

2023 Annual Report

Wamoon Public School



3364

Introduction

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

Wamoon Public School

Oxley Road

Wamoon, 2705

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

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

6955 9492

School vision

At Wamoon Public School we ensure all students can achieve in a supportive environment underpinned by high expectations, effective classroom practice and authentic community partnerships.

School context

Wamoon Public School, with a current enrolment of 28 students, including 11 Aboriginal students, is a rural school located in the Riverina, 8 kilometres from the Leeton township on Wiradjuri land. Our school enrolment has remained stable over the past 5 years.

Our staff consists of a mixture of experienced and early career teachers. We use financial resources to fund the employment of an additional classroom teacher to provide additional learning support. School Learning Support Officers support or contribute to learning support programs. We receive support from an Assistant Principal Curriculum and Instruction who provides professional learning to ensure continuous improvement in teaching practice. We are part of the National School Chaplaincy Program which supports student wellbeing programs.

Through our situational analysis, we have identified the need to continue to embed high quality, evidence-based teaching practices with a focus on explicit teaching strategies. Staff will increase their effectiveness to differentiate curriculum and assessment to individual learners. We identified that we need to strengthen our processes of utilising student data before, during and after teaching to embed whole-school monitoring as an expectation. We will build on existing frameworks to highlight collaborative practice as a vital process to achieve continuous improvement of teacher quality.

We continue to focus on student wellbeing with strides being made in recent years to improve practices. Positive wellbeing programs include our breakfast program, targeted resilience coaching and kitchen garden initiative. We value the opinions of our community and students, and use both Tell Them From Me snapshots as a reflective tool to question what we do well and how we can do it better.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and attainment in Reading and Numeracy, staff with effective classroom practice, informed by student data, will implement explicit teaching strategies to prepare students to function in everyday life.

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.

- Effective Classroom Practice
- Data Skills and Use in Reading and Numeracy

Resources allocated to this strategic direction

Socio-economic background
Aboriginal background
Low level adjustment for disability
Literacy and numeracy
Integration funding support
Per capita
AP Curriculum & Instruction
QTSS release

Summary of progress

The focus for the strategic direction Student Growth and Attainment for 2023 was on staff implementing and embedding the most effective explicit teaching methods in reading and numeracy, drawing on evidence-based practices to select methods which support the learning of all students. Coaching opportunities supported identified explicit teaching areas of focus for classroom teachers. Consistent school-wide practices for assessment were used to monitor, plan and report on student learning in reading and numeracy. Staff also increased their effectiveness in using student data to drive teaching and learning. Data collection was systematic and embedded into daily teaching practice. This involved supporting student growth and attainment through effective, data informed classroom practice in reading.

Effective Classroom Practice

This involved identifying opportunities to establish systems for regularly sharing professional learning with all staff, with the highest priority given to evidence-based teaching strategies in reading. The school aimed to increase staff understanding of effective evidence-based teaching strategies for reading, through establishing regular communication channels to share recommended professional readings and learning opportunities. A weekly staff newsletter was established with a dedicated professional learning component. This newsletter was distributed to all staff and they were encouraged to continue to develop their understanding of current evidence-based reading practices and strategies. The weekly communication proved to be a useful tool for distributing professional reading and learning opportunities to all staff including teaching and support staff. This has enabled informal conversations with staff on a regular basis relating to the professional readings shared. At this stage the professional learning shared is not strategically planned and no formal opportunities for follow up on understanding or impact on teacher practice or student learning have been embedded.

As a result all teachers and support staff have had increased exposure to professional reading and learning opportunities focused on building a consistent understanding of evidence-based reading instruction across the school. The school will build on this in 2024, with a continuation of the weekly opportunities to share professional readings but also develop a formalised strategic planned approach for professional learning that embeds opportunities for collaborative discussions and professional development. This focus will build understanding, refining practice and measuring impact on student learning which will support the implementation of the most effective evidence based teaching methods. A narrow focus will be maintained on a whole school approach to reading and mathematics that ensures evidence-based teaching methods optimise learning progress in reading and mathematics. This will include additional professional learning and implementation of whole school English and Mathematics scope and sequences which will support further improvement towards the provision of high-quality differentiated teaching programs that are responsive to student assessment data. The Narrandera Small Schools Network will commence drafting an English K-6 Scope and Sequence and trial the K-6 Mathematics Scope and Sequence with full implementation planned for 2025. These initiatives will support further improvement towards implementing and embedding the most effective explicit teaching methods drawn on evidence-based practices to improve student learning.

