# 2023 Annual Report

## Wangi Wangi Public School

*Wangi Wangi*

PUBLIC SCHOOL

3373

# Introduction

The Annual Report for 2023 is provided to the community of Wangi Wangi Public School as an account of the school's operations and achievements throughout the year.

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

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## School vision

Wangi Wangi Public School aspires to achieve educational excellence where all students experience academic, social and emotional growth through innovative evidence-based teaching and learning practices.

## School context

Wangi Wangi Public School is situated on Awabakal land on the western shores of Lake Macquarie and has a current enrolment of 152 students with six classes. Wangi Wangi Public School services a wide variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 113.

Wangi Wangi Public School is a proud member of the Makillakan Aboriginal Educational Consultative Group (AECG) and is part of the Toronto Learning Community (TLC) which it joined in 2020.  Currently, 18% of our students identify as Aboriginal and Torres Strait Islander and 8% of students are from a language background other than English (LBOTE).

The school community has high aspirations for student wellbeing, literacy and numeracy and participation in extra curricular activities such as sport and the performing arts. In 2019 and 2020, the school underwent a significant new building project with three new school buildings comprising three classrooms (innovative learning spaces), administration building and a communal hall. This upgrade to existing school infrastructure has led to significant changes in school operations, school resourcing and learning environments.

Wangi Wangi Public School has an engaged and active Parents and Citizens Association. The Wangi Wangi P & C are committed to supporting the school through fundraising and school community events.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan:

1. Student growth and attainment - reading and numeracy

2. Wellbeing

Key focus areas of this school plan include formative assessment, student growth in reading and numeracy, explicit teaching, instructional leadership, behaviour and a planned approach to wellbeing. It is important to note that this builds upon the work undertaken in the previous school planning cycle around high expectations and high value add inclusive of rich data analysis to drive teaching and learning programs.

Consultation with the school community involved staff forums and focus groups, engagement with the Wangi Wangi Public School Parents and Citizens association and Itji-Marru AECG.

# 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

## Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Student learning in reading and numeracy will be maximised through effective assessment and data use practices to inform explicit and targeted teaching.

### 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.

- Evidence based practices
- Data skills and assessment

### Resources allocated to this strategic direction

### Summary of progress

### Initiative 1 - Evidence Based Practices

Significant school funding has been utilised to ensure ongoing success with activities that underpin this initiative. Funding has been allocated to:

- release teachers to collaborate with the APCI for planning days (x 5)
- release teachers for 1 hour per fortnight to plan with APCI on current whole school focus areas
- series of whole day professional learning for all teachers (10) with knowledgeable others, including Professor Noella Mackenzie and Professor Tessa Daffern
- release teachers to engage in peer observations to support feedback on the implementation of whole school expected practices

The whole school commitment in this initiative has led to high levels of student growth in literacy, due to our concerted and narrow focus. A planned focus on Numeracy was delayed due to the need to consolidate the implementation of significant K-6 pedagogical shifts in:

- explicit teaching of phonological awareness
- explicit teaching of phonics (reading)
- explicit teaching of phonics (spelling)
- retrieval practices and daily reviews (brain training) for phonics and phonological awareness
- writing - draw, talk, write, share and interactive writing

These pedagogical practices are now embedded in teaching and learning programs as teachers have been supported through demonstration lessons, collegial support and feedback. Surveys and focus group discussions revealed all teachers were supported through professional learning, demonstration lessons and team teaching. Documentary analysis and lesson observations (*walk throughs*) reveal that 100% are programming and implementing evidence based practices reading practices including the use of explicit phonics teaching, gradual release of responsibility with modelled instruction, daily reviews (brain training). This has been supported through clearly structured and organised curriculum through scope and sequences, daily non-negotiable expectations. Early assessment data indicates positive student learning growth in the areas of reading and spelling:

- Year 1 Phonics T1 screener - 78% of students met or exceeded state-wide benchmarks
- Year 3 Reading NAPLAN - 58% of students at Exceeding and Strong proficiency levels
- Year 5 Reading NAPLAN - 88% of students at Exceeding and Strong proficiency levels
- Year 3 & 4 Reading Check-In assessment - above similar schools
- Year 5 & 6 Reading Check-In assessment - above similar schools and state

### Initiative 2 - Data Skills and Assessment

Significant allocation of school funds and human resources has led to improvement in this initiative. This improvement was noted by the External Validation Panel report in August 2023 that located WWPS at Excelling for Data Skills and Use element. Targetted funding has been utilised to:

