

2023 Annual Report

Wagga Wagga Public School



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Introduction

The Annual Report for 2023 is provided to the community of Wagga Wagga 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

Wagga Wagga Public School

Gurwood St

Wagga Wagga, 2650

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

waggawagga-p.school@det.nsw.edu.au

6921 3398

School vision

Within a caring, collaborative and inclusive environment, Wagga Wagga Public School students will embrace the future as confident, resilient, creative and empathetic learners, who will achieve success today and be empowered to navigate the challenges of tomorrow.

School context

Wagga Wagga Public School is located in a large regional centre on the land of the Wiradjuri people. It has a proud history of providing a quality education as the first primary school in Wagga Wagga.

Currently, it provides education for approximately 400 Kindergarten to Year 6 students within a caring, collaborative and inclusive environment. The school embraces families from a range of socio-economic backgrounds, including approximately 7% Aboriginal and Torres Strait Islander students and 16% from a non-English speaking background.

At Wagga Wagga Public School we support students to be happy, safe and active participants in their educational opportunities, to develop a love for learning and to pursue their personal best. This is achieved by ensuring evidence-based best practices are implemented in the classroom as well as in school leadership and management.

Through the completion of the situational analysis and in consultation with the whole-school community, including Aboriginal Education Consultative Group, our high level areas for improvement were identified as using data to inform student learning, teacher collaboration to drive improvement and student wellbeing and connections.

An active and collaborative Parents and Citizens' Association lead the parent community in supporting the school's continual improvement and actively nurture the positive school culture which exists and grows each year.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to optimise student learning outcomes in Literacy and Numeracy, we will know where our students are and where they will progress to next in their learning.

Initiatives

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

- Data-Informed Practice
- Student Learning

Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Socio-economic background

Low level adjustment for disability

Summary of progress

In 2023, our focus was on creating a shared understanding of the new English and Mathematics units, as part of the Department's curriculum reform. Staff were released for an additional hour each week to familiarise themselves with the new syllabus documents, complete micro-learning and to access resources to support the implementation of the new units. We maintained a reduced classroom teaching load for our executive team to work in collaboration with the newly appointment Assistant Principal, Curriculum and Instruction (APCI). This helped to build skills and knowledge of the leadership team to deliver professional learning and support staff. We reshaped our professional learning model to provide opportunities for data-analysis in stage groups and to support teacher moderation activities for student reporting. Fortnightly executive meetings were scheduled and led by the APCI to deliver new learning to the Assistant Principals, which was delivered during staff meetings to all staff. To support staff in building their capacity for data-informed practice, Essential Assessment was purchased for Mathematics and Literacy, and financial resourcing was allocated to support the engagement of staff to participate in formal training. Stage teams worked collaboratively to analyse the data provided by this assessment tool and assessment schedules and teaching programs were adjusted to address student need. Assessment data highlighted students requiring additional support and the introduction of an additional intervention teacher was introduced at the start of Semester 2. With the support of COVID ILSP funding and additional school funds, we employed two learning and support interventionist teachers. Student learning was supported with the implementation of tutorial groups from Years 1-6 for reading and numeracy and targeted students working 'off the boil' and for remedial support. Student learning outcomes were monitored with the use of the progressions and internal formative assessments. Learning Support teachers updated PLAN2 data each term and communicated progress with students and classroom teachers. Data indicated steady growth for students involved in the tutorial groups and classroom teachers identified the development of transferred skills in the classroom.

Data-informed practice remains an area for development, as recognised by staff during our annual stage reflections, performance and development planning reviews, and our self-assessment against the school excellence framework. In 2024, we have identified that a systematic and authentic approach for collecting data is necessary and professional development in learning how to use this data to direct differentiation and explicit instruction will be addressed within our professional learning model. Funding will be allocated to maintain the additional relief from face to face time for executive staff, to continue their approach in collaborative planning, data analysis and school practices, for improved student learning. The executive team will be released from class one day a week to plan for professional learning, to support their stage team with demonstration and observation lessons, and to ensure consistency of practice in classrooms across the school. Professional learning funding will be allocated to maintain the additional 1 hour curriculum reform release for all staff, to support ongoing teacher learning and development. The Assistant Principal Curriculum and Instruction role will play a vital role in supporting staff with data analysis and assessment planning, and low level adjustment for disability funding has been allocated to support an additional 0.2 top up to maintain a full-time FTE for the 2024 school year. The employment of two x 0.6 interventionist teachers will be employed to maintain additional tutoring for students requiring remedial support and students 'off the boil'.

