

# 2022 Annual Report

## Wingham Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Wingham Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Wingham Public School

157 MURRAY ROAD

WINGHAM, 2429

<https://wingham-p.schools.nsw.gov.au>

[wingham-p.school@det.nsw.edu.au](mailto:wingham-p.school@det.nsw.edu.au)

6553 4186

## School vision

Wingham Public School leads an excellent educational community by providing an inspiring, dynamic and inclusive learning environment with a focus on student growth and attainment. Collaboration and respectful relationships among staff and students foster lifelong, engaged, resilient and self-directed learners. Individual and team achievements are nurtured, strengthened and celebrated through our commitment to high expectations for learners, supported by robust wellbeing programs.

## School context

Wingham Public School is located in the Manning Valley on the Mid North Coast. It has a student enrolment of 308. Of these 158 are female and 150 are male. 20% of students identify as Aboriginal or Torres Strait Islander. The school Family Occupation and Educational Index is 117.

The school structure consists of 13 classes, 6 are composite and 7 are regular. There are 19 teachers overall, 5 executive staff and 11 School Administrative and Support staff. Our school has chosen to be a self-selector school for the implementation of the new K-2 English and Mathematics syllabuses. We continue to implement Close Reading across 3-6 as well as Visible Learning for Mathematics K-6.

Extra-curricular opportunities in sport, creative and performing arts, social skills programs, Student Representative Council and comprehensive Aboriginal language and cultural programs enable students to excel through a range of different experiences.

The school culture of high expectations, collaborative practices and respectful relationships promotes school excellence in all areas. A Positive Behaviour for Learning program is embedded within the classroom and playground settings and utilises the school expectations of Respect, Co-operation and Responsibility.

Having reflected on our implementation of practices in the past we have prioritised establishing sustainable structures and processes for leading improvement, innovation and change as supported by the research. These activities will focus on developing and sustaining whole school processes for collecting and analysing data to ensure the implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies and embedded evaluative practice to improve student learning outcomes in Reading and Numeracy. After triangulating data from the situational analysis it has become apparent that the school needs to focus on effective feedback and the use of data to inform practice. We also need to provide opportunity for teachers to collaborate, differentiate and develop authentic tasks for assessment so that teachers and students have clarity of learning progress. Analysis of student attendance data indicated that while overall attendance has been good it was below the expected target. Developing measures to improve student attendance will include embedding systematic processes for monitoring and improving attendance to ensure that student absences do not impact on learning outcomes. Reflections of school Wellbeing data indicated that we need to strengthen student Advocacy and develop student Belonging.

Our work with individual students will be responsive and closely monitored. Individual, system-negotiated targeted support will be provided where growth is not evident. Regular and consistent evaluation of student performance data will determine areas of need for success at a class and school level.

## 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	Working towards 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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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To improve student achievement in Reading and Numeracy by providing whole school approaches that promote consistent use of data, high expectations and quality implementation of evidence-based strategies in the classroom.

### Initiatives

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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.

- Literacy
- Numeracy

### Resources allocated to this strategic direction

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**Socio-economic background:** \$191,713.00  
**Low level adjustment for disability:** \$179,397.30  
**QTSS release:** \$58,609.00  
**AP Curriculum & Instruction:** \$180,685.00  
**Curriculum Reform Communities:** \$9,064.00  
**Professional learning:** \$13,356.00  
**Per capita:** \$5,000.00

### Summary of progress

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#### Literacy

The focus for 2022 was implementing the new K-2 English syllabus and continuing professional learning in comprehension and vocabulary.

This involved

- planned and timely collaborative professional learning of the Microlearning Modules to reflect on and improve teacher practice
- collaborative team meetings to unpack the syllabus and engage in a planned approach of where to next based on teacher and student needs, current resources and assessment practices
- engaging in professional learning, tracking and analysing student data, engaging in modelled lessons
- focusing on consistent teacher judgement of student work samples to track, analyse and reflect on student data
- planning lessons as a team, and observing and reflecting on teaching practice of others.

