

2022 Annual Report

Wingham Brush Public School



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Introduction

The Annual Report for 2022 is provided to the community of Wingham Brush 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

I would like to congratulate all the students on their achievements during what was another challenging year for our learners.

This year saw the initiation of PermieKids and the evolution of the garden and naming of the little environmental room to be affectionately named 'The Treehouse'. Many grants have been successfully acquired to keep our permaculture program evolving and expanding. The Fathering Project was launched with great success and supported enthusiastically by our male teachers giving up their time to attend events. The Australian Children's Music Foundation once again supported our school with a music teacher and we have thoroughly enjoyed and benefitted from his expertise and love of music.

After the past 2 years of uncertainty and disruption we did our best to re-establish routines and increase learning stamina. Our focus has been on setting goals, small group explicit teaching and robust intervention programs. We are very proud of the growth the students have made across many areas including reading, writing and problem solving. Many students have displayed growth in self-esteem and the desire to improve and be the best they can be.

Every day, our staff greet the children with enthusiasm, generosity and optimism, bottom line is, they care. They are always seeking to improve their practice, find solutions and nurture the potential in every child. To do this takes determination, hard work and commitment. I thank all of our teaching and support staff who have invested so much of themselves and their tremendous expertise for the benefit of our students and our school.

Mrs Kylie Seaman

School vision

At Wingham Brush PS, our vision is to provide innovative and differentiated curriculum that meets the learning needs of all students' education. We endeavour to inspire, challenge and empower resilient, self-motivated students with a strong foundation in literacy and numeracy. Our supportive staff are committed to delivering high-quality instruction that is inclusive and ensures that every student is valued and cared for in a safe and nurturing environment.

School context

Wingham is a diverse rural and highly productive area in the Mid North Coast of New South Wales, situated twelve kilometres west of Taree, with a population of approximately 5 300 people. The area supports a variety of farming and dairy ventures and the town has a successful abattoir. Within the school grounds there is an Environmental Education Centre which can be used by visiting schools. There is an environmentally sensitive area attached to our school called Wingham Brush, a small pocket of rainforest with attractive boardwalks and home to a large colony of grey-headed flying foxes. Wingham Brush Public School has an enrolment of 210 students. 14% of our students are Aboriginal. Our school is supported by the Taree Aboriginal Education Consultative Group (AECG).

Our structure consists of nine regular and multi-grade classes. Our school is equipped with two computer labs, as well as mobile and interactive technology within our heritage buildings. Our core values of Respect, Responsibility and Resilience support our wellbeing policies in providing a positive learning environment. Teachers aspire to provide differentiated high quality instruction which addresses the needs of all students. School Learning Support Officers (SLSOs) provide support in building social skills, extra support in curriculum and intervention programs for targeted students.

Our rich wellbeing programs support the social, emotional and physical needs of our students, including comprehensive transition programs, building on our strong partnerships with the local pre-schools and high-school. Our school enjoys a breakfast program and supported playground activities for a range of student interests. Students have opportunities for extra-curricular participation including representation across a range of sports, debating, public speaking and creative performances, drumming, ukulele tuition, choirs and annual whole-school concerts.

Our school enjoys a cohesive mix of experienced and early career teachers who work collaboratively to implement high-quality differentiated teaching practice. Based on our situational analysis, school and system priorities, student performance data and staff identified need, we will continue to deliver ongoing, carefully planned and resourced professional learning, to further develop collective efficacy focussed on continuous student growth and engagement.

We value our supportive parents and wider community, encompassing our P&C, parent body and local community members including Aboriginal elders. The staff and parents enjoy a positive relationship, actively promoting the school and its students. The school has an established before and after school care facility (OOSH) that provides a service to our parents and the wider community.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to increase the number of students achieving expected growth in Numeracy and Reading through data driven practices, explicit teaching, differentiated programs and feedback to build strong foundations in academic success.

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.

- Highly Effective Teaching Practices
- Differentiated Learning

Resources allocated to this strategic direction

QTSS release: \$26,000.00

AP Curriculum & Instruction: \$180,685.20

Literacy and numeracy intervention: \$35,317.00

Summary of progress

The focus for 2022 was to increase the number of students achieving expected growth in numeracy and reading through data driven practices, explicit teaching, differentiated programs and feedback to build strong foundations in academic success.