- release teachers 1 day per term for 1 on 1 diagnostic assessment for reading and numeracy
- release for teachers to collaborate on school-wide assessment schedules for reading and numeracy
- fortnightly APCI meetings with each teacher to develop the interpretation of PLAN2 learning progression data and assessment to inform targeted teaching

The use of targetted funding has enabled significant shifts in the use of data to inform teaching practices. It has also enabled our teachers to have more detailed knowledge of their students and how they learn via in-depth knowledge of

the learning progressions for literacy and numeracy. Based on the use of data and feedback from teachers during our recent situational analysis, the above practices will be business as normal at WWPS, with future funding to be dedicated towards these significant activities.

Based on our evaluation of these initiatives and analysis of student assessment data, in 2024 we will:
- Revise school non-negotiables and explicit teaching practices for numeracy
- Implement effective formative assessment practices that support student learning in literacy and numeracy, and all key learning areas
- Decommission ineffective assessment (internal) practices in reading comprehension for Years 3-6
- Continue our focus on writing to include more elements of the writing cycle.

## 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 |
|---|---|
| **Literacy progressions: reading**<br><br>Using 2022 student achievement, adjustments have been made with the aspiration of increased students achieving end of stage benchmarks in the sub-elements monitored below. Changes to K-2 syllabus and V3 of the Literacy Progressions have resulted in changes to expected end-of-stage achievement levels.<br><br>***Phonological awareness (revised)***<br> • Early stage 1: **65 to 75%** of students achieve indicators in PhA5<br>***Phonic knowledge and word recognition (revised)***<br> • Early stage 1: PwK3 to PwK5 from 2022 achievement of 67% increasing to **70%**<br> • Stage 1: PwK6 to PwK7 from 2022 baseline of 58% increasing to **63%**<br><br><br><br>**Understanding texts (UnT)**<br> • Stage 2: UnT6 to UnT8 from 2022 achievement of 65% increasing to **70%**<br> • Stage 3: UnT7 to UnT9 from 2022 achievement of 50% increasing to **55%**<br><br><br><br>**Grammar (GrA)**<br> • Stage 2: GrA4 to GrA6 from 2022 achievement of 53% increasing to **58%**<br> • Stage 3: GrA5 to GrA6 from 2022 achievement of 68% increasing to **73%** | Review of student progress measures against the literacy learning progressions indicates that 3 out of 7 school based ***aspirational targets*** have been met or exceeded:<br><br>Phonological Awareness (PhA)<br> • Kindergarten: 65% achieved PhA 4-5 - Progress measure **achieved**.<br><br><br>Phonic knowledge and word recognition (PkW)<br> • Early Stage 1: **67%** achieved PkW 3-5 - *Working towards* progress measure.<br> • Stage 1: **81%** achieved PkW 6-7 - Progress measure **achieved.**<br><br><br>Understanding texts (UnT)<br> • Stage 2: **50%** achieved UnT 6 - 8 - *Working towards* progress measure.<br> • Stage 3: **67%** achieved UnT 7 - 9 - Progress measure **achieved.**<br><br><br>Grammar (GrA)<br> • Stage 2: **53%** achieved GrA 4 - 6 - *Working towards* progress measure.<br> • Stage 3: **71%** achieved GrA 5 - 6 - *Working towards* progress measure. |
| **Numeracy progressions: number sense and algebra**<br><br>Using 2022 student achievement, adjustments have been made with the | Review of student progress against the numeracy learning progressions indicates that 7 out of 10 school based ***aspirational targets*** have been met or exceeded:<br><br>Counting processes (CPr) |

