

2022 Annual Report

Wadalba Community School



WADALBA
COMMUNITY SCHOOL

8278

Introduction

The Annual Report for 2022 is provided to the community of Wadalba Community 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

Wadalba Community School

Orchid Way

Wadalba, 2259

<https://wadalba-c.schools.nsw.gov.au>

wadalba-c.school@det.nsw.edu.au

4356 2888

School vision

Wadalba Community believes in creating opportunity to unleash student talent as the first step, and then scaffolding support for students as needed. Our school vision is "Unlocking the brilliance in each of us".

School context

We acknowledge the Darkinjung people as the traditional custodians of the land on which our school is built and where our children and young people learn each school day.

Wadalba is proud to be a comprehensive K-12 community school. We currently have generally increasing enrollments, with over 300 students in our primary section and over 1300 students in our secondary section, which allows us to offer a broad range of learning programs. We are an inclusive school. Around 13% of students identify as Aboriginal or Torres Strait Islander.

As a relatively younger school, we are proud of the contemporary teaching and learning practices that we promote and continue to develop, including opportunities to draw on expertise K-12. The school has many specialist facilities which support delivery of a diverse, quality curriculum program, including a recording studio, aquaponics centre and agriculture plot, vocational education facilities and dance studio.

Flagship programs include AVID (Advancement Via Individual Determination), STEaM, TSP (Targeted Sports Program) and CAPA GATS (Creative And Performing Arts Gifted and Talented) as well as a broad range of co curricula and extra curricula clubs and activities. We also work closely with community to support cultural affirmation, encourage student involvement in a range of co curricula groups/ opportunities.

The school is located in the Wyong Local Government Area and works closely as part of the Wadalba Local Management Group. This includes five other primary schools, covering established and newer suburbs, are Woongarra PS, Kanwal PS, Warnervale PS, Tuggerawong PS and Tacoma PS. We also work closely with our neighbouring high schools and are part of the Central Coast Secondary and Primary School networks.

The school is placed in the centre of the suburb and is well supported by families and the community. The P&C is active, including operating the canteens, uniform shop and hosting an annual markets day.

The whole school community, involving students, staff, parents, P&C and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. High level areas for continuous improvement include creating opportunity to unleash student talents as a first step (Flourish) and then to provide support as required (Nurture). Key focus areas include strengthening teacher-student-family partnership to support individual aspiration; student led learning and high quality teaching focused on contemporary practices; and support for being well and whole child growth.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

Supporting excellence by creating opportunity to unleash student talent as the first step, and then scaffolding support for students as needed, in order to improve student achievement across all mandatory measures.

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.

- Literacy & Numeracy Practice
- Pedagogy & Equity
- Well-being, Attendance & Engagement

Resources allocated to this strategic direction

Socio-economic background: \$652,747.79

Integration funding support: \$540,000.00

Professional learning: \$40,000.00

Low level adjustment for disability: \$144,060.45

Per capita: \$131,530.38

Summary of progress

The activities that the school undertook in this strategic direction were designed to address student improvement and teacher practice across the school in literacy and numeracy as well as holistically addressing student well-being. To support this the school implemented various activities as outlined below.

Literacy and Numeracy

This year WCS primary staff have embarked on a journey of improving teaching through high quality professional learning and staff collaboration. Areas for development included mathematics with a focus on effective questioning (through the LEED project), embedding number talks to promote reasoning, communication and problem solving as well as providing more hands-on learning experiences. Through the new APCI role, professional development around the effective use of data and analysing current trends has enabled staff to collaborate and work towards achieving school targets. Investment in collaborative conversations where teachers engage with a small team of colleagues for two hours a fortnight led by the Stage AP and APCI has impacted positively on improving teaching practices with 85.7% of staff rating they would recommend this style of professional development to their colleagues. Small group intensive tuition through the Covid Intensive Learning Support Program continued in 2022 which enabled 71 selected students (approx. 23%) from Years 1-6 to engage in 8-10 weeks of targeted intervention in either measurement and geometry or writing. 2023 will see the implementation of the new K-2 English and Mathematics syllabus and staff have engaged in a series of micro-learning modules throughout the year to understand evidence-informed practices using the department's universal resource hub to support their teaching and learning experiences. K-2 staff are looking forward to implementing the new scope and sequences and units of work.

The whole school Literacy and Numeracy team analyse NAPLAN data to identify trends in Literacy and Numeracy. This data was then used to develop literacy and numeracy faculty directions for of High Impact Projects (HIPs). This was made possible by providing time and support for our executive team to work collaboratively in this space. However, ongoing staff shortages made collaboration for teams difficult, so the HIP model was evaluated and refined to focus on one central target, Programming and Compliance. Through this focus, staff and exec were provided training around data analysis and 5 hours of PL around differentiation. Data packs were created and analysed by the executive team, with the results used to guide the development of a programming model and 3 HT Faculty support roles for each KLA, one specifically focused on developing and embedding literacy and numeracy strategies to address gaps from the data pack. The whole school Literacy, Numeracy and Data role was also created to develop consistent, whole school practices for explicitly teaching Literacy and Numeracy. The team was planned in 2022 and will begin developing strategies in 2023.