This involved the leadership team supporting and guiding teachers through the analysis of their own class data to inform the direction of their programming. Teachers were provided release time to collaborate and develop teaching and learning programs in response to student achievement. Professional learning and departmental resources were introduced into the planning process to ensure quality teaching and learning programs were established. Executive and stage teams identified key student and teacher behaviours from reading and comprehension research that could be incorporated into teaching and learning programs and scope and sequences. Teachers gathered and analysed data on students comprehension skills using the short assessments for reading and agreed reading levels for K-2.

Stage teams worked collaboratively to embed explicit teaching strategies on reading comprehension that enhanced student skills. Executive mentored, observed and supported teachers in the process, ensuring that teaching and learning programs considered the practices outlined in 'What Works Best' document, specifically explicit teaching, collaboration and feedback. Teachers actively evaluated, shared and discussed learning from the targeted professional learning to improve whole school practice. The instructional leadership provided teachers with increased confidence and capacity to provide individualised, explicit, differentiated instruction in literacy and numeracy. The teachers successfully engaged in developing their own short online comprehension assessments that were relevant and at point of need for students.

Targeted intervention and enrichment programs, specifically in reading, writing and number displayed encouraging student results. Following feedback from students and staff, significant adjustments were made to the structure and delivery of intervention and enrichment programs in Semester 2. The changes resulted in increased engagement, less interruptions, differentiation was more effectively implemented, reduced emotional and social anxiety, increased communication between intervention and classroom teachers for tracking, data collection and student progress, and increased the number of students accessing support.

Internal school data indicated the following results for students accessing literacy and numeracy interventions. This year the QuickSmart program was run over 6 months to allow for a transition to a new time frame. Students will begin and end the program mid year, to improve student engagement, stamina and stability in learning. The school would therefore be looking for a 0.2 improvement or more.

- 83% of students participating in the QuickSmart intervention program for reading demonstrated a minimum growth of 0.2 effect size, with the average effect size across all reading areas being 1.11.
- 75% of students participating in the QuickSmart intervention program for numeracy demonstrated a minimum growth of 0.2 effect size, with the average effect size across all areas of Numeracy being 0.5.
- Across ES1 and S1 in CILSP, 92% of K/1 students improved their ability to blend CVC words. 90% of K/1 students have improved their recall of single sounds. 100% of K/1 students improved their recall of sight words by a significant amount.
- In Stage 2 CILSP, 73% of students made progress and increased their reading levels by a minimum of 2 levels. 86% have increased their sight word knowledge with the majority moving up at least 2 levels.

Next year our focus will be the development of learning intentions and success criteria in writing and numeracy. These will drive the direction and quality of the task specific feedback. There will be a continued focus on well-developed programs and assessments that identify, monitor and address individual student needs with the development of individual learning goals.

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
System Negotiated Target Increase the percentage of Year 3 and Year 5 students achieving in the top 2 bands of NAPLAN Reading from 25.5% to be at or above the system negotiated target lower bound of 32.6%.	2022 NAPLAN data indicates 16% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
System Negotiated Target Increase the percentage of Year 3 and Year 5 students achieving in the top 2 bands of NAPLAN Numeracy from 19% to be at or above the system negotiated target lower bound of 25.7%.	2022 NAPLAN data indicates 2% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
Expected growth data unavailable due to Covid 19. Internal assessment measures used to monitor progress.	No growth data owing to NAPLAN not being implemented in 2020.
Expected growth data unavailable due to Covid 19. Internal assessment measures used to monitor progress.	No growth data owing to NAPLAN not being implemented in 2020.
At least 70% of students in Year 2-6 will demonstrate a 0.4 growth (effect size) when comparing start of year and end of year PAT scores in reading and numeracy.	<ul style="list-style-type: none"> • The percentage of students in Years 2-6 who demonstrated a minimum of 0.4 growth in Progressive Achievement Test (PAT) Reading scores was 46%. This is an increase of 7.2% from 2021. • The percentage of students in Years 2-6 who demonstrated a minimum of 0.4 growth in PAT Numeracy scores was 64%. This is an increase of 19% from 2021.

Strategic Direction 2: Performance Development Culture

Purpose

Our purpose is to develop collective efficacy focused on continuous improvement to build teacher capacity that enables data-driven practice to inform effective, high-quality instruction through collaborative planning and feedback.