This resulted in

- all K-2 teachers implementing K-2 Syllabus
- teaching practice for Reading enhanced
- use of granular data to track student progress and inform teaching programs
- increased collaboration by staff in planning curriculum implementation.

Next year our focus will be on

- strategic school support for a clear and replicable improvement partnership process that can provide targeted, timely support to build the improvement capacity of the school in Reading
- engaging with new 3-6 syllabus
- enacting the new K-2 syllabus.

#### Numeracy

Our focus for 2022 was developing key understandings for the focus areas of implementing the new K-2 Mathematics Syllabus and continued professional learning in Starting Strong K-2 and Working with the Big Ideas 3-8

This involved

- planned and timely collaborative professional learning of the Microlearning Modules to reflect on and improve teacher practice
- collaborative team meetings to unpack the syllabus and engage in a planned approach of where to next based on teacher and student needs, current resources and assessment practices
- engaging in professional learning, tracking and analysing student data, engaging in modelled lessons
- focusing on consistent teacher judgement of student work samples to track, analyse and reflect on student data

- planning lessons as teams, and observing and reflecting on teaching practice of others
- participating in ongoing professional learning in Starting Strong K-2 and Working with the Big Ideas 3-8.

This resulted in

- the development of instructional leadership, deeper understanding of mathematical teaching pedagogy and greater confidence among staff to teach mathematics
- all K-2 teachers implementing K-2 Syllabus
- student and teacher access to more appropriate mathematics resources
- use of granular data to track student progress and inform teaching programs
- increased collaboration by staff in planning curriculum implementation.

Next year our focus will be on

- enacting the new K-2 Mathematics syllabus
- engaging with the new 3-6 syllabus.

## 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
<b>Percentage of Students in Top 2 bands Reading</b> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading from 23.7% to be at or above the system negotiated target lower bound of 31.2%</li> </ul>	22.2% of students scored in the Top 2 skills bands (NAPLAN) for reading indicating the annual progress measure was not achieved.
<b>Percentage of Aboriginal students in Top 3 bands Reading</b> <ul style="list-style-type: none"> <li>• Increase the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN Reading from 41.3% to be at or above the system negotiated target lower bound of 46.62%</li> </ul>	37.50% of Aboriginal students scored in the Top 3 skill bands (NAPLAN) for reading, indicating the annual progress measure was not achieved.
<b>Percentage of Students in Top 2 bands Numeracy</b> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy from 13.7% to be at or above the system negotiated target lower bound of 21.50%</li> </ul>	11.58% of students scored in the Top 2 skill bands (NAPLAN) for Numeracy, indicating the annual progress measure was not achieved.
No growth data available	Not applicable
<b>Percentage of Aboriginal students in Top 3 bands Numeracy</b> <ul style="list-style-type: none"> <li>• Increase the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN Numeracy from 36.9% to be at or above the system negotiated target lower bound of 41.21%</li> </ul>	37.50% of Aboriginal students scored in the Top 3 skill bands (NAPLAN) for Numeracy, indicating the annual progress measure was not achieved
No growth data available	Not applicable
<b>School Based Improvement Measures Literacy</b> <b>Understanding Texts- PLAN2</b> <ul style="list-style-type: none"> <li>• At least 75% of Early Stage 1 students achieving levels 1-5 in the Understanding Texts sub-element of the Literacy Learning Progressions.</li> <li>• At least 75% of Stage 1 students</li> </ul>	<b>Understanding Texts</b> Early Stage 1, 75% of students have achieved end of stage targets. The school -based improvement measures were reached. Stage 1, 80% of students have achieved end of stage targets. The school-based improvement measures were reached. Stage 2, 28% of students have achieved end of stage targets. The school-