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
An increase in check-in assessment mean scaled score for reading in Year 5 for 2023 compared to Year 4 in 2022.	The mean scaled score of year 3 and 5 students has increased from 2022 to 2023 in reading.
An increase in check-in assessment mean scaled score for numeracy in Year 5 for 2023 compared to Year 4 in 2022.	The mean scaled score of year 3 and 5 students has increased from 2022 to 2023 in numeracy.

Strategic Direction 2: Effective Classroom Practice

Purpose

To improve teacher quality, teachers work collaboratively to drive the implementation of evidence-based practices to meet the needs of all students.

Initiatives

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

- Teacher Collaboration
- Evidence-Based Teaching

Resources allocated to this strategic direction

English language proficiency
Aboriginal background
Beginning teacher support
QTSS release
Low level adjustment for disability
Professional learning
AP Curriculum & Instruction
Per capita

Summary of progress

In 2023, our focus was on strengthening teacher collaboration by reshaping our professional learning model. We provided opportunities for our stage teams to work together to discuss, share and reflect on effective practice at weekly staff meetings. The leadership team prioritised significant time in discussing approaches to leading, which fostered consistent and collaborative practices within and amongst stage teams. As evidence through termly staff feedback, TTFM and People Matters Survey results, our approach to delivering professional learning K-6 and in pairing back new learning to allow for consolidation, and time for sharing, reflection and feedback, was well-received and effective in fostering teacher collaboration. Timetabling was carefully considered to ensure mentoring of experienced teachers for beginning teachers, and opportunities for the executive staff to support their stage teams. We continued building programming and planning time into our meeting agenda, and staff were able to prepare together for the term ahead. The executive team were provided with a reduced teaching load, supported by school funding, to allow for collaboration in leading teaching and learning K-6. The APCI led professional learning with the executive each week, to build their capacities in supporting curriculum reform, informed by evidence based teaching.

The APCI supported the implementation of the new units by providing demonstration and observation lessons in the K-2 classrooms, providing feedback for improved practice. The APCI provided an interactive timetable to staff so they could access mentoring and support, at point of need. In preparing our Stage 2 and Stage 3 staff for the implementation of the new curriculum, planning days were resourced to engage staff in professional learning related to the new Literacy and Numeracy curriculum and units. Staff were supported by their supervisors and APCI in planning their teaching and learning programs and the creation of supporting resources.

In 2024, the leadership team will continue working closely with the APCI in strengthening their skills, knowledge and use, of the new curriculum and units and continued collaboration between staff. An additional RFF teacher will be employed using QTSS and professional learning funds to relieve teachers for an additional hour a week. Casual funds will be allocated to allow for stage planning days, as required. The executive team will remain off class for one day a week to work collaboratively in leading professional learning and school processes and in overseeing staff performance, practice and programming.

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
An improvement in SEF SaS element effective classroom practice from	SEF SaS element 'effective classroom practice' remains at delivering .

delivering to sustaining and growing.	
An improvement in SEF SaS element Learning and Development from delivering to sustaining and growing.	SEF SaS element Learning and Development remains at delivering .

Strategic Direction 3: High Expectations Culture

Purpose

To maximise improvements in wellbeing and whole-school engagement, we will consult with our community, develop a culture of high expectations and establish and maintain positive relationships.

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.