Data Skills and Use in Reading and Numeracy

This involved auditing current school systems and processes to collect and analyse student achievement data in Reading and Numeracy. The school aimed to accurately track student achievement and growth over specific timeframes and ensure consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. A document has been developed to track and triangulate reading and mathematics achievement data for all students from multiple internal and external assessments. As a result this tracking tool has provided clarity to directly compare student achievement data to stage expectations and also consistently track student growth across the year. Through use of the tool the school has been able to clearly identify which students are achieving above, at or below stage expectations and also interpret individual student growth across the 2023 academic year.

In 2024 the focus will be on reviewing and updating school assessment implementation and data collection expectations documentation to ensure consistency of assessment and systematic collection of valid and explicit data to support and implement targeted intervention which will support further improvement in student growth and attainment. The school will develop structures to support staff to understand data and how to effectively analyse and use data to drive teaching and learning programs. The school will maintain a narrow focus on data analysis and data literacy for all teaching staff moving into 2024. This will support student growth analysis in reading and mathematics and up-skill teachers with the support of a whole school assessment schedule. Timetabled professional learning will include curriculum, assessment and reporting including how to best use data to moderate and triangulate multiple data sources. These initiatives will support further improvement towards developing consistent school-wide practices for data analysis that is systematic and informs teaching and learning.

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
Students in Years 3 and 5 demonstrate achieving expected growth in Reading using internal assessments.	Most students in Years 3 and 5 have demonstrated growth in Reading, using internal assessments. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Students in Years 3 and 5 demonstrate achieving expected growth in Number using internal assessments.	Most students in Years 3 and 5 have demonstrated growth in Number, using internal assessments. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Continuous Improvement

Purpose

To ensure every student, teacher and leader continuously improves, teachers will participate in targeted professional learning underpinned by collaboration, feedback and reflection.

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.

- Instructional Leadership

Resources allocated to this strategic direction

Professional learning
QTSS release
AP Curriculum & Instruction

Summary of progress

The focus for 2023 was on continuous improvement of teaching through instructional leadership. Teaching and non-teaching staff worked in a professional learning community to implement differentiated programs based on evidence-informed practices. Professional learning was aligned to the Strategic Improvement Plan and utilised coaching and mentoring to focus on improvement of practice for all staff. This involved the school leadership team utilising the High Impact Professional Learning (HIPL) resources, including e-learning and professional readings to build an understanding of best practice in designing professional learning for all school staff. An audit of current professional learning structures, processes and practice was undertaken through the use of the HIPL self-assessment tool. As a result reflection on each of the elements within the HIPL self-assessment tool indicated the school is currently working towards achieving in each element.

In 2024 the focus will be on implementing suggested strategies from the HIPL self-assessment analysis to move the school towards achieving delivering in each element of the High Impact Professional Learning framework which will further support explicit systems for professional learning that ensure the ongoing development and improvement for all staff. The annual Performance and Development Plans will be strategically used with all staff to align whole school professional learning with individual staff needs, school strategic directions and priorities. These initiatives will support further development towards continuous improvement through instructional leadership, further professional learning utilising a coaching and mentoring model and the implementation of differentiated teaching and learning programs to increase the learning outcomes for all students.

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
There will be an uplift in the number of students achieving individual learning goals in Reading, Numeracy, Attendance and Wellbeing.	Intervention programs have supported students to access learning opportunities aligned to specific differentiated individual learning goals in reading and mathematics. All students have received ongoing support to improve attendance and reach personalised attendance goals.
There will be evidence of teachers participating in professional learning aligned to school strategic directions and underpinned by collaboration and reflection.	All teachers and support staff have participated in collaborative conversations and had access to professional learning opportunities aligned to the school strategic directions.

Strategic Direction 3: Student Wellbeing

Purpose

In order to support student wellbeing and engagement we are focused on implementing evidence based processes and practices which maximise our students' social, emotional and behavioural engagement.

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.

- Learning Culture & Wellbeing

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Location

Summary of progress

The focus for 2023 was on student wellbeing through learning culture and the implementation of wellbeing initiatives.