| | |
|---|---|
| aspiration of increased students achieving end of stage benchmarks in the sub-elements monitored below. Changes to version 3 of the numeracy progressions have resulted in new sub-elements being monitored.<br><br>**Number and place value - NPV (NEW)**<br> • Early stage 1: **65% to 75%** of students demonstrate learning behaviours in NPV3 - NPV4<br> • Stage 1: **65% to 75%** of students demonstrate learning behaviours in NPV5 - NPV6<br><br><br>**Counting processes** *(NEW)*<br> • Early stage 1: CPr4 - CPr5 from 2022 QuN achievement of 84% increasing to **80%**<br> • Stage 1: CPr6 - CPr7 from 2022 QuN achievement 89% increasing to **85%**<br><br><br><br>**Additive strategies (AdS) - revised for Early Stage 1 and Stage 1**<br> • Early stage 1: **65 to 75%** or more students achieve indicators in AdS2 to AdS3<br> • Stage 1: AdS6 to AdS7 from 2022 achievement of 63% increasing to **68%**<br> • Stage 2: AdS7 to AdS8 from 2022 achievement of 67% increasing to **72%**<br> • Stage 3: AdS8 to AdS9 from 2022 achievement of 71% increasing to **76%**<br><br><br><br>**Multiplicative strategies (MuS)**<br> • Stage 2: MuS4 to MuS7 from 2022 achievement of 61% increasing to **66%**<br> • Stage 3:MuS7 from 2022 achievement of 54% increasing to **59%** | • Early stage 1: **80%** achieved CPr 4-5. Progress measure **achieved**<br> • Stage 1: 88% achieved CPr 6-7. Progress measure **achieved.**<br><br><br>Number and Place Value (NpV)<br> • Early stage 1: **56%** achieved NpV 3-4. *Working towards* progress measure.<br> • Stage 1: **70%** achieved NpV 5-6. Progress measure **achieved.**<br><br><br>Additive strategies (AdS)<br> • Early stage 1: 87% achieved AdS 1 - 3. Progress measure **achieved**<br> • Stage 1: **66%** achieved AdS 6 - 7. *Working towards* progress measure.<br> • Stage 2: **67%** achieved AdS 7- 8. *Working towards* progress measure<br> • Stage 3: 77% achieved AdS 8-9. Progress measure **achieved.**<br><br><br>Multiplicative strategies (MuS)<br> • Stage 2: 65% achieved MuS 4 - 7 - Progress measure **achieved**<br> • Stage 3: 80% achieved MuS 7 - Progress measure **achieved.** |
| All teachers apply an *increasing* range of assessment strategies and analyse data that informs explicit teaching.<br><br>Sustaining and growing in the theme 'Data use in teaching' within the element *data skills and use.*<br><br>Sustaining and growing in the theme 'Formative Assessment' in the element *assessment.*<br><br>Sustaining and growing in the theme 'Explicit teaching' in the element *effective classroom practice.* | • Self-assessment against the School Excellence Framework (V2) shows the school currently performing at **Excelling** in the element of *Data Use in Teaching.*<br> • Self-assessment against the School Excellence Framework (V2) shows the school currently performing at **Sustaining and Growing** in the element of *Formative Assessment.*<br> • Self-assessment against the School Excellence Framework shows the school currently performing at **delivering** in the element of *Explicit Teaching.* |
| Increase in the percentage of students correct responses for Year 4 and Year 6 Reading Check-In assessment from Term 2 to Term 4. | • 2023 Year 4 Reading Check-In Assessment data indictes strong growth in percentage of questions correct from term 1 to term 4. Average of items correct increased by 12.8%<br> • 2023 Year 6 Reading Check-In Assessment data indictes strong growth in percentage of questions correct from term 1 to term 3. Average of items |

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|---|---|
| Increase in the percentage of students correct responses for Year 4 and Year 6 Reading Check-In assessment from Term 2 to Term 4. | correct increased by 7.1%. |
| Increase in the percentage of students correct responses for Year 4 and Year 6 Numeracy Check-In assessment from Term 2 to Term 4. | • 2023 Year 4 Numeracy Check-In Assessment data indictes strong growth in percentage of questions correct from term 1 to term 4. Average of items correct increased by 5.5%<br> • 2023 Year 6 Numeracy Check-In Assessment data indictes strong growth in percentage of questions correct from term 1 to term 3. Average of items correct increased by 5.8%. |

## Purpose

Students will connect, thrive and succeed in a safe and nurturing environment where they feel a strong sense of belonging and a connection to their learning, underpinned by high expectations of positive student behaviour.

