

2023 Annual Report

Wiripaang Public School



3762

Introduction

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

Wiripaang Public School

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School vision

Our vision is to ensure everyone achieves personal excellence. Our purpose is to prepare our students for a rewarding life as engaged and informed citizens. Our mantra is 'Be the best you!'.

School context

Situated within the Lake Macquarie region, Wiripaang Public School is a K-6 school, located on extensive grounds and provides extra-curricular opportunities for our students to connect, succeed and thrive. Our school has a strong sporting focus and positive connections with Hunter Sports High School which is located next to our school. Technology is embedded in all classrooms with a future focus for students to each have a device to complete their classwork. Our student body averages around 200 students each year which includes students in support classes. Our school has a FOEI of 192. On average, 35% of students identify as Aboriginal and Torres Strait Islander and a growing number of students have English as an Additional Language or Dialect.

This school plan delivers expert teachers working alongside classroom teachers and engaging consultants to provide precise instruction on student achievement.

The staff are cohesive, supportive and focused on the wellbeing and academic success of our students. Over the last school plan period, staff were highly mobile with many gaining promotions, permanency and changes of role. This has occurred for all staff groups; SASS, teachers and executive members.

Our community value strong relationships, resilience and sporting excellence. Staff work to build positive relationships with families and make regular contact through all communication platforms.

Our school holds high expectations for academic improvement, positive relationships and personal excellence.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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

To increase student achievement through explicit teaching, ongoing learning and data use (internal and external) so all achieve.

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 Practices
- Explicit Teaching

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
Professional learning

Summary of progress

The school's initiatives in this strategic direction were aimed at refining school practices and processes, with an emphasis on growing student growth. Key activities included:

Data Driven Practices

- Driving key decisions with data practices at Wiripaang PS, with a concerted focus in Stage Meetings and Professional Learning.
- Harvesting data for informed strategic planning and continuous student improvement. Data was triangulated using classroom assessments, Check-In and NAPLAN.
- Engaging with other schools to create teaching resources to support K-2 curriculum.
- Working through new resources and collaborating as a team for feedback and skill enhancement.
- Facilitating student-teacher discussions about goals and progress, including attendance.
- Actively engaging both mainstream and support unit students using individual devices.
- Emphasising data analysis to extract specific details for improved teaching and learning.
- Identifying students through Check-In data to form K-4 Enrichment groups targeting Numeracy.

Explicit Teaching

- Achieved positive trends in internal data through diverse assessment strategies.
- Collaborated with consultants John Fleming and Joe Ybarra to personalise and develop explicit instruction pedagogy.
- APCI implemented demonstration lessons, observations, feedback sessions, and coaching.
- Professional Learning has been aimed to provide familiarity with the new 3-6 Syllabi.
- Continued to integrate Warm Ups in reading, math, and writing, improving foundational knowledge retention, as well as continuing to apply and transfer student knowledge by implementing gradual release strategies.
- Allocated 1.2 AP C&I resources to consolidating and improving Reading, Numeracy, and Writing outcomes.
- Facilitated regular mentoring and planning sessions among Stage groups of teachers and executive staff.

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 Year 2-6 can demonstrate numeracy growth and achievement from Semester 1 to Semester 2, using Check In as a key data point.	Check-In data indicates that Year 4 students attained 3.2% above SSSG in Semester 1 and in Semester 2 the Year 4 cohort attained 9% above SSSG, therefore showing a growth of 5.8%.
Students in Years 2-6 can demonstrate reading growth and achievement from	Check-In data indicates that Year 4 students attained 1.3% above SSSG in Semester 1 and in Semester 2 the Year 4 cohort attained 3.8% above