<p>achieving levels 4-6 in the Understanding Texts sub-element of the Literacy Learning Progressions.</p> <ul style="list-style-type: none"> <li>• At least 55% of Stage 2 students achieving levels 6-8 in the Understanding Texts sub-element of the Literacy Learning Progressions.</li> <li>• At least 35% of Stage 3 students achieving Levels 7-10 in the Understanding Texts sub-element of the Literacy Learning Progressions.</li> </ul> <p><b>Creating Texts- PLAN 2</b></p> <ul style="list-style-type: none"> <li>• At least 75% of Early Stage 1 students achieving levels 2-4 in the Creating Texts sub-element of the Literacy Learning Progressions.</li> <li>• At least 85% of Stage 1 students achieving levels 4-6 in the Creating Texts sub-element of the Literacy Learning Progressions.</li> <li>• At least 65% of Stage 2 students achieving levels 5-8 in the Creating Texts sub-element of the Literacy Learning Progressions.</li> <li>• At least 65% of Stage 3 students achieving levels 8-10 in the Creating Texts sub-element of the Literacy Learning Progressions.</li> </ul>	<p>based improvement measures were not reached.</p> <p>Stage 3, 23% of students have achieved end of stage targets. The school-based improvement measures were not reached.</p> <p><b>Creating Texts</b></p> <p>Early Stage 1, 75% of students have achieved end of stage targets. The school-based improvement measure was reached.</p> <p>Stage 1, 80% of students have achieved end of stage targets. The school-based improvement measure was not reached.</p> <p>Stage 2, 39% of students have achieved end of stage targets. The school-based improvement measure was not reached.</p> <p>Stage 3, 30% of students have achieved end of stage targets. The school-based improvement measures were not reached.</p>
<p><b>School Based Improvement Measures Numeracy Additive Strategies -PLAN 2</b></p> <ul style="list-style-type: none"> <li>• At least 75% of Early Stage 1 students achieving levels 1-2 in the Additive Strategies sub-element of the Numeracy Learning Progressions.</li> <li>• At least 60% of Stage 1 students achieving levels 2-7 in the Additive Strategies sub-element of the Numeracy Learning Progressions.</li> <li>• At least 55% of Stage 2 students achieving levels 6-8 in Additive Strategies sub-element of the Numeracy Learning Progressions.</li> <li>• At least 55% of Stage 3 students achieving levels 7-8 in the Additive Strategies sub-element of the Numeracy Learning Progressions .</li> </ul> <p><b>Quantifying Numbers- PLAN2</b></p> <ul style="list-style-type: none"> <li>• At least 60% of Early Stage 1 students will achieve levels 1-6 in the Quantifying Numbers sub-element of the Numeracy Learning Progressions.</li> <li>• At least 60% of Stage 1 students will achieve levels 6-9 in the Quantifying Numbers sub-element of the Numeracy Learning Progressions.</li> <li>• At least 60% of Stage 2 students will achieve levels 8-10 in the Quantifying Numbers sub-element of the Numeracy Learning Progressions.</li> <li>• At least 60% of Stage 3 students will achieve levels 11-12 in the Quantifying Numbers sub-element of the Numeracy Learning Progressions..</li> </ul>	<p><b>Additive Strategies</b></p> <p>65% of Early Stage 1 students are achieving expected end of year outcomes. The school-based improvement measures were not met.</p> <p>Stage 1, 66% of students have achieved the end of stage target. The school-based improvement measures were met.</p> <p>Stage 2, 36% of students have reached the end of stage target. The school-based improvement measures were not met.</p> <p>Stage 3, 63% of students have achieved end of stage targets. The school-based improvement measures were met.</p> <p><b>Quantifying Numbers</b></p> <p>Early Stage 1, 73% of students have achieved end of stage targets. The school-based improvement measures were met.</p> <p>Stage 1, 58% of students have achieved end of stage targets. The school-based improvement measures were not met.</p> <p>Stage 2, 49% of students have achieved end of stage targets. The school-based improvement measures were not met.</p> <p>Stage 3, 52 % of students have achieved end of stage targets. The school-based improvement measures were not met.</p>

## Strategic Direction 2: Teaching and Learning Excellence

### Purpose

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To provide genuine, differentiated student centered instruction by teachers that are skilled and confident in using student assessment data and research based pedagogy.

### Initiatives

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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.