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.

- Teacher Capacity Building
- Effective Data Use

Resources allocated to this strategic direction

Professional learning: \$10,015.98

QTSS release: \$10,429.96

Summary of progress

Our focus for 2022 was on the use of effective teaching methods, supported and modeled by the instructional leader, to drive on-going school-wide improvement in teaching practice and student results. The decision was made to continue to focus on reading and comprehension with a targeted approach to close reading. In numeracy, the focus was on additive strategies.

This involved the instructional leader working with all staff through modelling and team teaching in classrooms, programming and data analysis. Differentiation and student engagement continued to be a crucial and targeted area for improvement. Data Talks and Professional Learning Circles(PLC) continued to form the basis of building teacher capacity. Teachers were given opportunities to discuss and analyse specific student work samples and data to build their capacity in identifying student needs, making adjustments and providing extensions in their teaching and learning programs. Working in stage teams the teachers trialed short assessments for reading for student comprehension data. The teachers were able to create their own short online assessments linked to class reading texts. The development of these assessments further consolidated the teachers knowledge and skills in analysing student data and producing quality, relevant assessments.

In Numeracy, the school continued to build and consolidate practices around number talks and worked to embed additive and multiplicative strategies across the school. Teachers were supported in programming number talks to be relative to the weekly strand and guided in how to provide opportunities for differentiation and inclusion during whole class number talks.

Executive conducted an extensive evaluation of the current practice of feedback in numeracy across the school. Teacher surveys, classroom observations with targeted criteria and student focus groups were used for data analysis. The results were shared with staff and indicated that students consistently wanted to be provided with more 'task specific' feedback. As a result teachers were guided in using LISC (Learning Intentions and Success Criteria) as a script to provide quality, task specific feedback to student to improve student learning.

Staff engaged in professional learning opportunities to practice developing and working with a LISC library. Teachers were provided with time to engage in peer observations around LISC and the use of quality feedback that aligns with learning goals. Feedback to and from students was a priority and LISC were included in the work with the instructional leaders in literacy and numeracy. Teachers developed confidence in writing success criteria that were specific and catered for the learning needs of all students.

K-2 staff engaged in PL to support their understanding and development of the new K-2 curriculum. An audit of resources was conducted to ensure the school was well equipped to implement the new curriculum. As a result staff were confident to implement the new curriculum in 2023 and had appropriate resources to successfully teach lessons.

Next year, the school has planned adjustments to increase the time classroom teachers are available to work collaboratively with instructional leaders. The focus is on the implementation of the new K-2 curriculum and engagement and familiarisation of the new 3-6 curriculum. Professional learning will continue to focus on teaching and learning programs, driven by data analysis and student need. Continuation of professional learning through data talks and PLC with the instructional leader and stage leaders, will focus on teachers utilising LISC to give effective feedback to students. PL will use the What Works Best document, specifically effective feedback to build teacher capacity.

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
80% of teachers effectively use and apply their skills in using data sources to differentiate teaching and learning programs.	Evidenced in 5 weekly data talks, teachers are collecting student data, specifically in reading and comprehension. The data is analysed and differentiation and adjustments are demonstrated in their programs. 80% of teachers are successfully collecting and analysing the data from a variety of sources. Further development and professional learning is required to increase teachers capacity to independently make adjustments teaching programs across all areas of the curriculum.
Improvement against the HIPL school self-assessment from delivering to sustaining and growing across the themes, 'Professional Learning is driven by identified students needs', 'Professional learning is continuous and coherent' and 'Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement'	The school has achieved the goal of sustaining and growing against all focus areas in the High Impact Professional Learning (HIPL). Established processes and timetabled PL utilises student data to inform professional learning. It is directly related to student learning and is applied to classroom practice. The PL supports teachers in addressing underachievement and driving student progress. The leadership team has made adjustments to ensure ongoing PL is linked to the schools Strategic Improvement Plan and teachers Personal Development Plans (PDPs). Teachers have been engaged in specific and targeted areas of development to allow all staff to develop expertise, build processes and share with colleagues. The improvements, student progress and teacher feedback informs future PL direction and modes of delivery.
60% of teachers are aware, apply and demonstrate the four visible learning levels of feedback with a specific focus on task and process, to improve students ability to monitor, direct and regulate actions towards their learning goals.	Feedback continues to be a focus area for professional learning. Teachers provide mostly verbal feedback to students, however there is evidence of teachers using learning intentions, success criteria (LISC) and individual learning goals to deliver task specific feedback. The comprehensive data collection conducted by the executive on feedback has provided the teachers with specific direction and focus for PDP's and improvement in classroom practice. Observations indicate that LISC's are visibly displayed in most classrooms in the areas of number and writing, however, the success criteria (SC) is not being referred to consistently, to drive task specific feedback for students. As a result, students were not able to consistently articulate the learning intention of the lesson or their individual learning goals.