Semester 1 to Semester 2, using Check In as a key data point.	SSSG, therefore showing a growth of 2.5%.
<p>To improve from Sustaining and Growing to increase aspects towards Excelling in the theme of Explicit Teaching on the Schools Excellence Framework (SEF)</p> <p>To improve from Sustaining and Growing to increase aspects towards Excelling in the element of Data Skills and Use on the Schools Excellence Framework (SEF)</p>	<p>Evidence and data reflects that the school continues to operate at Excelling in the theme of Explicit Teaching on the SEF.</p> <p>Evidence and data reflects that the school is continuing to operate at Sustaining and Growing in Data skills and use. However, we have maintained Excelling in the theme of Data use in teaching on the SEF.</p>
<p>Check In</p> <p>Aboriginal students in Years 2-6 can demonstrate reading growth and achievement from Semester 1 to Semester 2.</p>	Check-In data indicates that Aboriginal students attained 16.6% below SSSG in Semester 1 and in Semester 2 the Year 4 cohort attained 8.1% below SSSG, therefore showing a growth of 8.5%.
<p>Check In</p> <p>Aboriginal students in Years 2-6 can demonstrate numeracy growth and achievement from Semester 1 to Semester 2.</p>	Check-In data indicates that Aboriginal students attained 3.1% above SSSG in Semester 1 and in Semester 2 the Year 4 cohort attained 1.1% above SSSG, therefore showing a decrease of 2%.

Strategic Direction 2: Wellbeing and Engagement

Purpose

Ensure a culture of high expectations, strong relationships and increased engagement of students, staff and community to build excellence.

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.

- Connectedness
- Increased Engagement

Resources allocated to this strategic direction

Socio-economic background
Aboriginal background
Integration funding support
English language proficiency

Summary of progress

The school's initiatives in this strategic direction were aimed at connectedness for students, staff and community resulting in increased engagement, this included:

Connectedness

- The school engaged in School Strategic Support - Behaviour which required staff completing MAPA training, strategic PL and a professional text to support professional discussions and reflection on self and school practices.
- Utilising external wellbeing service links with the University of Newcastle to provide SPiNS and the OT Clinic to screen and provide therapy to students.
- Community Consultative group continued to grow and be engaged in a range of activities across the school to raise funds to support educational programs.

Increased Engagement

- The John Hunter Hospital School Outreach class was established to support students from a range of settings. These students interact on site in a positive and safe manner to engage them in an educational setting.
- Speaking In Colour Resurgence Project where students, staff and community were involved in a weaving project with the final result being displayed in the Newcastle museum.
- Art garden was established from a successful grant to establish a space based around artistic elements to be enjoyed by the wider school community.
- BaSE attendance was continuously refined throughout the year to once again achieve our set target and continuously be above State average in our school attendance.

These initiatives reflect our commitment to maintaining a high-expectations culture throughout the school and promoting the holistic development and wellbeing of our students. The cohesive approach which we employ to wellbeing results in significant improvements for our students, staff and community at Wiripaang Public School. In 2024, we will continue to implement and embed wellbeing processes that increase engagement and connect our school community.

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
TTFM Wellbeing data (advocacy, belonging, expectations) improves to 92.8% from 90.7%	<ul style="list-style-type: none"> - Parent TTFM results reflected significant positives overall for the school with over half of our families engaging in the survey - Teacher TTFM results demonstrated that the school mean was significantly above the State norms for teachers - Student TTFM results demonstrated 64% for sense of belonging, advocacy was 0.1 below the state mean, expectations for success were 1.1 below state mean
For 63% of students to be attending school 90% of the time	60.9% of students are attending 90% or more which is 6.6% above state and 15.3% above SSSG. The school will continue to strive to increase our percentage by 1% or more next year and beyond.
<p>To improve from delivering to Sustaining & Growing in the theme of High Expectations Culture on the Schools Excellence Framework (SEF)</p> <p>To improve from delivering to Sustaining & Growing in the theme of Parent Engagement on the Schools Excellence Framework (SEF)</p>	The school continues to achieve Sustaining and Growing in the theme of High Expectations Culture. The school has made the on balanced judgement through reflection on evidence that the school has achieved Sustaining and Growing in Parent Engagement on the SEF.

Strategic Direction 3: Systems and Practices

Purpose

Streamline strategic processes so quality practices improve all aspects of Wiripaang Public School.

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.