- Student Wellbeing
- Community Connections

Resources allocated to this strategic direction

Socio-economic background
Low level adjustment for disability
Professional learning
New Arrivals Program
Refugee Student Support
English language proficiency
Location
Integration funding support

Summary of progress

In 2023, our focus was on building the capacity of the leadership team to fulfill and lead whole-school wellbeing processes and practices. Whilst the shared delegation of many of the wellbeing responsibilities proved to be successful in maintaining a consistent and reliable approach to meeting wellbeing and community priorities, the administrative load of this shared role across the leadership team, was significant. Consequently, we identified the need to reduce the teaching load of an executive team member to introduce a 0.2 Wellbeing administrative position. This new role was implemented in Semester 2 and supported the completion of wellbeing administration including, access requests, liaising with external stakeholders, preparing Individual Education Planning (IEP) meetings, directing counsellor caseloads and preparing paperwork for health care professionals. As a result of this established role, we saw an increase in Integration Funding Support and access to Out Of Home Care funding, providing greater wellbeing, behaviour and academic support for our students. IEP meetings and plans were successfully conducted and reviewed., enhancing community connections, and efficient reporting and feedback to parents was maintained. People Matters and Tell Them From Me survey results indicated that staff felt well supported and parents shared that our school's communication with families was strong.

To further support student wellbeing, we allocated extensive operational funding to maintain the employment of: 2 x Learning and Support teachers; an Aboriginal Education Officer; and eleven School Learning and Support Officers. These roles enabled our school to provide: targeted literacy/numeracy support to over 100 students throughout the year; access to meaningful cultural sessions, targeted support for our EALD students; improved communication structures with our non-English speaking families through the development of stronger partnerships with external agencies, including Red Cross and Multicultural Council; and targeted academic, physical, social and behavioural support for Integration Funded students. We utilised New Arrival Program funding to employ 2 x 0.8 School Learning Support Officers who provide targeted language intervention for 15 EAL/D students. 2023 Tell Them From Me data reported increases in students identifying positive wellbeing and a sense of belonging and internal academic assessment data indicates steady growth.

In 2024, we will be increasing the administrative wellbeing role to 0.4, allowing more time for professional learning and a greater reduction of wellbeing administrative responsibilities on the leadership team. In recognising the success of our interventionists, we will be employing 2 x Learning and Support teachers again, an Aboriginal Education Officer, and 10 SLSOs. With community connections remaining a strong focus again in the 2024 school year, parent feedback, family engagement and involvement and strong communication will be prioritised. Behaviour and Attendance reviews will remain part of our professional learning model, providing opportunities for data review, parent consultation and planning. WWPS maintains high expectations by ensuring that the needs of our community are met, and increasing P&C engagement, for continued and ongoing feedback, will be a focus.

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 the percentage of students reporting positive wellbeing from Tell Them From Me Wellbeing data (advocacy, sense of belonging, expectations) by 5%.	The percentage of students reporting positive wellbeing from Tell Them From Me Wellbeing data (advocacy, sense of belonging, expectations) increased by 1%.
Increase the percentage of student attending more than 90% of the time by 3%.	The percentage of students attending more than 90% of the time increased by 17% from 2022.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,594.54</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Connections <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: This funding was used to support new arrival students. These students recieved targeted supported from a qualified EALD SLSO and developed their emerging language learning goals.</p> <p>After evaluation, the next steps to support our students will be: We will continue to use this funding to support New Arrival students to develop English skills.</p>
<p>New Arrivals Program</p> <p>\$37,345.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Wagga Wagga Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist staff to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: This funding was used to employ specialist staff which resulted in improved engagement and academic progress for our EALD students, improved relationships with external agencies and community connections.</p> <p>After evaluation, the next steps to support our students will be: NAP funding will be used again in 2024 to employ 2 x EAL/D specialist staff to support English skills, student wellbeing and school engagement for EALD students and their families.</p>
<p>Integration funding support</p> <p>\$475,834.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wagga Wagga Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Connections <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Integration Funding Support was used to employ SLSOs to support students in accessing the curriculum. This resulted in the majority of students achieving or making growth towards their learning support goals. It supported student wellbeing, social and emotional targets and academic</p>