## 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.

- Wellbeing
- Behaviour

## Resources allocated to this strategic direction

## Summary of progress

### Initiative 1 - Wellbeing

During Semester 1, significant activity was undertaken on developing teacher knowledge and capacity to support student wellbeing needs. This was provided through professional learning on morning circle routines, brain-breaks to stimulate body and mind, and using sensory tools to support students requiring adjustments. Significant resources were purchased (sensory tools) for each class. In addition, Personal Development and Health (PDH) lesson sequencing and units of work were revised to support student needs. Over the course of 2023 there has been a significant focus on student attendance. This led to the establishment of a 4 person attendance committee that met twice per term. Initiatives established are: celebrating student attendance through weekly rewards, social-media advertisements with WWPS students highlighting the importance of attendance, and close tracking and intervention (where required) to support student attendance. Overall daily attendance rate is above similar schools and state averages as a result of this work. Aboriginal Education and supporting our Aboriginal students and families has been very positive in 2023. This year Personalised Learning Pathway processes were revised which led to the introduction of a termly Yarn Up. This led to high numbers of community members attending breakfast events and sharing of student literacy and numeracy progress, as well as cultural goals. Initiatives to support Aboriginal 3-6 students led to the creation of a cultural group - Tibin Waanyi (Bird Children). This has led to closer connections with the community through local Elders attending, as well as Aboriginal Education Officers (AEOs) from Toronto and Lake Macquarie High Schools. The cultural group has been facilitated through the use of a cultural journal. Feedback from students and families is very positive.

In Semester 2 WWPS successfully engaged a Student Wellbeing Officer (SWO) for 24 hours per week. The SWO is a qualified social worker and has provided much needed wellbeing support for multiple students and families. This has also included the establishment of a "Milo and Mindfulness" program to support anxious students coming to school.

### Initiative 2 - Behaviour

Positive Behaviour for Learning (PBL) was successfully implemented K-6 in 2023. This has been very successful across our school with the following systems, processes, consistent understandings and high expectations established:

- All area expectations and consistent language defining expectations
- Behaviour consistency guide to support teachers in understanding expected and undesirable behaviours
- New reward system, including new merit award trade-up program, individual FISH, class FISH (coloured) and reward suite, and Perry's Aquarium fortnightly rewards
- Clear and unambiguous Student behaviour Management Plan
- Behaviour support plans and intervention to support students such as Check-In, Check Out (CICO) and Check and Connect programs.

Based on our evaluation of these initiatives and analysis of student attendance data, in 2024 we will:

- Initiate a school-wide consistent wellbeing program focussed on developing student resilience and pro-social problem solving skills
- Focus on strategies to improve student attendance for Stage 3 students
- Develop consistent practices and understanding of classroom learning environments to optimise student learning and engagement
- Continue to build on our high expectations for student behaviour through positive behaviour for learning systems and processes.

## 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 |
|---|---|
| Achievement of 2022 wellbeing system-negotiated target:<br> • Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school by 2% to achieve the lower bound target of 86.9%. | 76.79% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward with progress this school-based progress measure. |
| Achievement of 2022 attendance system-negotiated target:<br> • Increase the proportion of students attending more than 90% of the time to the lower bound target of 86.1%. |  • 62.47% of students attended school 90% or more, indicating movement towards the system negotiated target. |
| Achievement *towards* 2024 school identified wellbeing improvement measures as reflected in annual *Tell Them From Me* student survey data:<br> • Positive learning climate (TTFM) data increases from baseline of 6.8 to 7..2 (0.2 uplift) |  • Positive learning climate as reported in the student Tell Them From Me survey mean score remained steady at 6.7. |
| Achievement towards school identified behaviour improvement measure as reflected in internal school data via Sentral behaviour notifications:<br> • Annual school self reflection reveals classroom management theme at *sustaining and growing*<br> • Annual school self reflection reveals behaviour theme at *sustaining and growing* |  • 2023 Annual School Reflection for Classroom Management against the School Excellence Framework meets the standard of delivering as validated in external validation<br> • 2023 Annual School Reflection for Behaviour against the School Excellence Framework meets the standard of sustaining and growing as validated in external validation. |

| Funding sources | Impact achieved this year |
|---|---|
| Integration funding support<br><br>$194,901.00 | Integration funding support (IFS) allocations support eligible students at Wangi Wangi Public School in mainstream classes who require moderate to high levels of adjustment.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br><br>**Overview of activities partially or fully funded with this targeted funding include:**<br> • implementation of targeted programs to differentiate teaching and learning programs<br> • employment of staff to provide additional support for students who have high-level learning needs<br> • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)<br><br>**The allocation of this funding has resulted in the following impact:**<br>Enabled the school to make adjustments and support students to access the curriculum on the same basis as their peers.<br><br>**After evaluation, the next steps to support our students will be:**<br>Continued use of Intergration Funding Support to ensure funded students receive the learning and wellbeing adjustments they need. |
| Socio-economic background<br><br>$89,641.29 | Socio-economic background equity loading is used to meet the additional learning needs of students at Wangi Wangi Public School who may be experiencing educational disadvantage as a result of their socio-economic background.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • professional development of staff through Triple Word Form Theory (spelling) to support student learning<br> • employment of external providers to support students with additional learning needs<br><br>**The allocation of this funding has resulted in the following impact:**<br>- Increase in teacher knowledge, skills and understanding of explicit teaching of literacy which resulted in improved student learning outcomes across reading, spelling and writing<br>- The engagement of a Speech Pathologist improved student learning in the early years as well as students requiring support in Years 3-6. The resulted in improved student articulation, receptive and expressive language.<br><br>**After evaluation, the next steps to support our students will be:**<br>Continued use of funding to support the development of explicit teaching and learning pedagogies and ongoing engagement of allied health services. This will enable the school to provide best practices so student growth continues. |
| Aboriginal background<br><br>$26,244.73 | Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wangi Wangi 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.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan** |

