

2023 Annual Report

Wellington Public School



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Introduction

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

Wellington Public School

Percy St

Wellington, 2820

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

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

6845 4080

School vision

Wellington Public School is committed to providing an environment where quality teaching, literacy and numeracy learning and innovative leadership ensure future success and wellbeing for all students within an ever changing world.

School context

Wellington Public School has an enrolment of 480 students with 60% (more than 300) identifying as Indigenous. The school caters for a diverse range of students. There are 26 classes inclusive of 6 Special Education and two extension classes plus a preschool.

Wellington Public School has a very caring and dedicated team of teachers and support staff working collaboratively with families to provide a wide range of programs catering for the cognitive, social, emotional and spiritual needs of each student.

We are a proud Positive Behaviour for Learning (PBL) school with a focus on developing safe, respectful learners. PBL operates hand in hand with the Be You mental health initiative. In recent years we have successfully implemented the Positive Living Skills student wellbeing program.

Through enhanced Learning and Support structures and our School Based Allocation Report (SBAR) the school has two Assistant Principals Curriculum and Instruction, two Learning and Support Teachers and one interventionist to provide tailored interventions in Literacy and Numeracy from Preschool to Year 6. These strategies are improving curriculum implementation and quality teaching using stringent data analysis linked to direct teaching and individualised learning programs for students.

This year the school conducted a community Google survey to begin its collaborative consultation with the community. Feedback from this consultation contributed to our Situational Analysis which has assisted us to inform the future directions for the school presented in this plan.

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

Strategic Direction 1: Student growth and attainment

Purpose

Students will engage in differentiated learning and wellbeing opportunities that meet their individual needs preparing them for success in an ever changing world.

The whole school community is committed to providing learning opportunities supported by assessment practices and effective feedback which allow ALL students to connect, succeed, thrive and learn.

As a result every student at Wellington Public School is known, valued and cared for.

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.

- Describing and communicating student growth
- Expertise and innovation
- Here Every Day

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Aboriginal background

Integration funding support

Refugee Student Support

AP Curriculum & Instruction

Low level adjustment for disability

Summary of progress

It has been pleasing to see our school placed in the Top 100 for Literacy and numeracy growth performance.

A focus for 2024 will remain building on the feedback processes we are developing in classrooms and how we communicate these to families and the wider community.

Expertise and innovation will continue to drive this achievement.

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 |
|--|---|
| Expected Reading and Numeracy growth: <ul style="list-style-type: none">• At WPS the percentage of students achieving expected growth in Reading will increase by 9.0% from a baseline of 48.48% to a lower bound of 57.4% as measured by Check-in data. | We maintained this position with 47% of Year 5 students at expected growth in Reading. 52.2% of students remain in the bottom quartile in year 5 according to check in data. It is pleasing to note that this drops to 44.6% in Year 4 and 37.5% in Year 3 according to the latest Check In results. |
| <ul style="list-style-type: none">• and the percentage of students achieving expected growth in Numeracy will increase by 5.9% from a baseline of 54.6% to a lower bound of 60.5% as measured by Check-in data. | Similar results are recorded for numeracy. 33.3% of students remain in the bottom quartile in year 5 according to check in data. This remains at 43.9% in Year 4 but has dropped to 23.2% in Year 3 according to the latest Check In results. 46.5% of Year 3 students are in the top two quartiles. This has the school approaching the State Check In score. |
| Improved Attendance: | In 2023 students attending 90% of the time - Term 1 is 56.9% (State 62.5%), |

• The percentage of students attending school 90% of the time or more, will increase **by at least 6.8%** from the baseline of 63.8% as monitored in our SCOUT data.

Network 47.6% and SSSG 50.4%), in 2022 it was 46.3% (this was ahead of the State number of 46.2%),

Strategic Direction 2: Improving Teaching through Innovative Practices

Purpose

Teachers will implement effective classroom management practices for all students with meaningful learning experiences that are explicit, inclusive, engaging and challenging.

Our school culture is built on respectful mentoring relationships and a foundation of professional learning that is focused on supporting quality curriculum planning, assessment, the effective use of data and continual improvement of teacher practice.

As a result Wellington Public School is a great place to work and our staff is of the highest calibre.

