2023 Annual Report

Wingham Brush Public School

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Introduction

The Annual Report for 2023 is provided to the community of Wingham Brush 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

Wingham Brush Public School
Isabella Street
WINGHAM, 2429
https://winghambru-p.schools.nsw.gov.au
winghambru-p.school@det.nsw.edu.au
6553 4443

Message from the principal

One of the standout features of this year has been the tremendous growth we have witnessed in our students. From the eager faces of our youngest learners to the confident strides of our graduating class, it is evident that each child has blossomed in their own unique way. Academic achievements, creative expressions, and personal development have been the building blocks of this growth, and it is a testament to the hard work and dedication of our students, teachers, and parents.

As we bid farewell to another year, I want to emphasize the importance of celebrating not just the academic achievements but also the character growth and positive relationships formed. Our school is not just a place of learning; it is a community where values are instilled, friendships are forged, and memories are created.

One of the highlights has undoubtedly been the remarkable display of creativity through our Brushworks Art Expo. The talent and imagination exhibited by both our students and teachers have been nothing short of awe-inspiring. It is a testament to the vibrant and nurturing environment we have cultivated here at Wingham Brush Public School, where artistic expression is not only encouraged but celebrated.

Our Fathering Project has had another successful year under the direction of Mr Goodwin. Thank you to all our male staff and male role models from our families that supported the program throughout the year. We look forward to more exciting events in 2024.

The 'Permikids' garden, our wonderful 'Treehouse' is a living testament to our commitment to environmental education, it has not only flourished but excelled. It serves as a symbol of our dedication to instilling values of sustainability and environmental consciousness in the hearts of our students. Their collective efforts in nurturing this garden are a source of pride for our entire school community. Mrs Longstaff has been the driving force behind our garden and her passion and enthusiasm is evident throughout the whole garden program. Her commitment to the growth and well-being of our students has been commendable. We congratulate Mrs Longstaff on also making the top 6 nominees for the State Environmental Education Awards that were held in Sydney recently.

Our P&C have given tirelessly of their time and expertise for the enormous benefit of our students, providing valuable services and resources to our school. We are very grateful for their $10 000 donation towards our two new play equipment areas. These will be installed in the infants and primary play area. I take this opportunity to give thanks to all who have contributed to our school community.

What we do each day has a positive impact on the futures of the young people in our care and, therefore, bodes well for the future of our world. I am confident that with the continued support of our dedicated staff and the nurturing environment provided by our families, Wingham Brush Public School will see even greater achievements in the years to come.

Mrs Kylie Seaman

School vision

At Wingham Brush PS, our vision is to provide innovative and differentiated curriculum that meets the learning needs of all students' education. We endeavour to inspire, challenge and empower resilient, self-motivated students with a strong foundation in literacy and numeracy. Our supportive staff are committed to delivering high-quality instruction that is inclusive and ensures that every student is valued and cared for in a safe and nurturing environment.

School context

Wingham is a diverse rural and highly productive area in the Mid North Coast of New South Wales, situated twelve kilometres west of Taree, with a population of approximately 5 300 people. The area supports a variety of farming and dairy ventures and the town has a successful abattoir. Within the school grounds there is an Environmental Education Centre which can be used by visiting schools. There is an environmentally sensitive area attached to our school called Wingham Brush, a small pocket of rainforest with attractive boardwalks and home to a large colony of grey-headed flying foxes. Wingham Brush Public School has an enrolment of 210 students. 14% of our students are Aboriginal. Our school is supported by the Taree Aboriginal Education Consultative Group (AECG).

Our structure consists of nine regular and multi-grade classes. Our school is equipped with two computer labs, as well as mobile and interactive technology within our heritage buildings. Our core values of Respect, Responsibility and Resilience support our wellbeing policies in providing a positive learning environment. Teachers aspire to provide differentiated high quality instruction which addresses the needs of all students. School Learning Support Officers (SLSOs) provide support in building social skills, extra support in curriculum and intervention programs for targeted students.

Our rich wellbeing programs support the social, emotional and physical needs of our students, including comprehensive transition programs, building on our strong partnerships with the local pre-schools and high-school. Our school enjoys a breakfast program and supported playground activities for a range of student interests. Students have opportunities for extra-curricular participation including representation across a range of sports, debating, public speaking and creative performances, drumming, ukulele tuition, choirs and annual whole-school concerts.

Through a comprehensive situational analysis, the school identified the need for teachers to strategically use data to inform their teaching while providing relevant, explicit, ongoing feedback to students. The analysis also revealed an area of focus around continuously refining and developing quality wellbeing processes so the school fosters a sense of belonging, connectedness and quality learning opportunities. In addition, the school will aim to build and sustain a culture of excellence, evident in high impact professional learning and performance and development.

Strong consultation took place with the school's staff, P&C and Aboriginal Education Consultative Group around the proposed strategic directions and school vision.

