whole School Leadership

Purpose

To enhance the effectiveness of all teachers and school leaders, we will implement explicit systems for collaboration and professional feedback and harness and develop the leadership capabilities of all staff members to ensure every student, teacher, leader and our school improves every year.

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.

- Collaboration
- Educational Leadership

Resources allocated to this strategic direction

Socio-economic background: \$26,513.47

English language proficiency: \$31,399.68

Professional learning: \$32,792.27

Literacy and numeracy intervention: \$72,400.23

QTSS release: \$96,763.48

Summary of progress

In Strategic Direction 2, the focus of work was to strengthen or systems of collaboration and feedback, in order to support student growth, improve teacher capacity and achieve school excellence.

By embedding the Spiral of Inquiry model into daily practice, the school created a strong framework to drive continuous improvement in teaching and learning. The school prioritised regular collaboration through stage-based Spiral Days, where teams of teachers analyse data, measure student growth, plan and evaluate teaching programs, and celebrate successes. Guided by the principles of High Impact Professional Learning, expert Instructional Leaders supported teachers to access high quality research, plan evidence-based instruction and to use data to inform their teaching. All teachers continued to study 'The Writing Revolution' and its explicit teaching principles are embedded into the Integrated English Units across the school. We built upon the whole school scope and sequences, assessment schedules and resources, to improve collaboration and cohesion.

Highlighting the whole school culture of reflection, trust and collaboration, teachers sought out opportunities for informal observations by Instructional Leaders and colleagues, in addition to the formal observations undertaken as part of the PDP process. The distributive model of leadership resulted in many aspiring leaders being supported and encouraged to lead impact teams and initiatives across the school, resulting in enhanced curriculum delivery and supporting student achievement and wellbeing.

Next year, the Instructional Leader model will change, due to the new appointment of our APC&I. This will include C&I support staff to increase opportunities for teacher collaboration, and enhance cohesion and expert leadership through the creation of an APC&I team.

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
Teaching Domain <ul style="list-style-type: none">• Learning and Development is maintained at Sustaining and Growing but themes within are excelling	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.
<i>Spirals of Inquiry</i> are embedded practice across the school with teachers effectively applying a range of evidence-based teaching strategies to	100% of teachers participated in regular Spirals of Inquiry, with a focus on applying a range of evidence-based teaching strategies to inform teaching and learning to maximise students' learning outcomes.

inform teaching and learning so all students' learning outcomes are maximised.	
School self-assesses at Sustaining and Growing in all five elements of the High Impact Professional Learning (HIPL) model.	The High Impact Professional Learning (HIPL) self-assessment survey data indicates the school is at Sustaining and Growing in all five elements of the HIPL model.
Leading Domain <ul style="list-style-type: none"> • Educational Leadership is maintained at Sustaining and Growing but themes within are excelling 	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Educational Leadership.

Strategic Direction 3: Positive School Culture

Purpose

In order to strengthen our positive and inclusive school culture, we will develop whole school processes that develop a shared sense of responsibility for student learning, engagement and wellbeing, ensuring success for all.

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.

- Empowering Students
- Wellbeing

Resources allocated to this strategic direction

Integration funding support: \$51,517.00

Low level adjustment for disability: \$147,842.60

Aboriginal background: \$11,264.13

Refugee Student Support: \$4,813.76

Summary of progress

In 2022 Wollongong Public School (WPS) had a whole school focus on developing a Positive School Culture. Key initiatives WPS highlighted to aid this direction was to enhance staff implementation of the 4C program, a detailed review of the attendance practices and to initialise the commencement of the Zones of Regulation program. The 4C program currently already in place at WPS was refined and expanded to ensure a whole school approach was being delivered, and to also upskill new staff on the program. Staff are now actively using the 4C language to program, teach and learn; WPS are seeing active engagement from staff and students of the 4C approach and this is evident in the whole school common language about the approach, and the initiative now embedded into our pedagogy. In 2023 the school will continue to review what the 4C program looks like in practice and ensure that they're utilising the strengths of the initiative to enhance whole school pedagogy.

Attendance was also a focus in 2022. The wellbeing team engaged the Home School Liaison Officer (HSLO) on multiple occasions to review attendance and look at measures as to how to capture, record and report on attendance data. Further, an investigation into an internal flowchart of support for staff and students who are absent from school, or school refusers has also been established. WPS has actively engaged all stakeholders to support students' holistic approach to attending school on a highly regular basis. Finally, attendance is now on the radar of all key stakeholders with low level attendance issues given the respect it deserves to ensure all students/carers are actively engaged in school life. In 2023, the wellbeing team will continue to refine and enhance all aspects of attendance to seek the uplift goal of 5.7% of students attending school more than 90% of the time.