Initiatives

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

- Data driven practice
- Targeted Professional Learning

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Per capita

Location

Professional learning

Beginning teacher support

Summary of progress

Our Improving Teaching through Innovative Practices SD is an ongoing initiative focused on enhancing teaching methodologies and educational outcomes through the integration of innovative strategies. This SD has aimed to identify and implement cutting-edge approaches that engage students, promote critical thinking, and foster a deeper understanding of subject matter. Progress in this initiative involved ongoing participation in the use of effective teaching practices, collaboration with educators to develop and implement innovative techniques, and evaluation of outcomes to measure the impact on student learning. Key areas of focus include technology integration, active learning techniques, personalised instruction, and professional development for educators. By continually exploring and implementing innovative practices, the initiative seeks to elevate the quality of teaching and learning experiences in all of our educational settings.

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 |
|---|---|
| All teachers and support staff regularly engage with needs based targeted Professional Learning (which is documented and reviewed twice a year in their online Performance and Development Plan documentation) that is informed by current research. | Professional learning for staff has had two focus areas: Reading - Establishment of a recording system for tracking students for decodable readers Collaborative discussions and class visits by the Assistant Principals are assisting teachers with planning for decodables and making consistent accurate judgements. Class teachers have consistent and explicit routines around reading. Numeracy - |

| | |
|--|---|
| <p>All teachers and support staff regularly engage with needs based targeted Professional Learning (which is documented and reviewed twice a year in their online Performance and Development Plan documentation) that is informed by current research.</p> | <p>'Trust the count' PL has developed a sound understanding of its application in classrooms.</p> |
| <p>Our involvement in the SVA Connection will drive a quest for whole-school consistency across WPS.</p> | <p>Our SVA team has engaged in a number of structured events that have linked us with schools engaged in innovative practices to support our school explore new and well-tested approaches.</p> <p>The professional learning and visits have given us practical examples of where we would like to explore.</p> <p>A number of these schools have been on the consistency journey for some time. During 2024 we will continue to learn from them.</p> |

Strategic Direction 3: Leading Educational Innovation

Purpose

Leadership across our school is driven by a culture of high expectations, strong wellbeing practices and community engagement supported by collaboration and inclusivity, focused on sustained and measurable whole school improvement.

Resources are strategically and innovatively used to achieve improved student outcomes and high quality educational delivery.

As a result community confidence in Wellington Public School is high.

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.

- Whole school Leadership
- Wellbeing based programs
- Community Interactions

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Professional learning

QTSS release

New Arrivals Program

Location

English language proficiency

Summary of progress

Our school has developed an excellent culture of support across Stage groups.

Sound leadership practices and processes have driven this.

We are, however across 2024, making a commitment as a whole school to develop this to the next level.

Our refined goal is to drive effective collaboration across the whole school community.

This will even further enhance student learning outcomes.

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 |
|---|---|
| <ul style="list-style-type: none">• Community Leadership sees assessment and reporting process at our school reach a level where all student feedback is evident directly in reports and all parents/carers are attending as active participants in Family and Friends afternoons.• Additional psychological support reaches in excess of 20 vulnerable students each Term. | <p>We are innovative in many aspects of community leadership and involvement but intend to focus in 2024 on getting classroom learning and progress made out into the community.</p> <p>This will occur by building the depth of our Family and Friends afternoon and the information that we share.</p> <p>Our psychological support targeted our most complex students and families, linking our work with that of DCJ.</p> |
| Stage-based Leadership | <p>Our school has engaged in a relationship with Social Ventures Australia to drive a process of whole-school collaboration.</p> |

Currently all Stage goals are:

- based on the Professional Standards for Teachers.
- Explicitly linked to Professional Learning, and
- Regularly linked to and evaluated in staff PDPs in respect to the WPS strategic directions.

In 2024, coordinated by the Executive members from each Stage, staff will collaborate across the whole school.