- Building leadership capabilities
- Strategic Processes

Resources allocated to this strategic direction

Socio-economic background
Aboriginal background
QTSS release
Per capita

Summary of progress

The school's initiatives in this strategic direction were aimed at refining school practices and processes, emphasis on leadership for all stakeholders and continuous improvement in our administrative practices. Key activities included:

Building Leadership Capabilities

- Moving all executive staff to trialling the online PDP process and over half of other staff opted in to complete their PDP in this manner. This allowed supervisors to actively engage, store and reflect on PDPs at formal and informal discussions with staff across the school in various roles. All staff that utilised the digital PDP stated that they preferred this option and all staff will move to online PDPs in 2024 to continue to actively engage in professional learning and goal achievement aligned to the SIP and their personal career goals
- Staff leadership opportunities have been prevalent through existing staff relieving in promotional positions, staff involved in aspiring leadership positions within the school and across the network. The school received an Executive Directors award for achievement in leading attendance improvement within the school, network and across the region
- Students were involved in Learning to Lead training facilitated by the University of Newcastle and student leaders engaged in an explicit leadership program involving visits off site as well as in school learning delivered by staff. Aboriginal students worked within our school, community and Hunter Sports High School to be involved in numerous leadership opportunities as well which supported existing transition programs. The school continued with twice yearly student led conferencing which has been received positively by all involved.

Strategic Processes

- A strong emphasis was placed on refining and upskilling staff in strategic financial management throughout the year to ensure our executive and administrative staff maximised the school's resources to ensure student learning and wellbeing outcomes were achieved. This involved finance sessions with executive staff, 5 weekly finance meetings open to all staff and a thorough understanding of where the school was sitting financially at all times between relevant and required staff. The employment of a Business Manager continued to upskill the Principal, Deputy Principal and School Administrative Manager to support their individual roles in leading the school. This has resulted in a significant amount of accurate allocation of needs based finance going to students needs along with resourcing the school.

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
To improve from Sustaining & Growing to progress towards excelling in the theme of Administrative Systems and	Self assessment against the SEF shows the school currently performing at Sustaining and Growing. The school will continue to strive for Excelling in 2024 when the school will complete external validation.

Processes on the Schools Excellence Framework (SEF)	
To achieve excelling in the theme of Continuous Improvement on the Schools Excellence Framework (SEF)	Self assessment against the SEF shows the school currently performing at Sustaining and Growing. Continuous Improvement is occurring in all areas of the school and the school will strive to achieve Excelling in 2024.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$373,083.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wiripaang 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"> • Connectedness <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Cohesive professional learning focus on developing staff understanding and skillset around wellbeing and consistently implementing school wide processes <p>The allocation of this funding has resulted in the following impact: Continuing rigorous school based processes to ensure integration funding support is maximised to benefit all students. Through this strategic support and consistent high expectations the impact has been:</p> <ul style="list-style-type: none"> - reduction in negative wellbeing referrals including the amount of suspensions being reduced - staff consistency in implementing procedures ensuring a relentless focus on supporting students to succeed through increasing staff knowledge and skills - improved student wellbeing and learning outcomes through clear communication and implementing supports appropriate for each individual <p>After evaluation, the next steps to support our students will be: Maintaining clear processes so that we can ensure that our integration funding support is allocated based on the needs of students and supported by data, while also strategically allocating finance to provide additional staff to support teaching, learning and wellbeing needs effectively to support increased student outcomes.</p>
<p>Professional learning</p> <p>\$20,982.08</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 Wiripaang 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 Driven Practices <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 • engaging specialist consultants to unpack evidence-based approaches • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Implementing high-impact explicit instruction pedagogy across all areas of literacy and numeracy requires a systematic approach focused on continual improvement. Collegial and collaborative sessions involving coaching strategies around the new syllabuses has resulted in staff being more confident and knowledgeable in the new outcomes and content, ready for implementation in 2024 for Yr 3-6.</p> <p>After evaluation, the next steps to support our students will be: Continue to embed systems and processes around the new curriculum in K-2 and have staff coaching and mentoring for staff in Yr 3-6 in the English and Mathematics syllabus.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wiripaang Public School who may be</p>