Strategic Direction 3: Engaged Learners

Purpose

Our purpose is to implement evidence-based, systemic practices and processes resulting in measureable improvement in wellbeing, attendance and engagement in learning.

Initiatives

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

- Attendance
- Student Engagement

Resources allocated to this strategic direction

Refugee Student Support: \$687.68

Socio-economic background: \$40,000.00

Integration funding support: \$16,281.00

Professional learning: \$8,000.00

Summary of progress

Our focus in 2022 was to implement systematic practices and processes that resulted in measurable well-being, attendance and engagement in learning.

This involved attendance data regularly being analysed and used to inform planning including daily monitoring with SMS messaging, phone calls and attendance letters. Whole school systematic monitoring of attendance was actioned through regular stage, executive and learning support team meetings and weekly contact with the Home School Liaison Officer(HSLO). The employment of a School Attendance Officer FTE 0.1, assisted in following up students that were in the targeted bracket of 85-90% attendance. Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. Processes are implemented for attendance concerns to be discussed with students and their parents/carers. Teachers and parents have worked together to encourage and support consistent student attendance through ongoing communication about the importance of attendance for improved learning outcomes. The regular review of attendance data and identifying students of concern will be a continued focus for 2023.

Trauma Informed Practice professional learning was delivered to the staff, in order to build their capacity to implement strategies to support student well being and engagement. The PL enabled staff to engage in collegial discussions and reflective practice. Student voice, engagement and sense of belonging remained at the forefront of well being practices. The Tell them From Me survey saw an increase of 11.3% in positive well being for students and a 19.33% increase in students sense of belonging.

The instigation of 'Permikids' garden program has significantly contributed to student engagement, positive self esteem, improved teamwork and sense of ownership. The garden has also provided students with opportunities to self regulate through hands on and physical tasks. The school has continued to implement informed strategies, resulting in measurable improvements in well being and engagement to support learning.

The well being of students is explicitly supported by identified staff. The schools well being approach focuses on creating an effective environment for learning which is reflected in an increase in student engagement and motivation in learning. Positive and respectful relationships are evident amongst staff and students. Expectations of behaviour are co-developed and communicated to all staff. These are explicitly, consistently and supportively applied across the school.

Next year there will be a continued, consistent focus on attendance and communication with parents. There will be continued focus on the implementation of the attendance procedure flowchart to ensure the consistent and effective management of student absentee and the tracking and monitoring of student attendance with the engagement of the HSLO where required.

Well being focus will be on reinforcing the universal understanding of how to communicate the classroom and playground expectations, with a focus on all classrooms implementing a visual behaviour management system that is consistent with the school behaviour expectations.

Staff will be engaged and upskilled through ongoing PL and staff meetings, focused on the IER policy, specifically the development of restrictive practice and individualised behaviour plans. Staff will be included in the process of developing