A logic model has been developed to plan for key actions in 2024.

| Funding sources | Impact achieved this year |
|---|---|
| <p>New Arrivals Program</p> <p>\$17,080.00</p> | <p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Wellington 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"> • Community Interactions <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Support is in place for this small, but important, group of students at our school.</p> <p>After evaluation, the next steps to support our students will be: Continue to reach out for network and regional support for these students.</p> |
| <p>Integration funding support</p> <p>\$67,174.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Wellington 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"> • Describing and communicating student growth <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around targeted behaviour intervention and curriculum adjustments for identified students. • consultation with external providers for the implementation of positive living skills • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Students on Integration Funding continue to maintain academic progress with their peers in an extremely inclusive environment.</p> <p>After evaluation, the next steps to support our students will be: Continue to support staff in PL. Maintain a strong focus on inclusion for these students.</p> |
| <p>Socio-economic background</p> <p>\$886,084.42</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wellington 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"> • Describing and communicating student growth • Data driven practice • Whole school Leadership • Wellbeing based programs <p>Overview of activities partially or fully funded with this equity loading include:</p> |

| | |
|---|--|
| <p>Socio-economic background</p> <p>\$886,084.42</p> | <ul style="list-style-type: none"> • professional development of staff through Positive Behaviour for Learning to support student learning • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Ensured that quality learning outcomes are occurring for every student at WPS.</p> <p>After evaluation, the next steps to support our students will be: Our focus on more collaborative approaches to managing the school will continue to ensure that the needs of every student is met.</p> |
| <p>Aboriginal background</p> <p>\$819,686.76</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wellington Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Describing and communicating student growth • Data driven practice • Whole school Leadership • Wellbeing based programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Our learning, wellbeing and attendance data is above Similar Schools and approaching State levels.</p> <p>After evaluation, the next steps to support our students will be: Deepen this support to incorporate cultural considerations and maintain and enhance community links with our school.</p> |
| <p>English language proficiency</p> <p>\$3,286.90</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wellington 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"> • Community Interactions <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phases |

| | |
|--|---|
| <p>English language proficiency</p> <p>\$3,286.90</p> | <p>The allocation of this funding has resulted in the following impact: Allowed us to focus on support for students that are newly arrived at our school and the local community.</p> <p>After evaluation, the next steps to support our students will be: Continue professional learning for teaching reading using decodable texts (K-2 and Support) Build teacher capacity to effectively use data to make informed decisions to plan and teach reading explicitly</p> |
| <p>Low level adjustment for disability</p> <p>\$416,951.69</p> | <p>Low level adjustment for disability equity loading provides support for students at Wellington 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"> • Expertise and innovation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Our staff and community are aware of the many approaches we have in place to support children with disabilities.</p> <p>After evaluation, the next steps to support our students will be: Once again whole school collaboration will only enhance the amazing work we do to support disability across our school.</p> |
| <p>Location</p> <p>\$114,026.69</p> | <p>The location funding allocation is provided to Wellington 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"> • Data driven practice • Community Interactions <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 • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: As highlighted our school is recognised as being responsive by its community, given our context, because it uses best practice to embed a culture of high expectations and a clear focus on positive school and community relationships which are typically characteristic of a rural town like Wellington.</p> <p>After evaluation, the next steps to support our students will be: Continue to use Tell Them From Me, BASC data, FB data, newspaper articles, visitor numbers-parent teacher, NAIDOC, book week, seesaw data to refine our practices.</p> |
| <p>Professional learning</p> <p>\$49,527.30</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 Wellington</p> |

| | |
|---|--|
| <p>Professional learning</p> <p>\$49,527.30</p> | <p>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"> • Describing and communicating student growth • Whole school Leadership • Targeted Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Our school has used a range of sources for Professional Learning which have all had the following characteristics. They are Aligned with Goals and Needs, Research-Based, Sustained and Continuous, Collaborative and Collegial, Differentiated and Personalised, Interactive and Engaging, Embedded in Practice, Supported by Leadership, Focused on Student Learning, Evaluated for Effectiveness.</p> <p>After evaluation, the next steps to support our students will be: Continue to build teacher capacity to effectively use data to make informed decisions to plan and teach reading explicitly.</p> |
| <p>QTSS release</p> <p>\$100,731.17</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wellington 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"> • Whole school Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: We have developed a collaborative time known as 'Power Hour' for each of Stage across the school.</p> <p>After evaluation, the next steps to support our students will be: We will continue to use this resource to top-up release for staff.</p> |
| <p>COVID ILSP</p> <p>\$226,985.70</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 <p>The allocation of this funding has resulted in the following impact: Small group tuition has provided much needed support to targeted students across all Stages.</p> |

COVID ILSP

\$226,985.70

After evaluation, the next steps to support our students will be:
Use the reduced COVID resource in similar ways.