This involved establishing a focus on students' wellbeing, utilising a strategic and direct approach to develop whole school wellbeing processes that support all students so that they can connect, succeed, thrive and learn, and to support positive respectful relationships to ensure optimum conditions for student learning across the whole school. The school consolidated evidence-based strategies to provide a strategic and planned approach to develop whole school wellbeing processes which will support students' positive mental health, resilience and happiness. This involved the school reviewing its current practice and in 2023 the school implemented 'The Resilience Project' and 'Smiling Minds' evidence based programs designed to support the wellbeing and resilience of both staff and students. Through the focus on the three key pillars of gratitude, empathy and mindfulness, it is anticipated that students and staff will cultivate positive emotions with emotional literacy as a foundational skill for positive wellbeing. Implementation of this program involved professional learning for staff followed by the introduction and implementation of the program for students from Kindergarten to Year 6, and the development of a whole school implementation scope and sequence to link both programs. As the year progressed, implementation was modified to ensure greater access and continuity for all students. Initial survey results taken at the commencement of the program indicated that students ranked themselves below national comparative data in relation to talking about things that upset them, and feeling good about themselves. By engaging in the program, it is anticipated that all students, over time, will be supported to make more positive choices through the enhancement of their emotional wellbeing and resilience. Staff also reported feeling more confident delivering this program as the year progressed. Next year in 2024, the school will continue 'The Resilience Project' for all year groups. This will support further improvements towards building the emotional intelligence and resilience of students and staff which will support students to have positive and respectful relationships with each other, their teachers and the community.

The attendance focus for 2023 was on employing evidence-based attendance strategies so that the whole community worked in partnership to demonstrate aspirational expectations of learning progress and achievement for all students, ensuring the Attendance policy and procedures meet accountability and support positive attendance. The school audited current attendance processes and developed a streamlined documented attendance cycle that outlines key responsibility and processes for all staff. Attendance articles were published in each school newsletter to increase parent understanding of the importance of regular attendance. Five-week attendance cycles were introduced to track and analyse student attendance data, inform families of individual student attendance rates through individualised letters and also to reward students who achieve success in achieving outstanding attendance of 95% or above within the cycle. As a result the school's current attendance rate has increased by 1% from 2022 with attendance greater than 90% increasing by 8% during the same timeframe.

In 2024 the focus will be the continuation of proactive attendance support including a focus on punctuality for all students. Professional learning for all staff will be provided to ensure consistency across the school in regard to attendance expectations, language and documentation. Processes to support students with concerning attendance will be reviewed and refined with all staff, to develop a culture of whole school responsibility. A formal Attendance policy and school-based procedures that was developed in 2023 will be implemented and expanded, which will support further improvement towards positive attendance and engagement for all students.

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 proportion of students attending greater than 90% of the time by 9%	The number of students attending greater than 90% of the time or more has increased by 8%.
Increase the percentage of students exhibiting positive wellbeing including advocacy, belonging and expectations from internal and external surveys.	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$37,283.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wamoon 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"> • Effective Classroom Practice <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. • Employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact: Embedding curriculum instruction time into weekly timetable resulting in point of need differentiated instruction for students. A consistent focus on using data to inform individual student needs resulting in the delivery of point of need individualised learning activities. A consistent focus of data informed teaching practices resulting in the delivery of differentiated curriculum. The introduction of student negotiated goal setting and accountability enabling student ownership of learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to support effective transition of year 6 students into the high school setting.</p>
<p>Socio-economic background</p> <p>\$98,983.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wamoon 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"> • Effective Classroom Practice • Learning Culture & Wellbeing <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 'The Resilience Project' to support student learning and wellbeing. • Employment of additional teachers and school learning support officers to deliver literacy intervention programs with students performing below the expected stage level. <p>The allocation of this funding has resulted in the following impact: All students accessing literacy instruction and support at point of need. 80% of students demonstrating growth from baseline to end of year internal literacy assessments. 23% of students demonstrating more than one year growth on internal literacy assessments.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage additional staff to deliver and support targeted literacy intervention programs to support the trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$39,827.81</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wamoon Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$39,827.81</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional teachers and school learning support officers to deliver literacy intervention programs with students performing below the expected stage level. • Employment of specialist additional staff (LaST) to support Aboriginal students. • Employment of specialist additional staff (SLSO) to support Aboriginal students. <p>The allocation of this funding has resulted in the following impact: All students accessing literacy instruction and support at point of need. 72% of Aboriginal or Torres Strait Islander students demonstrating growth from baseline to end of year internal literacy assessments. 27% of students demonstrating more than one year growth on internal literacy assessments.</p> <p>After evaluation, the next steps to support our students will be: 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. Engaging staff to deliver differentiated and personalised literacy and numeracy interventions and support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$35,436.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Wamoon 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Targeted students are provided with an evidence-based Multilit intervention programs to increase learning outcomes. <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to learning supports and interventions with an increased number of students accessing literacy intervention programs, resulting in 80% of students demonstrating growth in internal school literacy assessments.</p> <p>After evaluation, the next steps to support our students will be: Further expand the impact of the learning support team, provide additional support to identified students through trained School Learning and Support Officers and targeted literacy interventions.</p>
<p>Location</p> <p>\$10,129.98</p>	<p>The location funding allocation is provided to Wamoon 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"> • Learning Culture & Wellbeing