- Visible Learning
- Data Literacy

### Resources allocated to this strategic direction

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**Professional learning:** \$13,300.00

**Socio-economic background:** \$4,405.00

**Digital Classroom Officer:** \$11,664.00

**Per capita:** \$35,800.00

### Summary of progress

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#### Visible Learning

Our focus for 2022 was to continue the Visible Learning for Mathematics professional learning with Corwin to

- analyse our mathematics curriculum and planning documents
- review and deepen current learning intentions and success criteria

This involved working in partnership with Corwin during professional learning and coaching sessions to

- make mathematics visible with metacognitive strategies such as questioning, prompts and cues to implement deep learning tasks.
- develop effective feedback to support assessment capable learners

Next year our focus will be on

- strengthening pedagogy in teaching mathematics
- transferring visible learning strategies into identified focus areas. eg reading comprehension

#### Data and Information Technology

Our focus for 2022 was to explore granular data of specific cohorts to gain a deeper understanding of students point of need.

This involved

- analysing student data as stage, class and intervention cohorts.
- utilising data to inform teaching practices.
- targeting intervention strategies to specific cohorts
- developing a clear focus of specific indicators that formed focus area for five weeks.

This resulted in

- increased understanding of data analysis and the impact it has on teaching and learning.
- more explicit tracking of student progress.
- Targeted intervention for specific cohorts

Next year our focus will be on

- aligning PLAN2 Version 3 data to new syllabus K-2
- use of School level analysis tool (NAPLAN Reading and Numeracy - Guided Data Package located in Scout NAPLAN Reports) to assist the school to unpack its data in reading in order to identify the specific focus of improvement. The tool will pinpoint syllabus outcomes that need to be addressed as part of Strategic School Support.
- upskilling staff to work in Microsoft Teams, digital programming and embedding technology use to enhance teaching and learning

### Progress towards achieving improvement measures

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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
<ul style="list-style-type: none"> <li>• Increase the percentage of students achieving 0.4 or more growth within a year as measured by PAT Reading assessments from; Year 2 64% to 71%, Year 3 67% to 73%, Year 4 34% to 51% Year 5 52% to 65%, Year 6 52% to 63% within each year group</li> <li>• Increase the percentage of students achieving 0.4 or more growth within a year as measured by PAT Numeracy assessments from; Year 2 61% to 69%, Year 3 76% to 79%, Year 4 37% to 52%, Year 5 28% to 47%, Year 6 55% to 65% within each year group</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Year 2- 90% of students achieved 0.4 growth or more within the year. The annual progress measure has been reached.</li> <li>• Year 3- 53% of students achieved 0.4 growth or more within the year. The annual progress measure has not been reached.</li> <li>• Year 4- 75% of students achieved 0.4 growth or more within the year. The annual progress measure has been reached.</li> <li>• Year 5- 31.7% of students achieved 0.4 growth or more within the year. The annual progress measure has not been reached.</li> <li>• Year 6- 60% of students achieved 0.4 growth or more within the year. The annual progress measure has been reached.</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Year 2- 52% of students achieved 0.4 growth or more within the year. The annual progress measure has not been reached.</li> <li>• Year 3- 72% of students achieved 0.4 growth or more within the year. The annual progress measure has not been reached.</li> <li>• Year 4 -75%of students achieved 0.4 growth or more within the year. The annual progress measure has been reached.</li> <li>• Year 5- 10% of students achieved 0.4 growth or more within the year. The annual progress measure has not been reached.</li> <li>• Year 6- 84% of students achieved 0.4 growth or more within the year. The annual progress measure has been reached.</li> </ul>
<ul style="list-style-type: none"> <li>• 80% teachers evaluate, record and analyse student progress data for Understanding Texts, Creating Texts, Additive Strategies and Quantifying Numbers each term using the Literacy/Numeracy Learning Progressions</li> <li>• Improvement as measured by the School Excellence Framework in the Teaching Domain - Data Skills and Use element from Sustaining and Growing and is validated at Excelling</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of teaching staff evaluated, recorded and analysed student progress data for Understanding Texts, Creating Texts, Additive Strategies and Quantifying Numbers each term using the Literacy/Numeracy Learning Progressions. The annual progress measure has been reached.</li> </ul> <ul style="list-style-type: none"> <li>• The school has been validated at Excelling on the School Excellence Framework in the Teaching Domain- Data Skills and Use element. The annual progress measure has been reached.</li> </ul>

## Strategic Direction 3: High Expectations for Student Engagement

### Purpose

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To sustain an inclusive approach to staff and student engagement, wellbeing and attendance by providing robust foundations through sustainable and effective systems and practices.