<p>Integration funding support</p> <p>\$475,834.00</p>	<p>progress.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used to employ SLSOs to continue to provide additional support to students with additional needs.</p>
<p>Socio-economic background</p> <p>\$63,868.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wagga Wagga Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Learning • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support student tuition programs <p>The allocation of this funding has resulted in the following impact: This funding was used to employ a learning support specialist teacher, resulting in remedial support for students working below benchmark. These tuition groups helped to consolidate classroom learning and was effective in contributing to student progress in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used in 2024 to employ an interventionist teacher for 3 days a week.</p>
<p>Aboriginal background</p> <p>\$39,033.43</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wagga Wagga Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teacher Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: This funding resulted improved sense of belonging, wellbeing and improved cultural engagement for First Nations students. The maintained employment of an Aboriginal Education Officer resulted in specialised teaching and learning, embedding culture into school programs, wellbeing activities and Key Learning Areas. Staff worked along side the AEO to observe and support teaching and learning. Students involved were highly engaged in learning experiences, and we saw the establishment and maintenance of positive school and local community relationships for improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: The ongoing employment of an Aboriginal Education Officer will continue into 2024, with greater scope for improving staff capacity through Professional Learning and extending support to all stages. The AEO will be available to support staff in facilitating improved community engagement, including students and their families with the Personalised Learning Pathways process.</p>

<p>English language proficiency</p> <p>\$61,734.48</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wagga Wagga Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teacher Collaboration • Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: This funding resulted in all students identified with English and/or language proficiency needs, being allocated learning support time throughout the week with an experienced and specialised EALD SLSO, to engage in explicit and differentiated English and Numeracy support. As a result, all students demonstrated growth in English and Mathematics and increased confidence in engaging with the curriculum, and their teachers and peers. The employment of this teacher also supported staff in seeking external provider support to communicate and engage effectively with families, to support individualised student learning needs.</p> <p>After evaluation, the next steps to support our students will be: The employment of a learning and support teacher to continue delivering expert support to students identified as EALD, will continue with the support of these funds in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$163,108.99</p>	<p>Low level adjustment for disability equity loading provides support for students at Wagga Wagga Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Learning • Teacher Collaboration • Student Wellbeing • Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: This funding resulted in Increased support for students with disabilities and/or additional needs, not supported by Integration Funding. As a result of the employment of additional SLSO staff, we have been able to adequately and effectively support all students and staff in ensuring equitable access to teaching and learning experiences, both within the classroom and playground, and to support the development and implementation of teaching resources to improve student outcomes. With greater support in the classroom and playground, we have been able to decrease student behaviour incidences, increase student and staff wellbeing and to ensure the delivery of targeted and individualised learning programs for improved student growth.</p> <p>After evaluation, the next steps to support our students will be: Low Level adjustment for disability funding support, will be used to employ additional School Learning and Support Officers next year, to ensure the</p>

<p>Low level adjustment for disability</p> <p>\$163,108.99</p>	<p>continuation of high-level educational support for all students.</p>
<p>Location</p> <p>\$2,233.82</p>	<p>The location funding allocation is provided to Wagga Wagga Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Connections <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support wellbeing (eg uniform costs) <p>The allocation of this funding has resulted in the following impact: This funding resulted in equitable access to school activities, ensuring improved participation, learning and wellbeing for all students. As a result our TTFM results from students and parents recorded improved student wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Location funding will be used to continue supporting students experiencing financial hardship and disadvantage.</p>
<p>Professional learning</p> <p>\$40,387.83</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 Wagga Wagga Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Based Teaching • Student Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: This funding was used to support casual relief for staff to engage in stage planning days. This resulted in providing time for staff to engage in professional learning, with the support of the APCI, in preparation for the implementation of the new curriculum. We have noted great improvements with collegiality of staff and a consistent approach to best practice and teaching and learning across the school.</p> <p>After evaluation, the next steps to support our students will be: Professional learning funds will be used again in 2024 to provide casual relief for staff to engage in planning days and to support mentoring support from the APCI and Assistant Principals.</p>
<p>QTSS release</p> <p>\$80,608.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wagga Wagga Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-Informed Practice • Teacher Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support