<p>Location</p> <p>\$10,129.98</p>	<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 excursions. • Technology resources to increase student engagement. <p>The allocation of this funding has resulted in the following impact: 94% of years 3-6 students participating in the overnight excursion. Increased opportunities for students to participate in many local excursions including sporting gala days and performing arts experiences with other local neighbouring schools. Technology ratio of 1:1 devices (laptops/desktop computers and iPads) for all students across the school.</p> <p>After evaluation, the next steps to support our students will be: Developing and implementing authentic connections (sporting, CAPA and literacy/numeracy) with other small schools in the area to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$6,691.02</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 Wamoon 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"> • Instructional Leadership • Learning Culture & Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher professional learning in 'The Resilience Project' program and additional teacher release to plan and implement the program in all classrooms. <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity to embed effective wellbeing practices into the teaching of Personal Development and fostering student wellbeing and engagement.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning for staff based on whole school and individual teacher identified needs.</p>
<p>QTSS release</p> <p>\$6,510.24</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wamoon 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 Skills and Use in Reading and Numeracy • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact: The Leadership team have supported teachers within classrooms and professional learning activities to embed evidence-based, high impact teaching strategies into their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide opportunities for the collaboration and sharing of professional practice. Support student learning and staff development by</p>

<p>QTSS release \$6,510.24</p>	<p>including the provision for teachers to engage in supported observation of teacher practices and feedback aligned to specific student and professional development goals.</p>
<p>COVID ILSP \$28,656.09</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 teachers/educators to deliver small group tuition. • Providing targeted, explicit instruction for student groups in literacy. <p>The allocation of this funding has resulted in the following impact: Targeted students receiving additional support in literacy, leading to growth and progress for all students.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement small group literacy and numeracy tuition using varying data sources to identify student need and plan responsive interventions.</p>
<p>Per capita \$8,588.58</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wamoon 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Provide additional release time for teachers to engage with and implement new curriculum. • Enhance teaching resources and student access to targeted literacy interventions. <p>The allocation of this funding has resulted in the following impact: Increased release from face-to-face for classroom teachers to familiarise and implement new English and Mathematics curriculum. An increase in students accessing literacy intervention programs. Access to quality literacy resources across the school.</p> <p>After evaluation, the next steps to support our students will be: Maintain increased release from face-to-face for teaching staff. Maintain student access and participation in targeted quality literacy interventions.</p>
<p>AP Curriculum & Instruction \$31,017.60</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"> • Data Skills and Use in Reading and Numeracy • Instructional Leadership <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Targeted, data informed intervention for students in literacy, utilising additional learning and support teacher staffing and collaborative planning

<p>AP Curriculum & Instruction</p> <p>\$31,017.60</p>	<p>for and development of targeted intervention.</p> <p>The allocation of this funding has resulted in the following impact: Supporting the delivery of evidence-based literacy interventions and programs and data driven practices through professional learning.</p> <p>After evaluation, the next steps to support our students will be: Assistant Principal Curriculum and Instruction to continue to support the delivery of professional learning in evidence-based literacy and numeracy programs and data driven practices. Whole school consistent, evidence informed approach to Literacy (whole class and interventions) approach developed and implemented in 2024.</p>
---	--