Pedagogy & Equity

Teachers from a range of faculties across the school, both Primary and Secondary, engaged in Professional Learning about Formative Assessment. Formative Assessment involves consistently monitoring student progress to provide ongoing feedback that can be used by teachers to improve their teaching, and students to improve their learning. Our team worked to embed this learning into their programs and teaching by including learning intentions, success criteria, effective questioning and effective feedback within their daily practice. The team engaged in lesson observations and

provided feedback to one another to improve their ability to embed Formative Assessment strategies into their teaching and learning. From here, the Formative Assessment team discussed their experience and learning with their faculties, working towards embedding these strategies into teaching and learning practices across the school. We have seen some significant results where students in these classes improved their achievement on assessment tasks later in the year as they engaged in these strategies. From here, we will continue to expand the implementation of Formative Assessment into teaching programs and practices.

The implementation of ALARM has increased the teaching capacity of classroom teachers as well as the learning capacity of students. Teachers are able to plan for how students will 'learn' to construct a detailed written response, while students are engaging in the matrix to plan for detailed written responses.

Wellbeing and Excellence

In 2022 we have moved into the final phase of the Friendly Schools review with a focus on the playground environment. This has involved changes to the playground such as moving physical resources such as the cubby house and ball hoops, as well as introducing a passive room and expanding the library to 5 days per week at lunch to provide quiet spaces for our students during breaks. We have continued with the explicit teaching of Social/ Emotional skills within all classrooms as well as fortnightly messaging for students around anti-bullying. Our playground signage has been finalised and expectations for behaviour is clearly visible across the school. In 2023 we will be finishing off the final changes to the playground environment including a new equipment area for students to play in. We will also be expanding on the "Play Leader" role to support students in the playground that need assistance to find things they enjoy during breaks. We will also continue with Friendly Schools curriculum, fortnightly messaging with kids and families around anti-bullying, continue with PL to support staff to address incidents of bullying.

The Attendance Action Team have been proactive during 2022 refining processes and implementing strategies to improve student attendance and engagement. Regular whole school professional learning and ongoing strategic interventions has continued to see the use of consistent language and expectation school wide. Moving into 2023 the Attendance Action Team will continue to refine the Attendance Processes and Procedures with a portfolio of resources including communication for families, media publications and student workshops. Interventions have led to an overall decrease in students who attend at or above 90% from 43% in 2020 to 49% in 2021 and 22% in 2022, this is a direct result of improved and accurate roll marking.

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
Increase in proportion of students in Top 2 Bands in NAPLAN (lower bound system-negotiated targets): - Primary Numeracy 29.4%	Data indicates that 16.48% of our students are in the top 2 bands in numeracy, indicating progress is yet to be seen toward the annual progress measure.
Increase in proportion of students in Top 2 Bands in NAPLAN (lower bound system-negotiated targets): - Secondary Numeracy 13.2%	NAPLAN scores indicate a decrease in the percentage of students in the top two bands for numeracy (3.92%)
Increase in proportion of students in Top 2 Bands in NAPLAN (lower bound system-negotiated targets): - Primary Reading 38.8%	Data indicates that 35.48% of our students are in the top 2 bands in reading, indicating progress trending towards the lower bound target of 38.8%.
Increase in proportion of students in Top 2 Bands in NAPLAN (lower bound system-negotiated targets): -Secondary Reading 13.9%	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading (4%)
Increase in proportion of Aboriginal students in Top 3 Bands in NAPLAN (lower bound system-negotiated targets):	17.65% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target (of 33.2%).

- Secondary Numeracy 33.2%	
Increase in proportion of Aboriginal students in Top 3 Bands in NAPLAN (lower bound system-negotiated targets): -Secondary Reading 32.4%.	12.5% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress yet to be seen toward the lower bound target (of 32.4%)
Increase in proportion of students attending >90% of the time (lower bound system-negotiated targets): - Primary 77.6%	The number of students attending greater than 90% of the time or more has decreased by 28.28%.
Increase in proportion of students attending >90% of the time (lower bound system-negotiated targets): - Secondary 55.0%	The number of students attending greater than 90% of the time or more has decreased by 15.67%.
Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School (Tell Them From Me measures; lower bound system-negotiated target): - Primary 90.8%	Tell Them From Me data indicates 82.58% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School (Tell Them From Me measures; lower bound system-negotiated target): -Secondary 63.0%	Data unavailable for 2022
Increase % of HSC course results in top 2 bands (lower bound system-negotiated targets): - percentage in Top 2 Bands 16.6%	• 7.4% of students attained results in the top two bands demonstrating progress toward the negotiated target baseline .
Increase in proportion of Higher School Certificate results in top 3 bands (lower bound system-negotiated targets): - percentage in Top 3 Bands 49.7%	• 31.1% of students attained results in the top three bands demonstrating progress toward the negotiated target baseline .
Improvement in the percentage of students achieving expected growth in Reading to halve the gap between baseline and system negotiated target baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However check in assessment data indicates ongoing focus is required in reading comprehension and vocabulary.
Improvement in the percentage of students achieving expected growth in Reading to halve the gap between baseline and system negotiated target baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However check in assessment data indicates ongoing focus is required in reading comprehension and vocabulary.
Improvement in the percentage of students achieving expected growth in Numeracy to halve the gap between baseline and system negotiated target baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However check in assessment data indicates ongoing focus is required in number sense and algebra.
Improvement in the percentage of students achieving expected growth in	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Numeracy to halve the gap between baseline and system negotiated target baseline.