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
System Negotiated Target Increase the percentage of students attending school 90% of the time or more to be at or above the system negotiated lower bound target of 73.8%.	The number of students attending greater than 90% of the time has decreased to 32.3%.
System Negotiated Target Increase the percentage of students with positive wellbeing to be at or above the system negotiated lower bound target of 79.9%.	Tell Them From Me (TTFM) data indicates 81% of students report a positive sense of well being (expectations for success, advocacy, and sense of belonging) demonstrating achievement of the lower bound target and an increase of 11.3% from 2021.
Increased improvement in growth from <i>Delivering to Excelling</i> against the School Attendance Self Assessment Matrix in the areas of <i>Attendance Communication, Administrative Recording, School attendance Procedures</i> and <i>Staff knowledge and Skills</i>	Across the areas of <i>Administrative Recording, and School Attendance Procedures</i> the evidence shows that the school has maintained a level of sustaining and growing. There has been a more focused improvement in the area of <i>Attendance Communication</i> including an increase of celebration for high attendance and improvement in attendance for high risk students. Staff have been trained in the Attendance Policy and analysis of data is regularly shared. Further focus is needed to support staff in implementing the most effective strategies and review of their role in the Attendance Flow Chart, therefore <i>Staff Knowledge and Skills</i> remains at sustaining and growing.
Increase the 2021 percentage of students with a sense of belonging by 5% or more in the TTFM Survey.	61.64% of students, Year 4-6 indicate a sense of belonging reflecting a 19.33% increase from 2021.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</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"> • Attendance <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of Attendance Support Officer to ensure student absences do not impact on learning outcomes. <p>The allocation of this funding has resulted in the following impact: Regular analysis of attendance data for targeted students, and support and recognition of improved or excellent attendance.</p> <p>After evaluation, the next steps to support our students will be: School communicates frequently with all parents and carers about the importance of regular school attendance.</p>
<p>Integration funding support</p> <p>\$161,787.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wingham Brush 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"> • Student Engagement • 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 SLSO to monitor, support and assist in the learning of students with diagnosed disabilities. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs 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: Funding use is regularly reviewed and adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$231,409.97</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wingham Brush 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"> • Attendance • Student Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of classroom teacher (FTE1.0) to establish an extra class.

<p>Socio-economic background</p> <p>\$231,409.97</p>	<ul style="list-style-type: none"> • Employment of additional SLSO to support targeted students in the classroom and playground. • Increased resources across all stages including purchase of furniture, literacy resources and technology. <p>The allocation of this funding has resulted in the following impact: Employment of an extra teacher enabled class sizes to be reduced across the school. Teachers were able to more effectively identify, understand and implement the most effective explicit teaching methods including the regular collection of data, attention to analysis and focus on point of need teaching. SLSO were critical to the implementation of well being programs in the playground and delivery of intervention programs. The intervention programs indicated positive results in both literacy and numeracy. The program transitioned in 2022 to a new timeframe spanning from June to the following May, therefore the results reflected 6 months growth. 83% of students participating in the QuickSmart intervention program for reading demonstrated a minimum growth of 0.2 effect size and 75% of students participating in the QuickSmart intervention program for numeracy demonstrated a minimum growth of 0.2 effect size.</p> <p>After evaluation, the next steps to support our students will be: The continuation of funding SLSOs to implement targeted intervention programs and support students in the classroom and playground. Employment of a teacher to support classroom teachers in small groups, delivering explicit reading and numeracy teaching and intervention in writing.</p>
<p>Aboriginal background</p> <p>\$35,306.27</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wingham Brush 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSO to tutor and support Aboriginal Students across K-6. • Teachers to develop PLP's in consultation with students and parents/carers. <p>The allocation of this funding has resulted in the following impact: Aboriginal students have been successfully supported in curriculum activities and have an enhanced sense of achievement and belonging as evidence by the Tell them from Me Survey. Engagement of SLSOs to target and support students K-6 has produced positive results across key learning areas. Targeted students engaged and made substantial progress in intervention programs and social interactions. Funding was utilised to provide time for teachers to develop Personal Learning Plans in collaboration with students and parents/carers. Students were supported within the classroom to access learning and provided with opportunities to build trusting relationships with staff.</p> <p>After evaluation, the next steps to support our students will be: Continue to support Aboriginal students, specifically in the infants years with a focus on early intervention and continuation of the garden program with development of an Aboriginal bush tucker garden, consulting with the AECG for guidance.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wingham Brush Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Purchase of resources to assist teachers in developing appropriate adjustments to support students. <p>The allocation of this funding has resulted in the following impact: Students being supported through differentiation and informed lessons and teaching programs. This has improved their ability to access the curriculum successfully.</p> <p>After evaluation, the next steps to support our students will be: To continue to revise the current resources available and evaluate the need for professional learning for staff to support students.</p>
<p>Low level adjustment for disability</p> <p>\$151,505.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Wingham Brush Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • staffing allocation of FTE 0.9 for a full time Learning and Support Teacher (LaST) <p>The allocation of this funding has resulted in the following impact: Employment of additional staff to support teachers to differentiate the curriculum and implement intervention teaching programs resulted in improvement for students with additional learning needs specifically in literacy and numeracy. There was a more consistent approach to student learning support resulting in interventions and health needs being addressed and subsequent collaborative learning support activities being implemented.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide additional support for identified students through the employment of trained SLSOs. Staff will continue to work closely with families and students to create authentic learning plans that are regularly reviewed and updated as needed. Targeted support will continue to be provided for students, classes or grades as needed.</p>
<p>Location</p> <p>\$3,202.99</p>	<p>The location funding allocation is provided to Wingham Brush Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: All students were able to attend excursions and incursions throughout the year, providing all students with these rich learning opportunities.</p> <p>After evaluation, the next steps to support our students will be: To continue supporting students to overcome isolation and for all students to</p>