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	16	21	21	18
Girls	14	16	12	13

Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.7	91.1	93.3	
1	80.1	97.9	89.6	86.7
2	89.2	87.9	90.1	87.7
3	82.2	95.3	82.3	79.6
4	88.3	81.3	93.2	80.0
5	83.9	93.8	66.5	85.8
6	76.6	87.4	84.6	74.6
All Years	84.5	89.9	86.0	83.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	
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	90.5

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)	0.2
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.92

*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	133,846.20
Revenue	907,939.52
Appropriation	872,035.51
Sale of Goods and Services	634.51
Grants and contributions	31,697.41
Investment income	3,572.09
Expenses	-875,084.44
Employee related	-703,896.74
Operating expenses	-171,187.70
Surplus / deficit for the year	32,855.08
Closing Balance	166,701.28

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	22,368
Equity Total	174,248
Equity - Aboriginal	39,828
Equity - Socio-economic	98,984
Equity - Language	0
Equity - Disability	35,437
Base Total	530,865
Base - Per Capita	8,589
Base - Location	10,130
Base - Other	512,146
Other Total	56,464
Grand Total	783,945

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 (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). 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

In 2023, ongoing consultation has continued with parents, students, staff, and the wider community. The P&C has continued to be a key stakeholder in consultation and discussion around the school's Strategic Improvement Plan. To inform the Strategic Improvement Plan, parent, student, and teacher satisfaction was collected by means of collaborative conversations and surveys in 2023. Data has continued to indicate positive results in the perception of students, parents, and staff towards the school and continued support of the targeted directions taken in the Strategic Improvement Plan.

Students, teachers, and parents once again consistently responded positively around quality teaching and learning.

Tell Them from Me student survey data indicates:

- 80% of students surveyed felt accepted and valued by their peers. Notably a 22% increase from the previous year.
- 59% had scores putting students in the desirable quadrant of high skills and high challenge in their learning which is 6% higher than NSW score overall. There were no students in the least desirable quadrant of low skills and low challenge.
- The school mean of 7.8 showed students feel they have someone at school who consistently provides encouragement and can be turned to for advice as slightly higher than the NSW state mean of 7.7.
- Also, slightly higher than NSW State mean (7.5) students at Wamoon Public School indicated teachers set clear goals for learning, establishing expectations, check for understanding and provide feedback (7.6 mean).
- Students at Wamoon Public School understand there are clear rules and expectations for classroom behaviour (7.6 mean) slightly higher than the NSW State comparison (7.2 mean).

Tell Them from Me parent survey data indicates on a ten-point response scale:

- Parents rated feeling welcome at school 9.1. Parents indicated: they feel welcome when they visit (9.1), can easily speak with the principal (9.7) and are well informed about school activities (9.4).
- Parents rated feeling informed about school 8.2. Parents indicated: teachers inform them immediately when concerns arise about their child (9.1), feel informed about positive and negative behaviours of their child at school (8.8) and feel informed about their child's progress at school (8.4).
- Parents indicated the school supports positive behaviour with a mean score of 8.4. Parents indicated: teachers expect students to pay attention in class (8.9) and devote time to extra-curricula activities (8.4). Parents also indicated their child is clear about the rules for school behaviour (8.8).

Tell Them from Me staff survey data indicates on a ten-point response scale:

- Teachers rated leadership (8.3) higher than the state mean (7.1). Teachers indicated: they work with school leaders to create a safe and orderly school environment (9.3), school leaders help them create new learning opportunities for students (8.6) and leaders provide useful feedback about teaching (8.6).
- Teachers rated learning culture (7.8) slightly below the state mean (8.0). Teachers indicated: they fully engage students in lessons (8.6), talk with students about barriers to learning (8.2), monitor progress of individual students (8.2) and set high expectations for student learning (8.2).
- Teachers rated data informed practice (7.5) slightly below the state mean (7.8). Teachers indicated: assessments help them understand where students are having difficulty (8.2), they provide regular opportunities for students to improve (8.2), and they use formal assessment tasks to help students set challenging learning goals (7.9).
- Teachers rated technology (7.8) higher than the state mean (6.7). Teachers indicated: all students have opportunities to use computers and other interactive technologies during learning (8.6), they help students set goals for learning new technological skills (7.9), and help students overcome personal barriers to using technology (7.9).

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.