However check in assessment data indicates ongoing focus is required in measurement and geometry.

Purpose

Fostering students to "Reach for Greatness" (Zhao) by unleashing talent that is reflected in high end achievement across a broad range of schooling outcomes.

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.

- Curriculum
- Future focused learning
- Aboriginal Education

Resources allocated to this strategic direction

Socio-economic background: \$231,000.00

Professional learning: \$36,000.00

Low level adjustment for disability: \$30,000.00

Aboriginal background: \$257,638.32

Summary of progress

The activities that the school undertook in this strategic direction were designed to address Curriculum delivery, Future Focused Learning and improved outcomes for our Aboriginal and Torres Strait Islander students K-12. To support this the school implemented various activities as outlined below.

Curriculum

Students at Wadalba Community School (WCS) were provided with a variety of opportunities to have the success in and outside of the classroom acknowledged. Executive and Senior Executive Staff made a commitment as seen within Faculty High Impact Plans (HIPs) to make recognising student success a priority. As a result there was an increase in postcards being sent home to share 'the good news'. We had 400 students invited to the positive rewards excursion to Raging Waters. Students had over 30 positive referrals for Respect for Term 4 from Years 7 - 11. Success in such initiatives were as a result of collaborative executive with a focus on being consistent and ensuring ongoing consultation was occurring allowing for individual milestones to be achieved. HT/AP awards, TAS/ Cafe awards, positive year assemblies occurred each term acknowledging students positive from teachers, ROSE awards celebrations were also shared with our families onsite for a morning tea and our fortnightly High Expectations assemblies provided consistent messaging and positive recognition and providing another format to acknowledge their positive behaviours. We are looking forward to acknowledging further student success in 2023.

Increased staff Staff TPL, revised HSC N warning processes and procedures, faculty links to HSC success, ideas for future planning (including creating an action team with proposed ideas for implementation in 2023 completion of, student and family surveys and information evenings throughout 2022 have continued to support our HSC students. There has been a direct link through HIPs and faculty Stage 6 Teaching and Learning. There is clear evidence that milestones mapped throughout the School Improvement Plan (SIP) have been achieved, however, progress measures will not be determined until analysis of the 2022 HSC data. There have been a number of identified staff with HSC marker experience who have mentored our new and beginning HSC Teachers and we look to further refine processes of support into 2023.

The whole School High Potential and Gifted team have continued to push forward in ensuring that the DoE High Potential and Gifted policy was being implemented school wide. We began the year with a whole school induction to the policy led by three Curriculum Advisors from Tuggerah Office. Staff were surveyed on their understanding of the policy and how it relates to their practice at this time, and the collected data and subsequent analysis was used to step out our plan for the year. We continued to support targeted staff with a passion for HP&G through professional learning opportunities throughout the year via our "PL Train" format. By all faculties completing a review around the recognition of achievement in their faculties, the school as a whole was able to improve how students across all four HP&G domains are recognised for their talents. All staff completed five hours of professional learning led by three curriculum advisors on Differentiation in the classroom. In Term 4 all staff that were given the role of leading a targeted program in 2023 completed our WCS Staff Induction for HP&G, ensuring they are ready to cater for these students in the coming year. Moving into 2023 the team will continue to plan opportunities for supporting faculties to embed HP&G strategies into programs. We will also be having a focus on communicating with our community about what we offer for HP&G students at Wadalba including branding, social media and enrolment pack information.

Future Focused Learning

Our Career and Transition Team (CAT) has had an increase in team members and will continue to grow into 2023 allowing for an increase in opportunities for our students in educational pathways at Wadalba Community School. Over the course of the year the team were able to ensure students had access to sound advice, training pathways and work opportunities. This was achieved through a clear student referral system and weekly CAT Team meetings where case management of individual students occurred and connections were sought. Through a successful subject selection evening we were able to promote SBAT opportunities. Due to our alignment with the Educational Pathways Program there were additional opportunities for students with barriers to education for example through Novaskill employment. A streamline delivery of all possible programs across the school will further support students in their educational pathways and this has been supported with an identified staff member overseeing this. Improvement measures have been positive with an increase in both SBATs being undertaken and retention of Year 10 students into Year 11. Although there was a decline in Year 9 students undertaking work experience, there was a significant increase in students undertaking YES TAFE courses. Moving into 2023 our CAT team is expanding with further identified roles. We will be once again focusing on transition and links to the community for further employment support, early entry into University and post school data to further support our planning.