Location \$3,202.99	be given the opportunity to attend extra-curricular activities.
Professional learning \$18,015.98	<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 Wingham Brush 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"> • Teacher Capacity Building • Student Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engagement in PL focused on 'Trauma informed Practice', LISC and effective task specific feedback. • Teachers and executive engage in collaborative discussions and analysis of observations to inform practice. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in literacy and numeracy. All classrooms implementing a visual behaviour management system that is consistent with the school behaviour expectations. Positive and respectful relationships are evident amongst staff and students.</p> <p>After evaluation, the next steps to support our students will be: To provide teacher release to continue professional learning for the new English syllabus. Provide opportunities to collaborate and build staff capacity to support student wellbeing and resilience.</p>
QTSS release \$36,429.96	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wingham Brush 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"> • Highly Effective Teaching Practices • Effective Data Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • APC&I and stage leaders work closely with teachers in classrooms to improve the effectiveness of their feedback in numeracy and implementation of LISC. • Teachers meet with APCI twice a term for data talks, share and plan future teaching programs informed by the data. <p>The allocation of this funding has resulted in the following impact: Improved staff confidence around explicit teaching practice. An increase in the use of LISC and evidence of a stronger focus on quality assessments and student data collection. Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide executive with time to coach and mentor their stage teams, supporting staff to become more confident in implementing current evidence-based pedagogies in the classroom.</p>
Literacy and numeracy intervention \$35,317.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wingham Brush Public School who may be at risk of not meeting minimum standards.

<p>Literacy and numeracy intervention</p> <p>\$35,317.00</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"> • Differentiated Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of intervention teachers to deliver explicit instruction in writing and reading to small targeted groups. <p>The allocation of this funding has resulted in the following impact: Differentiated, point of need teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning within the classroom across all key learning areas. Evidence can be seen in a combination of internal assessments including reading benchmarks, writing samples and teacher observations.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage additional teaching staff using flexible funding to extend intensive small group intervention programs in reading, writing and numeracy.</p>
<p>COVID ILSP</p> <p>\$120,360.00</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 4 CILSP teachers (2 x CIL 3 days each and x 2 part-time shared load - 2 days each). • ILST/CILSP coordinator to systematically analyse current Literacy/Numeracy student assessment data (PLAN2-L&N Progressions, 2021 CIA and PAT) and identify students requiring additional support. • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: 90% of K/1 students have improved their recall of single sounds. 100% of K/1 students improved their recall of sight words (whale words) by a significant amount. 83% of K/1 students improved their pencil grip/fine motor skills. 92% of K/1 students improved their ability to blend CVC words. 33% improved their ability to write their name. (This group had a high absence rate) 100% of students continued to increase their writing stamina and confidence. In Stage 2, 73% of students made progress and increased their reading levels by a minimum of 2 levels. 86% have increased their sight word knowledge with the majority moving up at least 2 levels. All students continued to work on their word work skills and knowledge. This term, we had many interruptions to the programs, due to CIL staff covering classes due to classroom teachers being away. Weeks 3-9 of Term 3, one teacher covered a class due to the class teacher having surgery and there being no casuals available. Out of the total amount of CIL time available, sessions occurred 60% of the time involving all students. This means when students were at school and other priorities did not collapse the CIL program.</p>