<p>QTSS release</p> <p>\$80,608.61</p>	<p>classroom programs</p> <p>The allocation of this funding has resulted in the following impact: This funding was used to release the executive team each week, to provide demonstration and observation lessons for staff. Supervisors oversaw the Performance and Development process and monitored teaching and learning programs to ensure consistency and alignment with school targets and processes. As result, staff reported that they were well-supported and collaboration and consistency of practice between staff, was improved.</p> <p>After evaluation, the next steps to support our students will be: In 2024, this funding will be used for the continuation of extra release time for executive staff to support stage teams in delivering school programs aligned with professional learning.</p>
<p>COVID ILSP</p> <p>\$72,372.51</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the monitoring of COVID ILSP funding • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: This funding allowed students identified as working below curriculum benchmarks to receive intensive learning and support as part of the COVID ILSP program, meeting individualised learning goals and working towards school targets of improving expected growth and students achieving the top two NAPLAN bands for Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: If this funding continues in 2024, the employment of interventionist staff will be continued to provide learning and support for the improvement of student growth and attainment, working particularly with students working below expected outcomes as identified through internal assessment data. In 2024, our APCI will oversee the COVID ILSP program and support staff in assessing data and planning for teaching and learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	217	183	195	209
Girls	240	214	215	220

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.1	95.0	90.0	94.1
1	91.8	95.6	90.6	91.9
2	94.7	93.9	90.3	93.5
3	92.4	94.5	89.7	93.2
4	91.7	94.4	89.9	92.3
5	94.7	90.9	89.4	92.9
6	94.9	95.2	87.1	92.8
All Years	93.7	94.2	89.5	92.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.8
Classroom Teacher(s)	16.05
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.05
Other Positions	3

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	679,721.84
Revenue	5,607,211.31
Appropriation	5,444,820.15
Sale of Goods and Services	9,887.61
Grants and contributions	135,499.11
Investment income	16,204.44
Other revenue	800.00
Expenses	-5,627,339.47
Employee related	-5,058,831.00
Operating expenses	-568,508.47
Surplus / deficit for the year	-20,128.16
Closing Balance	659,593.68

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.

	2023 SBAR Adjustments (\$)
Targeted Total	448,832
Equity Total	327,746
Equity - Aboriginal	39,033
Equity - Socio-economic	63,869
Equity - Language	61,734
Equity - Disability	163,109
Base Total	3,065,571
Base - Per Capita	106,707
Base - Location	2,234
Base - Other	2,956,631
Other Total	1,203,294
Grand Total	5,045,443

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency. These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2023 the school sought the opinions of students, parents and teachers using the Tell Them From Me surveys.

Parent satisfaction with Wagga Wagga Public School continues to be high with most parents agreeing that the school, as a learning community is a welcoming, caring and safe environment for all. In 2023, we remained focused on seeking feedback in four areas: Safety at school, Positive behaviour, Inclusive school practices; and school culture.

The Tell Them From Me data indicated that our parents feel behaviours are dealt with in a timely manner and their child feels safe at school and that the school helps to prevent bullying. High scores were also recorded by parents recognising that their children are clear about the expectations of school behaviour and that their children are encouraged by staff to do their best work. Inclusive practices are evident across the school and parents feel highly satisfied with how their children are supported by teachers socially, emotionally and academically. Parents recognise the strong communication practices across the school and feel well informed on all aspects of their child's education.

Analysis of the student data revealed that students held very positive thoughts and views about many aspects of their schooling and education in general. With a strong focus on developing and maintaining a positive school culture in 2023, we saw some very pleasing improvements in terms of student well-being. A strong sense of belonging (71%) and positive behaviour (91%) were good indicators that the students had great expectations for success. These results help to direct our whole-school approaches into the future.

Teachers were surveyed using the eight drivers of student learning and the four dimensions of classroom and school practices. Teachers rated the leadership, collaborative practices, teaching strategies in the top range and the strong learning culture and Inclusive practices in the higher range.

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.