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 |
| Boys | 255 | 242 | 205 | 206 |
| Girls | 246 | 221 | 220 | 217 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 92.0 | 88.5 | 85.1 | 84.9 |
| 1 | 89.8 | 86.9 | 82.4 | 87.0 |
| 2 | 88.0 | 84.1 | 80.5 | 89.0 |
| 3 | 92.0 | 85.0 | 83.7 | 88.0 |
| 4 | 89.4 | 85.9 | 81.3 | 87.0 |
| 5 | 91.4 | 85.4 | 81.3 | 86.1 |
| 6 | 91.0 | 86.2 | 82.8 | 85.8 |
| All Years | 90.5 | 86.0 | 82.4 | 86.8 |
| 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 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 6.6 |
| Classroom Teacher(s) | 19.47 |
| Learning and Support Teacher(s) | 2.5 |
| Teacher Librarian | 0.8 |
| School Counsellor | 1 |
| School Administration and Support Staff | 11.82 |

*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 | 358,483.18 |
| Revenue | 8,582,535.55 |
| Appropriation | 8,325,546.74 |
| Sale of Goods and Services | 34,627.74 |
| Grants and contributions | 207,058.15 |
| Investment income | 14,902.92 |
| Other revenue | 400.00 |
| Expenses | -8,308,262.90 |
| Employee related | -7,570,103.60 |
| Operating expenses | -738,159.30 |
| Surplus / deficit for the year | 274,272.65 |
| Closing Balance | 632,755.83 |

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 | 35,488 |
| Equity Total | 2,126,010 |
| Equity - Aboriginal | 819,687 |
| Equity - Socio-economic | 886,084 |
| Equity - Language | 3,287 |
| Equity - Disability | 416,952 |
| Base Total | 4,414,790 |
| Base - Per Capita | 120,735 |
| Base - Location | 114,027 |
| Base - Other | 4,180,029 |
| Other Total | 1,011,364 |
| Grand Total | 7,587,652 |

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

Our school's 2023 Situational Analysis following the External Validation which took place earlier in the year, Parents, staff and students were surveyed to gather data to form the base of 2024 planning.

The following is an updated summary of the key points and successful programs:

Continued Success of Scope and Sequence Planning: Both parents and staff continue to appreciate the effectiveness of the school's scope and sequence planning, which guides teaching programs and themes across each stage.

Positive Reception of Three-Way Conferences: The transition to 'three-way conference' parent meetings remains well-received by parents, indicating sustained effective communication and collaboration between parents, students, and teachers.

Positive Feedback on Various Programs:

- Reading, numeracy talks, writing shared experiences, PBL, and literacy programs such as L3 and Daily 5 continue to receive positive feedback from stakeholders.
- The Stephanie Alexander Kitchen Garden program remains a significant highlight across the school.

Community Engagement and Awareness:

- Stakeholders remain aware of and engaged with various opportunities, including community engagement initiatives, Wiradjuri language lessons, excursions, and extracurricular activities such as the Kindness Club and desk drumming.
- Teachers appreciate the flexibility in programming, enabling them to tailor teaching to meet the evolving needs of their students.

Successful Targeted Programs:

- **MiniLit:** Implemented in Stage 1, this targeted intervention program for students below expected reading outcomes continues to provide valuable support.
- **Big Ideas:** from the work of Di Seamon
- **Spelling Mastery:** Implemented across Years 1-6, this program supports spelling skill development.
- **Daily 5 Literacy and Daily 4 Maths:** Widely used across classes, these programs facilitate differentiated instruction in mathematics and literacy.
- **Building Teacher Leadership Through Reading:** This initiative continues to offer professional learning opportunities for aspiring leaders focused on effective reading instruction.
- **Stephanie Alexander Kitchen Garden Program:** The program's success persists, offering hands-on food education and promoting positive food habits among students.
- **Infrastructure Enhancement:** The installation of a climate-controlled greenhouse by the Food Ladder organisation enhances the Stephanie Alexander Kitchen Garden program, providing students with enhanced learning opportunities.

Overall, Wellington Public School maintains a strong emphasis on literacy and numeracy, targeted interventions, community engagement, and innovative programs, all of which contribute to its continued success in providing quality education. During 2024 we will pursue a journey to building collaborative structures across the whole school to support that further enhance key initiatives and in turn strengthen the school's educational outcomes and community connections.

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.