<p>COVID ILSP</p> <p>\$120,360.00</p>	<p>After evaluation, the next steps to support our students will be: Intensive writing sessions in all classrooms, with additional reading support and numeracy groups. These will be programmed in collaboration with classroom teachers. We aim to have structured processes for planning explicit and visible learning goals for identified students and sharing between stakeholders. Continue to identify students needing additional support or referral to learning support team and work with the class teacher to follow this up..</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Review of data, establishment of defined areas for focus and leading teachers in data conversations to support the modification of teaching practice. • Driving and monitoring the key initiatives in Strategic Direction 1, highly effective teaching practices and differentiated learning. <p>The allocation of this funding has resulted in the following impact: All teachers have been provided with individual and stage team support. Teachers have worked collaboratively with the APCI to analyse student data, include differentiation and adjustments to their teaching and learning programs to improve student outcomes. Teachers have reported feeling more confident in delivery of explicit reading and close reading. There has been a significant increase in teachers ability to collect, analyse and apply student data and its implications to their teaching.</p> <p>After evaluation, the next steps to support our students will be: A strategic planned approach to future professional learning will allow teachers to continue being supported in the new year which will include the implementation of the new syllabus for K-2 and 3-6 literacy and numeracy. PLC's will include data talks and ongoing adjustments to student learning and teaching programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	100	97	93	107
Girls	100	108	107	100

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	91.2	90.3	81.0
1	88.7	93.3	90.9	86.8
2	94.2	92.9	89.6	86.1
3	92.9	92.8	89.8	82.4
4	92.5	93.0	88.1	79.8
5	91.6	93.4	89.5	83.9
6	91.7	93.7	89.7	86.2
All Years	92.2	92.9	89.7	83.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	6.95
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	124,471
Revenue	2,728,752
Appropriation	2,657,749
Sale of Goods and Services	1,105
Grants and contributions	67,685
Investment income	1,435
Other revenue	777
Expenses	-2,728,588
Employee related	-2,487,155
Operating expenses	-241,433
Surplus / deficit for the year	164
Closing Balance	124,635

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	162,475
Equity Total	420,621
Equity - Aboriginal	35,306
Equity - Socio-economic	231,410
Equity - Language	2,400
Equity - Disability	151,505
Base Total	1,622,462
Base - Per Capita	50,536
Base - Location	3,203
Base - Other	1,568,723
Other Total	282,536
Grand Total	2,488,094

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 Survey Results

A school-based survey was conducted in Term 4 2022 with 51 families responding. There was a 20% increase in parent engagement and response to the survey from the previous 2 years.

- 70% of parents state that they felt informed about their child's progress and school matters and felt welcome at the school.
- 85% of parents stated they could communicate easily with the school.
- 88% of parents stated that the school tries to bring out the best in their child and the school environment feels safe and secure.
- 84% felt that excellence in all pursuits is encouraged, effort is acknowledged and achievement is applauded.

The school continues to enjoy frequent and open communication with parents and the vast majority of feedback is positive with parents appreciative of the school's caring environment, focus on well being and inspiration the teachers provide to the students.

Student Survey Results

Students participated in small focus groups across K-6 with a focus on learning and feedback in numeracy. Eighty-four students Year 4-6 completed the Tell Them From Me Survey.

- 94.59% of students have positive expectations for success, 86.49% with high advocacy at school, and overall positive well being at 81%, putting the school above its trajectory to meet 2023 target.
- Advocacy at school was higher than the State norm with students feeling that they have someone at school who consistently provides encouragement and can be turned to for advice.
- 83% of students feel they set challenging goals for themselves in their schoolwork and aim to do their best.
- 69% of students feel proud of the school. Student comments included that teachers are approachable, encouraging and dedicated. There is a strong and positive relationship between students and staff. Low levels of anti-social behaviour and high levels of engagement in school activities are indicative of students satisfaction.

Staff Survey Results

A strong collegial ethos is apparent at all levels of the school. Staff enjoy a positive and supportive atmosphere, where issues can be raised and addressed and professional development opportunities are provided.

- 94% of teachers responded that they felt supported by executive and colleagues in the school.
- 100% teachers appreciated and valued the opportunities that were given for professional learning, collaboration and sharing of teaching practice, specifically in professional learning circles.
- Staff identified that the greatest impact on their teaching was the lack of casual staff and stress of being flexible in their planning.
- 86% of staff are appreciative of executive management and planning of professional learning, relief from face to face and student classroom support.

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.