WCS is well resourced with electronic devices to support staff and students in teaching and learning within the school. The technology team members monitor and evaluate the provision and supply of technology throughout the school ensuring that we are well equipped and supported for student access and the delivery of teaching and learning content. Software and Hardware needs are evaluated and reviewed at regular intervals to ensure that the teaching and learning needs of staff and students are met and accommodated. The school infrastructure maintenance update will help support both the high expectations framework and the technology in learning initiative.

Aboriginal Education

Our Aboriginal Education Team has implemented a range of cultural activities for students and professional learning for staff to foster a sense of connectedness for students to their Aboriginal culture. Dhinewan, established by Jonathan Wright, ran a number of cultural groups throughout Primary and Secondary, including Aboriginal Dance, games, and artworks. Students also engaged in Cultural Affirmations, Didge group, and the Goanna Academy developed by Greg Inglis. In Term 2, we welcomed members of our Aboriginal Community into the school with our Inaugural K-12 Yarn Up, and celebrated Aboriginal culture and student achievement at our annual NAIDOC Assembly. Staff engaged in professional learning through Connecting to Country, Embedding Perspectives into Curriculum, and the Inaugural Staff who Identify Conference. In Term 4, work began on our beautiful Primary mural, highlighting Australian fauna and flora and Aboriginal culture. We were proud to accept the Ngara AECG message stick from Lakes Grammar before conveying its messaging about collaboration to Warnervale Public School. Our links to the Aboriginal community were strengthened through the announcement of our Deputy Principal, Deanna Beecroft, as the AECG Regional Representative, and our Aboriginal Education Officer, Joan McCallum as Ngara AECG Vice President. Also in Term 4, our Aboriginal girls dance group performed at the Ngara Assembly of Excellence and eight of our Primary students performed in the choir. We are looking forward to building cultural awareness and a sense of community and connectedness amongst our Aboriginal students in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students in top 3 Bands of NAPLAN achieving 70+ in HSC to be above school baseline and 2021 results.	• 47% of students who achieved in the top 3 bands in Year 9 Naplan attained 70+ in HSC demonstrating progress toward the school target baseline.
Increase the proportion of Aboriginal and Torres Strait Islander primary students that agree/ strongly agree that "I feel good about my culture" consistently above 90% (TTFM). Baseline 2021 90%	The percentage of Aboriginal students that agree/ strongly agree that "I feel good about my culture" is 75%.
Improve on the baseline and 2021 results for "High Skills" primary students that are reporting they are challenged at school (baseline school	35% of Primary students in the "high skill" range indicate they feel challenged at school.

average= 70%, DoE average= 67%) (TTFM)	
Improve on 2021 % results by 2% for 'Interested and Motivated' (baseline school average= 73%, DoE Average= 78%) (TTFM)- Primary	62% of Primary students report they are interested and motivated to learn at school.

Strategic Direction 3: Nurture

Purpose

Providing ongoing support and temporary scaffolding, as needed, to support individual student improvement and growing the median score across school measures.

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.

- Family - school partnership #OpeningTheSchoolGatesBothWays
- Quality systems and Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$255,000.00

Integration funding support: \$41,327.00

Professional learning: \$59,637.77

Low level adjustment for disability: \$50,000.00

Summary of progress

The activities that the school undertook in this strategic direction were designed to foster Family and School partnerships, and embed Quality Systems and Professional Learning whole school. To support this the school implemented various activities as outlined below.

Family - school partnership #OpeningTheSchoolGatesBothWays

The Family-School Partnerships Program is an ongoing initiative designed to engage families in school activities with the goal of improving student outcomes in learning and post-school options. In order to develop this program, we have engaged with families and community members to determine interest and viability of this project. The school community team has been working towards improved and timely communication and communication methods to support parents and families to engage with school. The team has been working towards piloting an 'Experts in Residence' program and enrollment in the Department's Parent Partnerships Learning Ecosystem Professional Learning Program in 2022 with the goal of enhancing family-school outcomes.

Quality Systems and Professional Learning

This year, staff at Wadalba Community School engaged in Professional Learning (PL) Trains on School Development Days. Staff members were able to choose a "train" or pathway that best suited their needs and goals, tailoring the learning to smaller groups, making it more relevant and engaging. PL Trains included Aboriginal Education, Beginning Teachers, Behaviour and Wellbeing, Future Focused Learning, High Potential and Gifted, and Leadership where staff worked collaboratively to embed new ideas and learning into their teaching practice. Feedback from this process was overwhelmingly positive as staff had the opportunity to access learning specific to their passions and objectives.

Our school has seen a reduction in suspensions and an increase in positive student referrals throughout the year. The executive and Senior executive have helped to inform the future directions of our High Expectation progress. The Respect term focus leading to the end of term reward excursion has been a positive experience and will be an area for continued focus in future years. School data will continue to be utilised to help inform best practice.