Zones of Regulation (ZOR) learning for all students was the third initiative for 2022. Professional learning was completed by two staff members. The ZOR program was rolled out in K-2, and an additional Tier 3 group was created to support the needs of the most vulnerable students in 3-6. Students' ability to respond to situations instead of reacting, and also having the skills and strategies to enhance their socio-emotional toolbox to be prepared for varied situations at school and in life to support holistic success, has been noticed across the school. The use of a common language and approach to socio-emotional learning across K-2 has seen students actively using learnt skills across contexts within the school and at home. Preliminary plans are in place to begin roll out of the program K-6 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
Continued uplift in the proportion of students attending school greater than 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 41.79%.
Continued improvement in the proportion of students reporting positive	Tell Them From Me data indicates 82.76% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of

wellbeing (advocacy, belonging, expectations of success) as measured by Tell Them from Me survey.	belonging at school).
The school self-assesses at Developing in the Dimensions of <i>Connecting learning at home and at school</i> and <i>Consultative decision making</i> of the Strengthening Family and Community Engagement in Student Learning school assessment tool	This assessment tool was not utilised in 2022, the school will endeavour to find other resources to support our initiatives.
Learning Domain The element of Learning Culture is maintained at Sustaining and Growing with practices of excelling evident.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture.
The school self-assess at sustaining and growing in the element of Wellbeing from the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,813.76</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support - School Learning Support Officer (SLSO) <p>The allocation of this funding has resulted in the following impact: students from refugee backgrounds have received individual, intensive support to develop their language skills and to adjust to their new school setting. Students have reported significantly increased confidence when engaging with their peers and teachers, benefiting from the support of their peers who make up the bi-lingual buddies initiative. Refugee families had the opportunity to meet with classroom teachers, supported by interpreters, after the distribution of student reports. This support for parents/carers has strengthened partnerships between the school and parents/carers.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide interpreter support to parents/carers enabling them to improve their understanding of student learning. Staff will engage in the professional learning program, S.T.A.R.S. in Schools: Supporting students from refugee backgrounds to raise awareness about students from refugee backgrounds and their experiences. Additional staff will continue to be employed in support of individualised learning programs.</p>
<p>New Arrivals Program</p> <p>\$21,622.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Wollongong 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Wollongong Public School have received intensive teaching support. Eligible students are progressing through the beginning to the emerging phase and are displaying increased confidence in engaging in written and oral language. As a result of the professional learning undertaken by staff, whole-school practices in support of newly arrived students are consistent and ensure the students' learning and wellbeing needs are met.</p> <p>After evaluation, the next steps to support our students will be: to implement S.T.A.R.S. in Schools: Supporting students from refugee backgrounds professional learning for classroom and specialist teachers. Additional professional learning to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible will also be provided as part of the school's collaborative model of supporting EAL/D students.</p>