### Initiatives

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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
- Wellbeing

### Resources allocated to this strategic direction

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**Socio-economic background:** \$49,193.00

**Aboriginal background:** \$89,790.00

**Integration funding support:** \$222,571.00

**Low level adjustment for disability:** \$25,375.82

**Location:** \$6,366.00

**Per capita:** \$37,278.00

### Summary of progress

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Our focus for 2022 was to develop a whole school approach to improve student attendance.

This involved

- employing specialist personnel to analyse and advise the school on the attendance policy and procedures and advertising school attendance data in school bulletins eg percentage of students attending school in a fortnightly period

As a result, we

- streamlined attendance procedures and increased awareness of and responsibility for student attendance to parents

Next year our focus will be on

- implementing a reward system for students to encourage attendance to be above 90%.
- continue to advertise attendance data for parents.
- continue to address attendance concerns with parents.

Our focus for 2022 was to consolidate Positive Behaviour for Learning (PBL) in the classrooms and implement a social and emotional wellbeing program for all students to enhance a positive sense of wellbeing and belonging

As a result we

- started a PBL reward system in the classroom, developed PBL lessons for classrooms as well as playground, completed a School Wide Evaluation Tool to measure a) the extent to which Tier 1 Universal Prevention Features are in place b) to determine annual goals for school-wide effective behaviour support c) evaluate ongoing efforts toward school-wide behaviour support d) assist the design and revision procedures needed and e) compare efforts toward school-wide effective behaviour support from year to year.
- Implemented the Second Step program in all K-6 classrooms.

Next year our focus will be on

- Developing school Behaviour Support Management plan
- Update Sentral to reflect new policies
- Supporting students with positive wellbeing programs

### Progress towards achieving improvement measures

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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
<ul style="list-style-type: none"> <li>• Increase the percentage of students attending school 90% of time or more to be above the system negotiated lower bound target of 80.7%</li> </ul>	<p>The percentage of students attending school 90% of time or more was 47.65%. The target of 80.7% was not met.</p>
<ul style="list-style-type: none"> <li>• Increase the percentage of students with positive wellbeing to be above the system negotiated lower bound target of 90.9%</li> <li>• Increase the percentage of students who have a sense of belonging from 87.5 to be above 95%</li> </ul>	<p>The percentage of students with positive wellbeing was 81.17% which was below the target of 90.0%.</p> <p>The percentage of students who have a sense of belonging is 57% which was below the target of 95%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$222,571.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wingham Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for targeted professional learning around High Performance and Gifted Education policy</li> <li>• consultation with external providers for the implementation of Second Steps program</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Personalised Learning and Support Plans (PLSP), Behaviour Support Plans (BSP) and Personalised Learning Plans (PLP).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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. All health care plans were updated regularly to support students ongoing needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP, BSP and PLP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$245,311.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wingham Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Visible Learning</li> <li>• Attendance</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support intervention program implementation</li> <li>• employment of additional staff to support curriculum implementation</li> <li>• employment of additional staff to support identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of identified students participated in intervention. 100% implementation of new English syllabus for all K-2 classes. Increased focus on analysis of student attendance data. Social skills implemented in 100% of classrooms. Streamlined reward system for Positive Behaviour for Learning and a more aesthetically pleasing environment for Year 6.</p>