Our school enjoys a cohesive mix of experienced and early career teachers who work collaboratively to implement high-quality differentiated teaching practice. Based on our situational analysis, school and system priorities, student performance data and staff identified need, we will continue to deliver ongoing, carefully planned and resourced professional learning, to further develop collective efficacy focussed on continuous student growth and engagement.

We value our supportive parents and wider community, encompassing our P&C, parent body and local community members including Aboriginal elders. The staff and parents enjoy a positive relationship, actively promoting the school and its students. The school has an established before and after school care facility (OOSH) that provides a service to our parents and the wider community.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
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

Our purpose is to increase the number of students achieving expected growth in Numeracy and Reading through data driven practices, explicit teaching, differentiated programs and feedback to build strong foundations in academic success.

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.

- Highly Effective Teaching Practices
- Differentiated Learning

Resources allocated to this strategic direction

QTSS release
AP Curriculum & Instruction
Aboriginal background
Low level adjustment for disability
Integration funding support

Summary of progress

The focus for 2023 was to increase the number of students achieving expected growth in numeracy and reading through data driven practices, explicit teaching, differentiated programs and feedback to build strong foundations in academic success.

This involved the timetabling of Intensive Learning Support (ILSP) teachers to provide additional explicit teaching in literacy and numeracy to work side by side with the classroom teacher. This enabled multiple groups to receive differentiated, quality, explicit, point of need teaching simultaneously, multiple times per week.

The leadership team collected baseline data around feedback and shared it with staff. Results were analysed and staff collaborated to identify individual learning goals (as part of their own action plan) around feedback within the teaching and learning cycle. Teachers then engaged in lesson observations and provided feedback to each other. New goals were developed in response to their peer feedback.

As a result, all students received targeted regular and consistent small group instruction which resulted in higher student engagement, an increase in learning productivity time and reduced behaviour interruptions. 83% of years 2-6 student PAT data in reading indicated growth and 79% in numeracy. Five weekly reading monitoring graphs K-6, indicated 95% of students demonstrated positive growth, with a minimum of 2 to 12 levels in 2023. Number talks are embedded in all classes K-6 and students are able to articulate their mathematical processes and reasoning.

Teacher engagement in feedback observational rounds was high with 100% of teaching staff completing the cycle. Providing structures to ensure the implementation of the observational rounds, enabled all staff to engage with minimal impact on their existing workload. Collegial discussion was highly valued and LISC 's are now more regularly referred to and visible. Teachers are continuing to develop their confidence in using LISC to form the basis for all feedback within every classroom for literacy and numeracy. Students are developing an understanding of what they are learning and why it is relevant, to monitor their own learning progress.

Next year the school will focus on;

*Continuing with additional literacy and numeracy in-class support in 2024. Classroom teacher and intervention teachers work collaboratively to track and analyse student progress, set new learning goals and collegially plan in five weekly data discussion sessions for reading, writing and numeracy.

*Continuing to progress through the feedback action plan, including individual teacher goals for feedback, timetabled observational rounds and development of the schools learning dispositions.

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
System Negotiated Target All students can demonstrate growth in their reading scaled score using PAT (Progressive Achievement Test) data 2022 to 2023.	PAT testing indicates the percentage of students achieving growth in reading was 83% which was an increase of 27% from 2022.
At least 70% of students in Year 2-6 will demonstrate a 0.4 growth (effect size) when comparing start of year and end of year PAT scores in reading and numeracy.	• The percentage of students in Years 2-6 who demonstrated a minimum of 0.4 growth in PAT Reading scores was 61%. This is an increase of 14% from 2022. • The percentage of students in Year 2-6 who demonstrated a minimum of 0.4 growth on PAT Numeracy scores was 50%. This is a decrease of 14% from 2022.
All students can demonstrate growth in their numeracy scaled score using PAT (Progressive Achievement Test) data 2022 to 2023.	PAT testing indicates the percentage of students achieving growth in numeracy was 79%, which is an increase of 4% from 2022.

Strategic Direction 2: Performance Development Culture

Purpose

Our purpose is to develop collective efficacy focused on continuous improvement to build teacher capacity that enables data-driven practice to inform effective, high-quality instruction through collaborative planning and feedback.

Initiatives

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

- Teacher Capacity Building
- Effective Data Use

Resources allocated to this strategic direction

Socio-economic background
Professional learning
AP Curriculum & Instruction
Beginning teacher support
QTSS release

Summary of progress

The focus for 2023 was on the use of effective teaching methods, supported and modelled by the leadership team, to drive on-going school-wide improvement in teaching practice and student results. The decision was made to continue to focus on reading and writing with a targeted approach to close reading and the use of decodable texts K-6. In numeracy, the focus was on multiplicative strategies.

This involved the leadership team supporting staff with shoulder to shoulder teaching in classrooms, programming and data analysis. The Assistant Principal Curriculum and Instruction (APC&I) guided teachers in the implementation of the K-2 Syllabus, developing teachers background knowledge in evidenced-based teaching practices to deliver all aspects of the curriculum. Differentiation and student engagement continued to be a crucial and targeted area for improvement. Data Talks and individual weekly professional learning (PL) continued to form the basis of building teacher capacity. Teachers were given opportunities to discuss and analyse specific student work samples and data to build their capacity in identifying student needs, making adjustments and providing extensions in their teaching and learning programs.