<p>\$500,076.58</p>	<p>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"> • Data Driven Practices • Connectedness • Strategic Processes <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 Collaborative Planning to support student learning • resourcing to increase equitability of resources and services, contributing to a significant proportion of the Wellbeing and Curriculum budgets <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Classroom teaching and learning programs reflecting current practice and new curriculum - Development in consistent teacher judgement and data analysis and use <p>After evaluation, the next steps to support our students will be: Targeted support for staff moving into different areas of the school in 2024 to ensure confidence and consistency of skills and knowledge. Continue to work on assessment moderation and data use to improve targeted teaching approaches.</p>
<p>Aboriginal background</p> <p>\$124,456.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wiripaang 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"> • Connectedness • Increased Engagement • Building leadership capabilities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - AEO's working side by side with classroom teachers to support the delivery of explicit teaching for our core business of English and Mathematics. - Aboriginal staff implementing initiatives to support our families to engage in the school and contribute to areas improving everyone's cultural knowledge, understanding and respect. <p>After evaluation, the next steps to support our students will be: Continuing to enhance the role of the Aboriginal Education Officers and employment of Aboriginal staff to support students, staff and families in the schools commitment to ensuring our Aboriginal student outcomes are excellent along with cultural connection as a key feature of engagement.</p>
<p>English language proficiency</p> <p>\$29,081.44</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wiripaang Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$29,081.44</p>	<p>including:</p> <ul style="list-style-type: none"> • Connectedness <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 • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Small group intervention to support students in English and associated skills and knowledge. - Access to support Aboriginal English strategies when working with students to respect and support their language and application in the school setting <p>After evaluation, the next steps to support our students will be: Continue to analyse and support our students to embed a process of increasing their potential English outcomes through wrap around supports and targeted intervention.</p>
<p>Low level adjustment for disability</p> <p>\$255,050.31</p>	<p>Low level adjustment for disability equity loading provides support for students at Wiripaang 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> <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 • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Additional support in classrooms to assist students to engage and achieve their potential through relevant adjustments. - Human resources to strategically implement programs to enhance students learning through inclusive strategies. <p>After evaluation, the next steps to support our students will be: Continue to strategically align human resources and concrete resources through timetabled supports to allow all students to access the curriculum in the inclusive environment that is Wiripaang Public School.</p>
<p>QTSS release</p> <p>\$40,126.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wiripaang 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"> • Building leadership capabilities <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: A strong professional learning model across the school inclusive and reflective of all needs of staff aligned to PDP's and the SiP. The school continued to draw on a strength based model with staff mentoring each other as well as accessing corporate support from the Department of Education. Various staff have relieved in different leadership roles and the</p>

<p>QTSS release</p> <p>\$40,126.75</p>	<p>student voice has been strengthening through a range of opportunities which reflected positively in data.</p> <p>After evaluation, the next steps to support our students will be: Continue to build student and staff leadership through opportunities to engage in leadership development professional learning and networking across settings. Expand our student leadership program and look at further opportunities for student with the high school and our Community of Schools.</p>
<p>COVID ILSP</p> <p>\$173,405.20</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:</p> <ul style="list-style-type: none"> - growth in student outcomes in English and Mathematics especially in Stage 1 and 2 - effective intervention monitored by a team of staff lead by the AP C&I to monitor and analyse data from a range of sources to support student learning <p>After evaluation, the next steps to support our students will be: We will continue the practices learnt from COVID ILSP as we move forward with our Student Success Team into 2024 through explicit teaching and rigorous monitoring of data to drive decision making.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	110	108	101	102
Girls	87	83	75	77

Student attendance profile

School				
Year	2020	2021	2022	2023
K	78.3	89.2	89.6	91.2
1	77.1	89.9	90.5	90.2
2	68.0	89.9	92.0	90.3
3	77.1	87.7	88.9	90.2
4	77.8	88.8	87.4	89.0
5	74.5	90.8	88.4	88.4
6	73.6	87.9	87.6	91.0
All Years	75.2	89.1	89.2	90.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	7.49
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.4
School Administration and Support Staff	6.02