<p>Integration funding support</p> <p>\$51,517.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wollongong 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"> • Wellbeing <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 • consultation with external providers for the implementation of individual supports • employment of staff to provide additional support for students who have high-level learning and mobility needs <p>The allocation of this funding has resulted in the following impact: Students who received Integration funding support (IFS) had Personalised Learning and Support Plans (PLSPs) that were developed through close collaboration with parents/carers and health professionals. All eligible students are demonstrating progress towards their personalised learning and wellbeing goals. PLSPs were regularly reviewed, updated and responsive to student learning and wellbeing needs.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ a School Learning Support Officer to provide individualised support for eligible students. Release time will also be provided to class and support teachers to collaborate with parents/ carers and health professionals in the development of PLSPs.</p>
<p>Socio-economic background</p> <p>\$26,513.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wollongong 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"> • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Spirals of Inquiry to support student learning • staff release to engage in the Spirals of Inquiry collaborative process <p>The allocation of this funding has resulted in the following impact: Teacher growth in confidence and capacity in monitoring student progress, identifying learning gaps and informing the direction of teaching and learning programs has increased. NAPLAN results highlight the impact professional learning and collaborative practice have had on student results: -Year 3 reading: 63% of students achieved in the top two bands or above -Year 3 numeracy: 49% of students achieved in the top two bands or above -Year 5 reading: 69% of students achieved in the top two bands or above - Year 5 numeracy: 62% of students achieved in the top two bands or above</p> <p>After evaluation, the next steps to support our students will be: to continue to implement the Spirals of Inquiry collaborative process, although we intend to modify the model to more effectively align support to teacher practice and student needs.</p>
<p>Aboriginal background</p> <p>\$11,264.13</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wollongong 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>Aboriginal background</p> <p>\$11,264.13</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Staff were released to engage individually with Aboriginal students and their parents/carers to engage in genuine conversations about students' learning and wellbeing, leading to Personalised Learning Pathways that were more meaningful and reflected students' aspirations and interests. 100% of Aboriginal students achieved at or above minimum standard in NAPLAN reading and numeracy, with Year 5 students in particular demonstrating high levels of attainment. At least 80% of Aboriginal students surveyed by Tell Them from Me report positive wellbeing factors (Advocacy at School, Expectations of Success and Sense of Belonging).</p> <p>After evaluation, the next steps to support our students will be: to refine our Personalised Learning Pathways processes to reflect department guidelines and to ensure we are meeting the needs of our Aboriginal students and families.</p>
<p>English language proficiency</p> <p>\$236,284.28</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wollongong 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"> • Data Driven Practices • Collaboration <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 Numeracy initiatives, including collecting assessment data • employment of additional staff to lead the delivery of targeted numeracy initiatives • release of EAL/D teachers to engage in Spirals of Inquiry processes • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: students at all four phases of English language learning receiving additional learning support. Teachers' participation in the Spirals of Inquiry collaboration time enabled them to explore the learning and wellbeing needs of their students and design programs of learning that addressed those needs. Achievement in NAPLAN reflects the positive impact of the school's initiatives with:</p> <ul style="list-style-type: none"> - 100% of Year 5 EAL/D students attaining at or above national minimum standards in both reading and numeracy - 91% of Year 3 EAL/D students attaining at or above national minimum standards in numeracy - 100% of Year 3 EAL/D students attaining Band 3 and above in reading, with 100% of students in the consolidating phase achieving Band 6 and above <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners and to expand this</p>

English language proficiency \$236,284.28	practice across all Key Learning Areas. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning through the Spirals of Inquiry process.
Low level adjustment for disability \$147,842.60	<p>Low level adjustment for disability equity loading provides support for students at Wollongong 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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff engaged in professional learning in Zones of Regulation and implemented this framework in K-2 <p>The allocation of this funding has resulted in the following impact: an increase in the proportion of students achieving at or above national minimum standards:</p> <ul style="list-style-type: none"> - Year 3 Reading: 100% of students -Year 3 Numeracy: 94% of students -Year 5 Reading: 100% of students -Year 5 Numeracy: 100% of students <p>Teachers and students used a common language to articulate their zone supporting regulation of behaviour. This funding supported a consistent, collaborative approach to the teaching of zones and supported our PBL program.</p> <p>After evaluation, the next steps to support our students will be: to further implement this framework across the whole school.</p>
Professional learning \$32,792.27	<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 Wollongong 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • each seven weeks Stage teams collaboratively plan lessons and review data to plan for the next seven week cycle • professional learning to support embedding KLA content into our literacy blocks <p>The allocation of this funding has resulted in the following impact: Growth in teacher confidence to plan, implement and evaluate Literacy and Numeracy instruction aligned to the research.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement and embed our Spiral Days as re branded 'Collaboration Days'. The funding will also be used to support curriculum reform.</p>
Literacy and numeracy \$14,040.11	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wollongong 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>

<p>Literacy and numeracy</p> <p>\$14,040.11</p>	<ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release time to administer the numeracy assessments. • targeted professional learning to improve numeracy. <p>The allocation of this funding has resulted in the following impact: The consolidation of common assessments and recording of student data to inform planning and differentiation.</p> <p>After evaluation, the next steps to support our students will be: This funding will cease at the end of 2022 due to the allocation of the APC&I position.</p>
<p>QTSS release</p> <p>\$96,763.48</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wollongong 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Supporting Instructional Leaders to demonstrate lessons, targeting numeracy <p>The allocation of this funding has resulted in the following impact: Improved staff confidence in teaching practice. Instructional Leaders focused on the delivery of modeled lessons based on differentiated and individual teacher need.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide teachers with differentiated in-class support through modeled demonstration lessons and to increase the Learning and Support Teacher allocation.</p>
<p>Literacy and numeracy intervention</p> <p>\$72,400.23</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wollongong 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Fund the 1.0 Instructional Leader to support the delivery of evidence-based Literacy and Numeracy programs and data driven practices. <p>The allocation of this funding has resulted in the following impact: Improved teacher confidence in the delivery of Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: This funding will cease at the end of 2022 due to the allocation of the APC&I position.</p>
<p>COVID ILSP</p> <p>\$89,160.00</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</p>