<p>Socio-economic background</p> <p>\$245,311.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To participate in Strategic School Support (SSS) which is a clear and replicable improvement partnership process that provides targeted, timely support to build the improvement capacity of the school in Reading. It is aimed at providing support to those schools that have the 'largest gap to lift' against identified targeted outcomes.</p>
<p>Aboriginal background</p> <p>\$89,790.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wingham 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional Aboriginal teaching staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: an increase 57% in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 77% of Aboriginal students feel good about their culture while 56% of Aboriginal students believe their teachers have a good understanding of their culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be to support the development of cultural competency for staff.</p>
<p>Low level adjustment for disability</p> <p>\$204,773.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Wingham Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs)</li> <li>• targeted students are provided with evidence-based intervention (MultiLit, Quicksmart) programs to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. An increase in the number of students receiving intervention to support their learning.</p>

<p>Low level adjustment for disability</p> <p>\$204,773.12</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the learning support team and provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$6,366.00</p>	<p>The location funding allocation is provided to Wingham Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• furniture resources to increase wellbeing and engagement in the classroom</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students learning in a safe and welcoming environment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To increase access for students to external activities.</p>
<p>Professional learning</p> <p>\$26,656.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wingham Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Visible Learning</li> <li>• Data Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to unpack evidence based approaches to teaching Close Reading, K-2 English and Mathematics syllabi, Visible Learning for Mathematics and technology</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of teachers to embed effective practices in: Close Reading 3-6; implement the new English and Mathematics syllabi K-2; and Visible Learning for mathematics and technology.</p> <p><b>After evaluation, the next steps to support our students will be:</b> targeted school support to build the improvement capacity of the school in Reading as co-diagnosed by the Strategic School Support Partnership.</p>
<p>QTSS release</p> <p>\$58,609.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wingham Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• Assistant Principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>QTSS release</p> <p>\$58,609.00</p>	<p>improved staff confidence in teaching Close Reading, 100% of Stage 3 staff implementing Close Reading pedagogy in the classroom and improved collaboration in developing Literacy programs and resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b> employing a teacher to release an Assistant Principal to engage in cycles of collaborative professional learning which strengthen teacher capability through shared understanding, application and reflection on evidence-based teaching and learning strategies.</p>
<p>COVID ILSP</p> <p>\$172,280.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals, 75% of students show improvement on pre and post test comprehension. Stage 2 students were more receptive to intervention than Stage 3 and put in more effort for the year. Surveys indicate that students found the groups helpful and teachers indicated that the groups were beneficial to students. NAPLAN results do not show improvement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>Curriculum Reform Communities</p> <p>\$9,064.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wingham Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• meet and work collaboratively with the Literacy and Numeracy Team and curriculum advisors to understand updates and information about curriculum reform</li> <li>• disseminate information to school coordinators in their community and facilitate meetings supported by professional learning, resources and links to expertise</li> <li>• share information and resources with school leaders and staff to ensure they are up to date with curriculum reform.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Curriculum Reform Communities provided a vehicle for curriculum collaboration within and between schools. Capacity of teachers to lead curriculum change was enhanced and teachers were supported to implement curriculum change in their schools and their own teaching practice. Regular communication and support, including teaching and learning resources and professional learning are included in all meetings. This provided opportunities for teachers and leaders to learn from each</p>

<p>Curriculum Reform Communities</p> <p>\$9,064.00</p>	<p>other and to share their own practice and experience with teachers within their own school and from other schools.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To accurately and consistently deliver key messages to ensure curriculum changes and expectations are clear for teachers. Opportunities will be provided for teachers to collaborate and remain up to date with key changes to the curriculum to have a positive impact on student learning and achievement when engaging with the new syllabus.</p>
<p>Digital Classroom Officer</p> <p>\$11,664.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wingham Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• to nominate a teacher to support staff to embed technology into teaching and learning</li> <li>• to capture the needs and skills of staff in order to embed technology into teaching and learning</li> <li>• develop and deliver targeted professional learning through a variety of means including co-teaching and leading modelled lessons.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased teacher confidence in integrating technology across the Key Learning Areas, improved differentiated programming and increased teacher and student engagement in utilising technology.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to assist teachers to develop strong classroom structures and pedagogy for digital technology.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	147	150	151	145
Girls	159	151	158	135

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	95.0	91.4	90.7
1	93.3	95.5	90.0	90.7
2	93.0	95.1	91.0	86.7
3	93.1	93.9	90.2	87.7
4	93.7	93.8	90.0	86.6
5	93.4	92.5	88.7	85.0
6	93.2	92.8	89.0	86.6
All Years	93.5	94.1	90.0	87.5
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