*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	204,995.49
Revenue	4,303,534.59
Appropriation	4,138,048.23
Sale of Goods and Services	15,424.89
Grants and contributions	140,906.79
Investment income	9,154.68
Expenses	-4,336,862.97
Employee related	-3,507,785.25
Operating expenses	-829,077.72
Surplus / deficit for the year	-33,328.38
Closing Balance	171,667.11

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	204,321
Equity Total	908,665
Equity - Aboriginal	124,456
Equity - Socio-economic	500,077
Equity - Language	29,081
Equity - Disability	255,050
Base Total	2,078,649
Base - Per Capita	53,192
Base - Location	0
Base - Other	2,025,457
Other Total	472,477
Grand Total	3,664,112

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, Wiripaang Public School employed a variety of strategies to gather feedback from students, staff, families, and community members, ensuring a comprehensive understanding of various perspectives. These strategies encompassed formal and informal channels, including: discussions, emails, Seesaw messages, phone calls, online surveys, Facebook comments, engagement with the Parent Committee, Student Representative Council (SRC), and the utilisation of tools such as Tell Them From Me for students and families, as well as The People Matters Survey for staff.

Upon analysing the data collected, several conclusions were drawn:

Student Satisfaction:

- The Tell Them From Me survey indicated an increase in Explicit Teaching Practices and Feedback with the school mean of 7.6, surpassing the state average of 7.5
- Students also felt they had a sense of advocacy at school in staff with the school mean being 7.6 which was 0.1 below the state average
- Aboriginal students voiced that they feel that their teachers understand their culture

Staff Satisfaction - People Matters Survey (97% of staff completed):

- A significant percentage (97%) of staff members reported that their manager listens to what they have to say and 100% stated they feel comfortable asking their manager for help at work if needed
- The vast majority (91%) felt the work environment promoted teamwork and collaboration
- Similarly, 94% expressed positive job satisfaction in their role at school
- The survey also revealed that 97% of staff members felt that they received the training and development to do their jobs well

Community Satisfaction - TTFM, Online communication platforms, Data from focus groups:

- Feedback from families highlighted increased engagement with the school, both in person and online, reflected as a school mean of 8.4 (parents feel welcome) in two-way communication with parents
- External community stakeholders, including the University of Newcastle, Lake Macquarie Private Hospital, and various community groups and private enterprises, were actively engaged in supporting the school
- Overall, the usage of communication platforms has increased significantly with an extra 150 plus followers on Facebook and Seesaw engagement average of nearly 500 a week views

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.

Aboriginal Education - School statement

Wiripaang Public School is dedicated to addressing the disparity in academic achievement and overall wellbeing among Aboriginal students. The Wirimob team plays a pivotal role across all aspects of the school, ensuring cultural achievements are celebrated and embraced by all students through collaborative efforts. Maintaining strong ties with Hunter Sports High School to facilitate a smooth transition for our students into high school, leveraging their support in cultural activities such as dance. Additionally, fostering a positive partnership with the Minimbah Local Aboriginal Education Consultative Group (AECG) to enhance communication and relationships within our student body and community.

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.

Anti-Racism - School statement

Wiripaang Public School is equipped with two trained Anti-Racism Contact Officers (ARCOs), one serving in the mainstream setting and another in our support unit. These ARCOs play a crucial role in promoting an inclusive and respectful environment for all students and staff. Furthermore, all members of staff undergo training in our Anti-Racism Policy, ensuring its consistent implementation across every facet of our school. We are committed to fostering a culture of diversity, equity, and inclusion, where every individual feels valued and respected.

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.

Multicultural and anti-racism education - School Statement

At Wiripaang Public School, our primary focus is on fostering respect, acceptance, and celebration of students from diverse cultural backgrounds through comprehensive teaching and learning programs. We emphasise to students that diversity is a natural aspect of humanity, and we strive to instil an understanding and appreciation of these differences. Through the development of positive relationships, we encourage our students to embrace and respect each others unique identities and cultural heritage. By integrating these principles into our educational approach, with the aim to create an inclusive and welcoming environment where every student feels supported.