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| Aboriginal background<br><br>$26,244.73 | **including:**<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • community consultation and engagement to support the development of cultural competency<br> • staffing release to support development and implementation of Personalised Learning Plans<br> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level<br><br>**The allocation of this funding has resulted in the following impact:**<br>High level community engagement and consultation with teachers and support staff to co-develop Personalised Learning Pathways for each student. The establishment of  literacy, numeracy and cultural goals has positively impacted student learning progress and wellbeing.<br><br>**After evaluation, the next steps to support our students will be:**<br>Continued high impact teaching strategies will be implemented to support Aboriginal and Torres Strait Islander students to achieve their personal learning goals in all Key Learning Areas. |
| Low level adjustment for disability<br><br>$47,885.86 | Low level adjustment for disability equity loading provides support for students at Wangi Wangi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting<br> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers<br> • employment of LaST and interventionist teacher<br><br>**The allocation of this funding has resulted in the following impact:**<br>- Targetted literacy and numeracy intervention (tier 2 and 3) implemented to support student learning resulted in student learning progress in targetted concepts, skills and strategies<br>- Effective case management of students with additional needs through rigorous processes and practices, as well as additional SLSO support in all classrooms enabling suitable learning and wellbeing adjustments to be implemented. This positively impacted on student learning goal achievement through Personalised Learning Support Plans being regularly updated, as well as student learning progress being closely monitored.<br><br>**After evaluation, the next steps to support our students will be:**<br>- Further investment into Tier 2 intervention as well as closer alignment of intervention content to English and Mathematics scope and sequences<br>- Multi-lit SAGE intervention program to be purchased for Stage 1 reading intervention as well as ongoing professional development. |
| Professional learning<br><br>$13,892.66 | 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 Wangi Wangi Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • engaging a specialist teacher to unpack evidence-based approaches to |

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|---|---|
| Professional learning<br><br>$13,892.66 | teaching writing and explore modelled, interactive, guided and independent writing<br> • teacher relief for staff engaging in professional learning<br> • course costs for staff undertaking recognised courses<br><br>**The allocation of this funding has resulted in the following impact:**<br>- All staff have engaged in quality professional learning through Pr Tessa Daffern (phonics), Pr Noella Mackenzie (writing) and numerous DoE literacy and numeracy professional learning sessions.<br>- High impact teaching and assessments strategies have been implemented in all classrooms which has enabled the development of consistent understanding and implementation K-6.<br><br>**After evaluation, the next steps to support our students will be:**<br>Continued investment in teacher professional learning with a focus on Numeracy, Formative Assessment and High Potential Gifted Education. |
| QTSS release<br><br>$29,710.37 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wangi Wangi Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • additional teaching staff to implement quality teaching initiatives<br> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff<br><br>**The allocation of this funding has resulted in the following impact:**<br>- Teachers have engaged in professional learning, in-class support and observation of colleagues for phonics (reading and spelling), writing and daily reviews across 2023.<br>- Explicit teaching practices are being employed<br><br>**After evaluation, the next steps to support our students will be:**<br>Continued use of QTSS funding will enable a similar model of support and professional learning for ongoing development of explicit teaching practices in literacy and numeracy, as well as ongoing work on formative assessment. |
| COVID ILSP<br><br>$53,689.85 | 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.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this targeted funding include:**<br> • providing targeted, explicit instruction for student groups in literacy/numeracy - Reading: phonological awareness, phonics and fluency.<br><br>**The allocation of this funding has resulted in the following impact:**<br>- Student learning gains K-6 in reading based on targetted intervention program<br><br>**After evaluation, the next steps to support our students will be:**<br>- Continued reading and numeracy interventions groups with additional funding to enable more students to engage when required<br>- Systematic approach using Learning Progression and internal data sources to determine tier 2 and 3 intervention groups. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2020** | **2021** | **2022** | **2023** |
| Boys | 73 | 79 | 70 | 82 |
| Girls | 69 | 74 | 76 | 83 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2020** | **2021** | **2022** | **2023** |
| K | 96.2 | 91.3 | 90.9 | 91.6 |
| 1 | 95.8 | 89.6 | 91.3 | 90.6 |
| 2 | 94.7 | 91.9 | 88.5 | 92.5 |
| 3 | 95.8 | 89.6 | 90.0 | 92.5 |
| 4 | 94.7 | 93.0 | 88.0 | 91.6 |
| 5 | 95.2 | 90.2 | 87.9 | 84.9 |
| 6 | 92.7 | 91.8 | 86.3 | 88.4 |
| All Years | 95.2 | 91.0 | 89.0 | 90.6 |
| **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) | 2 |
| Classroom Teacher(s) | 6.85 |
| Learning and Support Teacher(s) | 0.3 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 1.82 |