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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)	4.2
Classroom Teacher(s)	9.77
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.72

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	382,457
<b>Revenue</b>	3,906,633
Appropriation	3,850,631
Sale of Goods and Services	350
Grants and contributions	53,472
Investment income	2,180
<b>Expenses</b>	-3,822,154
Employee related	-3,436,491
Operating expenses	-385,663
<b>Surplus / deficit for the year</b>	84,479
<b>Closing Balance</b>	466,935

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	222,571
<b>Equity Total</b>	539,876
Equity - Aboriginal	89,791
Equity - Socio-economic	245,312
Equity - Language	0
Equity - Disability	204,773
<b>Base Total</b>	2,185,192
Base - Per Capita	78,078
Base - Location	6,367
Base - Other	2,100,747
<b>Other Total</b>	451,279
<b>Grand Total</b>	3,398,918

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Tell Them From Me- Student/Parents/Teachers surveys

Years 4-6 (114 Participants)

- School Pride: 54% of students agree or strongly agree that they have pride in their school.
- Social/Emotional Outcomes: 78% of students say they do not get in trouble at school for disruptive or inappropriate behaviour.

In the Drivers of students outcomes:

- Explicit Teaching Practices and Feedback- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback- 7.1 (State Norm 7.5).
- Advocacy at school- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice 7.2(State Norm 7.7).

**Parents** (19 Participants)

The survey includes seven separate measures, which were scored on a ten-point scale. The mean scores were as follows;

- Parents Support Learning at Home- 8.1 (State Norm 6.3)
- Parents are Informed- 6.3 (State Norm 6.6)
- Parents feel Welcome- 7.1 (State Norm 7.4)
- Inclusive School- 6.8 (State Norm 6.7)
- Safety at School-6.6 (State Norm 7.4)
- School Supports Positive Behaviour- 7.3 (State Norm 7.7)
- School Supports Learning-7.1 (State Norm 7.3)

In the Department of Education custom measures:

- the most useful communication type is formal interviews (90%) followed by informal meetings (89%) and the telephone (79%)
- the most useful means of communication about school news was school newsletters (100%) followed by P&C (95%) and texts and the website both at (84%)

**Teachers** (12 Participants)

In the eight drivers of student learning

- Leadership- 7.2 (State Norm 7.1) The highest at 7.9 respectively were *School leaders have helped me establish challenging and visible learning goals for students* and *School leaders have supported me during stressful times*.
- Collaboration- 8.6 (State Norm 7.8). The highest scores were for *Teachers in our school share their lesson plans and other materials with me* (9.5) and *I discuss learning problems of particular students with other teachers* (9.3).
- Learning Culture- 8.2 (State Norm 8.0). The highest scores were for *I monitor the progress of individual students* 9.2 and *I set high expectations for student learning* (9.1).
- Data Informs Practice- 7.6 (State Norm 7.8) The highest scores were 8.6 for *My assessments help me understand where students are having difficulty* and 8.4 for *I use results from formal assessment tasks to inform my lesson planning*.
- Teaching Strategies- 8.1 (State Norm 7.9) The highest scores were 9.2 for *When I present a new concept I try to link it to previously mastered skills and knowledge* and 9.2 for *I use two or more teaching strategies in most class periods*.
- Technology- 5.8 (State Norm 6.7) The highest scores were 7.1 for *Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts* and 6.4 for *I help students to overcome personal barriers to using interactive technology*.
- Inclusive School- 8.2 (State Norm 8.2) The highest scores were 9.8 for *I strive to understand the learning needs of students with special learning needs* and 9.5 for *I make an effort to include students with special learning needs in class activities*.
- Parent Involvement- 6.6 (State Norm 6.8) The highest scores were 7.9 for *I work with parents to help solve problems interfering with their child's progress* and 7.8 for *I am in regular contact with the parents of students with special learning needs* and *Parents understand the expectations for students in my class* respectively.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.