In 2022, High Impact Leadership was embedded through developing the leadership capacity of the WCS Executive Team. A change in structure of Executive meetings saw increased opportunities to engage in Professional Learning and set clear goals for each faculty through High Impact Projects. These were individuals based on the needs of each faculty or Head Teacher, as well as the needs of students. Executive members and faculties were supported through regular meetings with their supervising Deputy Principal and mentoring from the Head Teacher Teaching and Learning. Our High Impact Projects saw a range of successes across faculties despite a range of challenges such as staffing concerns. Injecting High Impact Leadership strategies in our Executive team saw increases in team mentality, collaboration and support, ensuring all staff are working towards common goals aligned with our Strategic Improvement Plan. Our future planning for this area is to continue our High Impact Projects within faculties, which will be streamlined to include whole school initiatives, as well as the implementation of consistent programming practices and the development of opportunities for our aspiring leaders through Head Teacher Support Roles focused on engaging and implementing faculty High Impact Projects.

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
Improvement in ratio of positive to negative referrals compared to baseline (1:3) and 2021 results.	IN 2021 The WCS Behaviour Team, through the implementation of the WCS Behaviour Continuum, sought to promote more positive referrals with a target of 3 positive referrals to 1 negative referral. In 2021 there was an improved ratio of 0.91 positive referrals to 1 negative referral. As a whole school we are working towards the baseline of (1:3) achieving 1.2 positive referrals for each negative.
Improvement in 2021 self-assessment scores in the SEF- Learning- Reporting	Self-assessment against the School Excellence framework shows the school has remained at sustaining and growing for Learning-Reporting.
Achieve self-assessment scores of Excelling in the SEF-Teaching- learning and development	Self-assessment against the School Excellence framework shows the school is currently performing at Excelling for Teaching- Learning and Development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$581,327.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wadalba Community 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"> • Literacy & Numeracy Practice • Quality systems and Professional Learning • Well-being, Attendance & Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: The allocation of Integrated Funding Support has resulted in targeted assistance being offered to individual students.</p> <p>After evaluation, the next steps to support our students will be: After Evaluation the next steps to support our students with this funding will be to increase parental communication regarding progress and interventions utilised.</p>
<p>Socio-economic background</p> <p>\$1,138,747.79</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wadalba Community 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"> • Literacy & Numeracy Practice • Curriculum • Future focused learning • Family - school partnership #OpeningTheSchoolGatesBothWays • Quality systems and Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through numerous PL opportunities to support student learning • employment of additional staff to support targeted program implementation. • employment of additional staff to support Aboriginal Education program, smaller classes implementation. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the staff at Wadalba Community School engaging in a range of targeted PL opportunities in the structure of Professional Learning Communities in the areas of targeted literacy and numeracy initiatives, Formative Assessment and ALARM. A direct impact of the funding is the development of experts within the school and a team of faculty 'champions' embedding focus areas whole school. This has had a direct impact on the learning environment for students K-12.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to expand the PLC network and work towards opportunities our internal</p>

<p>Socio-economic background</p> <p>\$1,138,747.79</p>	<p>experts sharing their experiences and expertise whole school in particular in the area of ALARM as a whole school focus area and Number Talks.</p>
<p>Aboriginal background</p> <p>\$257,638.32</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wadalba Community 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"> • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in improved outcomes for all of our Aboriginal students. The funding has enabled opportunities for our students to feel connected to their culture, school environment and education. The funding has enable the employment of support staff to facilitate cultural activities, Implement literacy and numeracy interventions including Quicksmart and mentors to support attendance and PLP processes.</p> <p>In Year 3 NAPLAN the average % of Aboriginal students is below non-Aboriginal students in all domains. In Year 5 NAPLAN the average % of Aboriginal students is above non-Aboriginal students in grammar and punctuation and continues to have an upward trend (closing the gap) in spelling and numeracy. 85% of Aboriginal students reported High Advocacy, High Expectations in Tell Them From Me, well above SSSG and State percentages. In 2022, 32% of Aboriginal students completed the HSC comparing retention of Year 9 NAPLAN V HSC, in comparison to 43% non-Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to review attendance and literacy and numeracy data to identify areas of further development and utilise findings to further develop proactive interventions. The continuation of specialist employment will be paramount in improving outcomes for Aboriginal students. We will also be working towards implementing an Aboriginal Education room.</p>
<p>English language proficiency</p> <p>\$19,208.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wadalba Community School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$19,208.91</p>	<ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • establish a core practice for supporting students learning English as an Additional Language or Dialect • withdrawal lessons for small group (developing) and individual (emerging) support • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in improved outcomes for our students. The funding was utilised to employ a specialist staff member to support staff, students and families. The specialist staff member has implemented processes to identify students, assess student progress and report to families</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps (has been ongoing) is to support our students with this funding will be to continue current processes and seek opportunities to build the capacity of other staff members to ensure the expert knowledge is not held with one person.</p>
<p>Low level adjustment for disability</p> <p>\$534,347.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Wadalba Community 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"> • Literacy & Numeracy Practice • Future focused learning • Quality systems and Professional Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the implementation of targeted literacy and numeracy interventions for students, strategically using small group tuition. Students were selected through a rigorous data analysis process coordinated by LAST team overseen by APC&I and HT Teaching and Learning.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to share the experiences learnt, reflect on data particularly areas of additional need and work towards building capacity of staff to mirror strategies utilised in small group tuition in the classroom setting and to utilise data gathered from Check in Assessment, Naplan etc to inform teaching and learning.</p>
<p>Professional learning</p> <p>\$135,637.77</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 Wadalba Community 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"> • Literacy & Numeracy Practice • Curriculum