<p>COVID ILSP</p> <p>\$89,160.00</p>	<p>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 - MiniLit. <p>The allocation of this funding has resulted in the following impact: The majority of students in this program achieving progress and we have identified students requiring further support.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of small group Literacy tuition using data sources to identify specific student need.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	266	273	252	264
Girls	244	247	248	255

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.2	91.7	92.9	87.1
1	93.6	91.9	94.5	83.9
2	91.8	92.1	93.6	86.2
3	93.9	91.2	92.5	85.7
4	90.9	90.8	94.4	85.4
5	93.8	91.2	94.2	87.6
6	94.3	89.1	92.9	86.4
All Years	93.3	91.1	93.6	86.2
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.48
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	1.6
School Administration and Support Staff	3.96

*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	73,375
Revenue	5,164,086
Appropriation	4,956,664
Sale of Goods and Services	7,128
Grants and contributions	192,619
Investment income	1,376
Other revenue	6,299
Expenses	-5,133,050
Employee related	-4,845,619
Operating expenses	-287,431
Surplus / deficit for the year	31,036
Closing Balance	104,410

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	56,331
Equity Total	421,904
Equity - Aboriginal	11,264
Equity - Socio-economic	26,513
Equity - Language	236,284
Equity - Disability	147,843
Base Total	3,796,297
Base - Per Capita	126,340
Base - Location	0
Base - Other	3,669,957
Other Total	320,725
Grand Total	4,595,257

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

Each year schools are required to seek the opinions of its community. This year our school sought feedback through the NSW DoE Tell Them from Me initiative. Our school used the full suite of surveys through this initiative including Parent/Carer, Student and Staff evaluations.

1. An analysis of findings from the **Partners in Learning: Parent Survey** found:

In Parents feel welcome in our school the community ranked the school 7.2/10 while the DoE Average is 7.4/10. However, in breaking down those results, the survey indicated:

I feel welcome when I visit the school. 8.0

I can easily speak with my child's teachers. 7.3

I am well informed about school activities. 7.7

Teachers listen to concerns I have. 7.2

I can easily speak with the school principal. 6.2

Written information from the school is in clear, plain language. 7.3

Parent activities are scheduled at times when I can attend. 5.8

The school's administrative staff are helpful when I have a question or problem. 8.3

It is very pleasing to note that the highest scores were around feeling welcomed and the helpfulness of our administrative staff. However, there is clearly room for improvement and the Strategic Improvement Plan will continue to focus on building our parent involvement.

The survey also indicated that parents offer strong support for learning at home with our school scoring 6.5/10 while the DoE State average was 6.3. The breakdown of this category in answering the question "Does someone in your family do each of the following?" was:

Parents Support Learning at Home

Discuss how well your child is doing in his or her classes. 4.8

Talk about how important schoolwork is. 5.9

Ask about any challenges your child might have at school. 6.1

Encourage your child to do well at school. 7.5

Praise your child for doing well at school. 7.3

Talk with your child about feelings towards other children at school. 7.3

Take an interest in your child's school assignments. 6.7

The higher scores in this category related to parent encouragement and praise - critical areas in supporting children's learning.

2. An analysis of the findings from the Student Outcomes and School Climate Survey indicated:

Students with a positive sense of belonging 61% (NSW Norm 81%)

Students with positive relationships 81% (NSW Norm 85%)

Students That value schooling outcomes 89% (NSW Norm 96%)

Students with positive behaviour at school 86% (NSW Norm 83%)

While other results were close to state norms, it is interesting to note that our students identified as being well below the

state norm when asked about their sense of belonging - something that we will address in 2023 and beyond.

3. It is pleasing to note that in the teacher survey, they rated the school at or above the state norm in most categories.

Leadership 7.9 (7.1)

Collaboration 8.6 (7.8)

Learning Culture 7.9 (8.0)

Data Informs Practice 8.0 (7.8)

Teaching Strategies 8.2 (7.9)

Technology 7.1 (6.7)

Inclusive School 8.6 (8.2)

Parent Involvement 7.3 (6.8)

This reflects the strong focus we have placed on collaboration and the use of data informed practice over the past few years.

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.