*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** | 117,954.14 |
| **Revenue** | 2,266,705.28 |
| Appropriation | 2,172,863.63 |
| Sale of Goods and Services | 5,187.00 |
| Grants and contributions | 86,172.31 |
| Investment income | 2,482.34 |
| **Expenses** | -2,311,539.39 |
| Employee related | -1,953,404.37 |
| Operating expenses | -358,135.02 |
| **Surplus / deficit for the year** | -44,834.11 |
| **Closing Balance** | 73,120.03 |

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** | 176,648 |
| **Equity Total** | 163,772 |
| Equity - Aboriginal | 26,245 |
| Equity - Socio-economic | 89,641 |
| Equity - Language | 0 |
| Equity - Disability | 47,886 |
| **Base Total** | 1,453,551 |
| Base - Per Capita | 37,998 |
| Base - Location | 0 |
| Base - Other | 1,415,553 |
| **Other Total** | 234,582 |
| **Grand Total** | 2,028,553 |

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

23% of our school parent and carers responded to the 2023 **Tell Them From Me** survey (TTFM). The overall survey results indicated positive parent/carer satisfaction in multiple domains. Trend data comparing 2022 and 2023 results indicate an increase (uplift) in parent/carer satisfaction in:

- Parents/carers feeling welcome (**7.8** from 7.1)
- School supports positive behaviour (**8.6** from 8.1)
- Inclusive school (**7.4** from 7.0)
- School is a culturally safe place (**84%** of parents agreed or strongly agreed)
- Recommended school (**82%** of parents agreed or strongly agreed)
- Parents attending meetings (2 or more times per year **88%**)

The parent and carer TTFM survey results indicated the need for further work in the areas of; student learning progress reports, opt in options for homework and communication regarding attendance promotions impacting parental understanding.

Year 4, 5 and 6 students responded to the annual Student Tell Them From Me survey (54 students). Overall results indicated at or above NSW government school norms in most domains. The most significant of these at or above were:

- Students with positive school relationships (friendships): **86%**
- Students valuing schooling outcomes: **87%**
- Students with positive behaviour at school: **83%**
- Students reporting positive relationships at school: **86%**
- Students reporting advocacy at school: school mean **7.6**
- Students reporting positive teacher-student relationships: school mean **8.3**
- **87%** of Aboriginal and Torres Strait islander students stated that they agree or strongly agree they feel good about their culture while at school
- **79%** of Year 5 and 6 students reported a positive growth orientation to learning (state average 73%)
- **45%** of students indicated High Perseverance with learning tasks (up from 27% in 2022)

The student TTFM survey results indicated the need for further work in the areas of; building a stronger sense of belonging, feedback on learning progress, retrieval practices in lessons.

The teacher TTFM survey indicated above average NSW Department of Education (NSW DoE) school results in the domains of; leadership, inclusivity, teaching strategies, use of data, learning culture and collaboration. The most significant areas at or above state averages were:

- Inclusive school mean **8.6** (state mean 8.2)
- Leadership: school mean **8.5** (state mean 7.1)
- Learning culture: school mean **8.1** (state mean 8.0)
- Challenging and visible goals: school mean **7.6** (state mean 7.5)
- School leaders leading improvement and change: **86%** agreed or strongly agreed
- **7/10** teachers rated reduced teacher workload as the most beneficial to improve their wellbeing.

Overall, the 2023 TTFM survey has provided the school valuable insights that will assist to inform aspect of school improvement plan for 2024-2027.

# 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.