<p>Professional learning</p> <p>\$135,637.77</p>	<ul style="list-style-type: none"> • Quality systems and Professional Learning • Aboriginal Education <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • releasing staff to analyse school and student data to identify areas of further development <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in staff building capacity and confidence in using a range of literacy strategies / interventions including Critical Reads, Quickwrites and ALARM, Formative Assessment, Number Talks. Whilst these strategies have previously been embedded within targeted classes K-12 this funding has enabled the implementation whole school.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to work towards embedding ALARM, Number Talks and HSC Strategies whole school. The ALARM model has been advantages in creating independent learners who are taking responsibility for their learning.</p>
<p>QTSS release</p> <p>\$64,700.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wadalba Community School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in cross campus team teaching with Secondary staff collaborating with Primary staff to team teach and develop quality teaching resources. The allocation of these funds has also provided opportunity to release staff for stage based collaboration and instructional leadership.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to continue to refine current processes and expand to quality systems K-12.</p>
<p>COVID ILSP</p> <p>\$456,659.00</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>

<p>COVID ILSP</p> <p>\$456,659.00</p>	<ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: The cohort snapshot analysis in PLAN2 indicated 74.6% of targeted students are achieving the 'always' status in the selected Understanding Texts {UnT} indicators as per their area of focus. On average, the whole cohort of targeted students increased their vocabulary flashcards score (automaticity) by approximately 27.3 cards</p> <p>The CILSP also delivered a Numeracy program for 110 Year 7-10 students (ranging from groups of 1-5). The sessions ran 2 times a week, for a 10 week cycle and focused on explicit teaching on Numeracy skills in line with in-class curriculum content. A Year 8 numeracy class has also been established to support a number of targeted students in an intensive class setting. Classroom teachers have commented on students' newfound interest in Mathematics as well as their heightened self-confidence and self-efficacy in their Mathematical abilities. Students who undertook multiple cycles of the Numeracy program demonstrated strong growth in their assessments by term 4.</p> <p>After evaluation, the next steps to support our students will be: Successful strategies from the Literacy program will be utilised in the ISGT program that will replace CILSP in 2023. The Data, Literacy and Numeracy Champions will also utilise the data and strategies from the CILSP program as a basis for their PL to develop whole school processes and practice embedding literacy into KLAs.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wadalba Community School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employed staff to support additional initiatives to improve Family - school partnership #OpeningTheSchoolGatesBothWays • employment of staff to deliver personalised programs and support to staff, students and families in the area of Wellbeing <p>The allocation of this funding has resulted in the following impact: The allocation of the SSO role has resulted in targeted assistance being offered to individual students, groups, cohorts, staff and families. Expert Wellbeing knowledge is a direct impact of this role supporting individualised case management and support to the Wellbeing team.</p> <p>After evaluation, the next steps to support our students will be: After Evaluation the next steps to support our students with this funding will be to increase Professional Learning delivered by SSO to whole staff to make Wellbeing every bodies business.</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"> • Other funded activities

<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Our APCI meets regularly with each member of the executive team to support the planning for the development of our classroom teachers. • The APCI drives data analysis with is shared with the executive team and classroom teachers. • Their role supports them to work shoulder to shoulder with classroom teachers to drive improvements in teaching and learning within all primary classrooms. • They run PL for both executive and class teachers around literacy and numeracy evidence based practices. <p>The allocation of this funding has resulted in the following impact:</p> <p>The allocation of this funding has resulted in increased staff capacity to analyse data to drive improvement, staff being prepared for the implementation of the new K-2 syllabus documents and curriculum, enhanced processes for collaboratively developing focus areas and targets to drive school planning.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Streamlined processes for team teaching, demonstration lessons, and collaborative planning of teaching and learning, as well as a focus on preparing for the 3-6 syllabus release in 2024.</p>
--	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	840	837	847	857
Girls	753	804	792	780

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 has 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.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.4	93.6	89.6	87.1
1	93.0	91.8	91.2	84.9
2	93.7	93.7	89.5	83.2
3	91.3	93.8	91.8	84.8
4	93.0	91.5	90.9	85.4
5	92.8	90.9	87.2	84.2
6	90.5	93.8	87.5	82.6
7	88.9	90.5	87.8	82.2
8	84.0	88.6	81.0	78.8
9	84.8	87.5	82.2	73.6
10	78.9	87.4	77.8	74.0
11	82.0	83.0	72.1	68.3
12	83.6	89.1	81.0	77.1
All Years	85.5	88.8	82.4	77.5
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
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	8	6
Employment	15	36	34
TAFE entry	33	14	9
University Entry	0	0	35
Other	15	11	0
Unknown	0	31	16

Year 12 students undertaking vocational or trade training

27.27% of Year 12 students at Wadalba Community School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.2% of all Year 12 students at Wadalba Community School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	4.2
Head Teacher(s)	16
Classroom Teacher(s)	80.04
Learning and Support Teacher(s)	2.7
Teacher Librarian	1.6
School Counsellor	3
School Administration and Support Staff	24.29
Other Positions	1.8

*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	-274,226
Revenue	21,584,287
Appropriation	21,160,221
Sale of Goods and Services	8,649
Grants and contributions	413,105
Investment income	2,012
Other revenue	300
Expenses	-20,597,583
Employee related	-19,067,412
Operating expenses	-1,530,171
Surplus / deficit for the year	986,704
Closing Balance	712,478

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	581,327
Equity Total	1,949,942
Equity - Aboriginal	257,638
Equity - Socio-economic	1,138,748
Equity - Language	19,209
Equity - Disability	534,347
Base Total	15,701,526
Base - Per Capita	421,530
Base - Location	0
Base - Other	15,279,996
Other Total	1,802,915
Grand Total	20,035,710

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

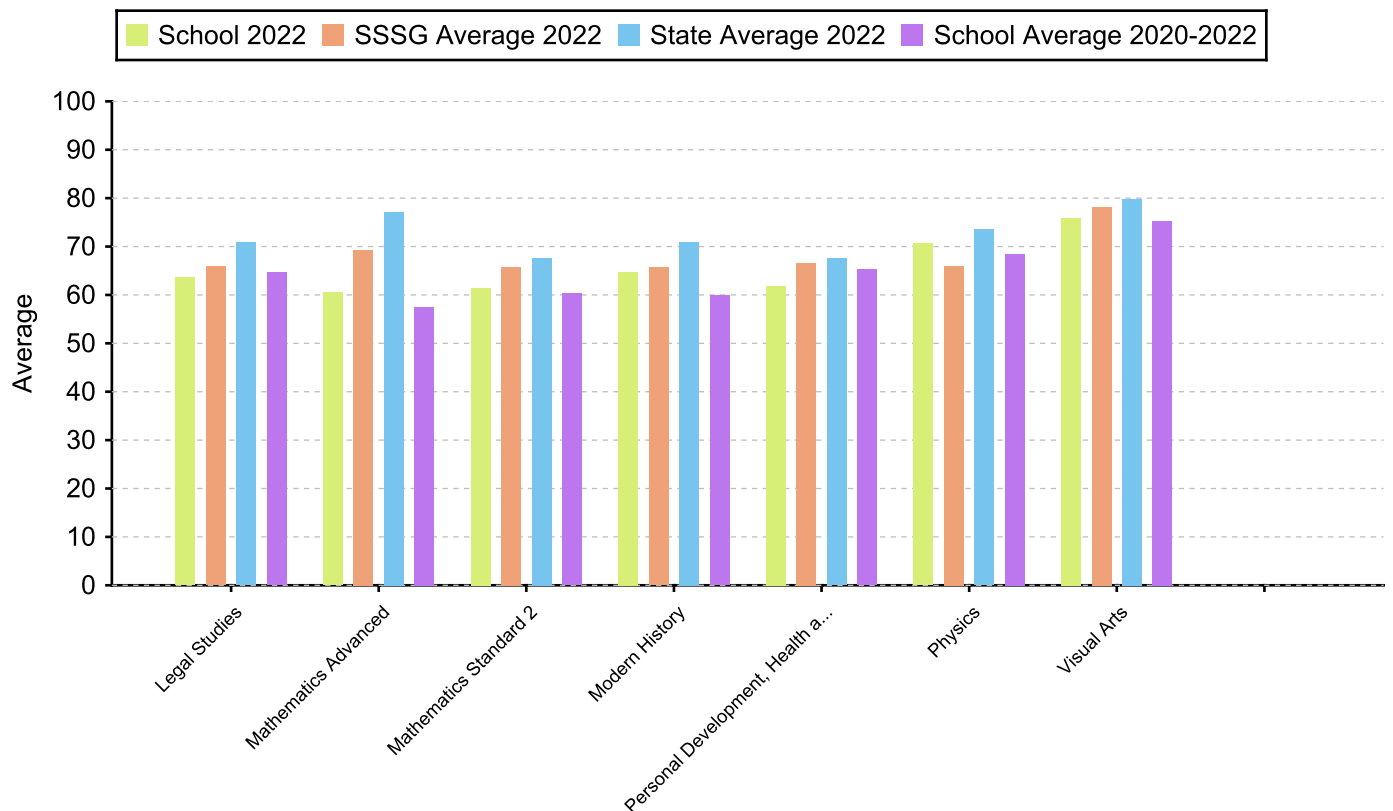
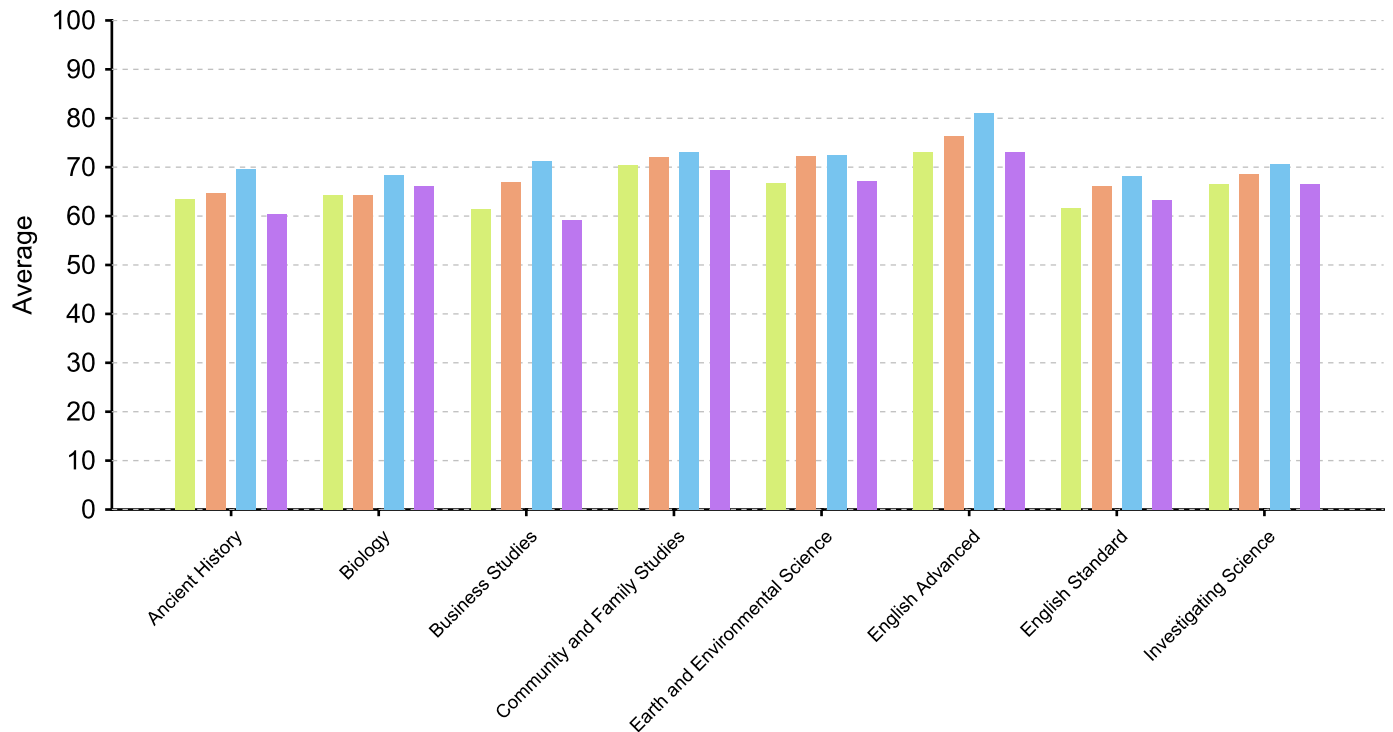
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	63.5	64.8	69.6	60.3
Biology	64.4	64.3	68.5	66.2
Business Studies	61.4	67.0	71.2	59.1
Community and Family Studies	70.5	72.0	73.2	69.4
Earth and Environmental Science	66.8	72.4	72.5	67.1
English Advanced	73.1	76.3	81.0	73.2
English Standard	61.6	66.2	68.1	63.3
Investigating Science	66.5	68.7	70.6	66.5
Legal Studies	63.6	65.9	70.8	64.7
Mathematics Advanced	60.5	69.3	77.1	57.5
Mathematics Standard 2	61.4	65.8	67.6	60.3
Modern History	64.7	65.7	70.9	59.8
Personal Development, Health and Physical Education	61.9	66.7	67.5	65.2
Physics	70.6	66.0	73.5	68.4
Visual Arts	75.9	78.1	79.8	75.3

Parent/caregiver, student, teacher satisfaction

The school seeks the opinions of parents, students and teachers about the school. This includes Tell Them From Me Surveys, other surveys, focus groups, forums and informal discussions as part of the school planning and evaluation process. Based on feedback, we continue to look at ways to enhance the focus on informing families about learning to assist their children as well as ways to connect with our families that recognises their preferred approaches.

We have continued to build positive parent engagement to enrich student learning and wellbeing. All newsletters are emailed home with print copies provided to parents that request them. All primary classes and teachers utilise the Class Dojo app, which encourages two-way communication. Each primary class sends home a class information book at the start of the year, along with a learning newsletter each term. Schoolwide we continue to utilise the school Twitter, YouTube and Facebook accounts for reminders and celebrations of student learning.

At Wadalba we encourage student voice through TTFM surveys, forums and focus groups. 2022 topics some of the areas of focus included Extension groups, HP&G practices, Aboriginal Education, High Expectations, Attendance and school culture. From this we were able to strategically plan our professional learning for staff K-12 around HP&G practices, expand on our use of Dhinewan mentoring groups and cultural room for our Aboriginal and Torres Strait Islander students, and reflect student voice in the development of the K-12 behaviour continuum.

In 2022 in feedback was collected from families on Aboriginal Education and ways to connect our students. Findings showed that families supported the way in which funding was utilised and expressed that their children's felt connected to the school and their culture. Feedback was given regarding the need for a cultural space which will be initiated in 2023.

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.