In Numeracy, the school continued to build and consolidate practices around number talks and worked to embed additive and multiplicative strategies across the school. Teachers were supported in programming and guided in how to provide opportunities for differentiation and inclusion during whole class teaching.

As a result of regular and consistent PL around programming and data collection, staff confidence and engagement with the new curriculum improved, enabling the school wide transition to electronic programming through OneNote. This also resulted in an increase in teacher registration, evaluation and adjustments to their teaching and learning programs.

Teachers were provided with time to engage in peer observations around LISC and the use of quality feedback that aligns with learning goals. Feedback to and from students was a priority and LISC were included in the work with the APC&I in literacy and numeracy. Teachers developed confidence in writing success criteria that were specific and catered for the learning needs of all students using the Writing Rubric Tool.

Next year, the school will focus on;

*Continuing with timetabled PL with APC&I with a focus on the implementation of the new 3-6 curriculum.

*Professional learning will continue to focus on teacher PDP goals, specifically systemic goals around task specific feedback in writing.

*Refining stage based assessment tasks and schedules to ensure they align with the new curriculum.

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 effectively use and apply their skills in using data sources in reading to differentiate teaching and learning programs.	There has been a significant improvement in teacher capacity to collect, analyse and use reading data to drive differentiation when programming. 100% of teachers were able to consistently identify skill gaps for improvement and areas for extension in reading as demonstrated in Data Discussion Logs.
Improvement against the HIPL school self-assessment from delivering to sustaining and growing across the themes, 'Professional Learning is driven by identified students needs', specifically teachers using a range of data and students feedback about teaching effectiveness to inform professional learning planning and 'Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement', specifically the link between PL, student needs and classroom practice to share accountability.	Executive staff have continued to improve the professional learning systems and practices. We have maintained Sustaining and Growing against all focus areas in the HIPL Framework. Teachers have been engaged in specific and targeted areas of development to allow all staff to develop expertise, build processes and share with colleagues. The improvements, student progress, and teacher feedback informs future PL direction and modes of delivery.
All of teachers apply and demonstrate feedback with a specific focus on learning intentions, task and process to improve students ability to monitor, direct and regulate actions towards their learning goals.	Feedback continues to be a focus area for professional learning. Teacher Professional Development Plans (PDP's) will have a focus on developing and implementing processes for task specific feedback in writing. There is evidence of improvement with teachers using LISC and individual learning goals to deliver task specific feedback. Executive walk-thrus and observations revealed an increase in the use of visible LISC, with more explicit feedback being provided to students. Students across K-6 are not able to consistently articulate the learning intention of the lesson, or their individual learning goals.

Strategic Direction 3: Engaged Learners

Purpose

Our purpose is to implement evidence-based, systemic practices and processes resulting in measureable improvement in wellbeing, attendance and engagement in learning.

Initiatives

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

- Attendance
- Student Engagement

Resources allocated to this strategic direction

Socio-economic background
Professional learning
Location

Summary of progress

The focus in 2023 was to implement systematic practices and processes that resulted in measurable well-being, attendance and engagement in learning.

This involved attendance data regularly being analysed and used to inform planning, including daily monitoring with SMS messaging, phone calls and attendance letters. Whole school systematic monitoring of attendance was actioned through regular stage, executive and learning support team meetings and weekly contact with the Home School Liaison Officer (HSLO). Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. Processes are implemented for attendance concerns to be discussed with students and their parents/carers. Teachers and parents/carers have worked together to encourage and support consistent student attendance through ongoing communication about the importance of attendance for improved learning outcomes. The regular review of attendance data and identifying students of concern will be a continued focus for 2024.

Mental Health First Aid professional learning was delivered to staff, in order to build their capacity to implement strategies to support student well being and engagement. The PL enabled staff to develop an understanding of the different types of mental health conditions and how they present in young people. Staff engaged in role plays to practise mental health first aid management strategies and developed their skills in supporting young people and their families in times of crisis.

Student voice, engagement and sense of belonging remained at the forefront of well being practices. The Tell them From Me (TTFM) survey maintained a stable percentage of 79.29% in positive well-being. The percentage of students experiencing a sense of belonging remained stable at 62.12%.

The growth of 'Permikids' garden program has significantly contributed to student engagement, positive self esteem, improved teamwork and sense of ownership. The garden has also provided students with opportunities to self-regulate through hands on and physical tasks. The school has continued to implement informed strategies resulting in measurable improvements in well-being and engagement to support learning including PATCH, targeted afternoon well-being groups and intensive transition programs.

The establishment of an open plan classroom for team teaching, with a focus on collaborative learning for Stage 3, resulted in improved student independence, engagement and provided opportunities for more explicit teaching, with the inclusion of SLSO's and small group intervention teachers. A stronger collaborative culture was fostered amongst staff, which provided opportunities to build teacher capacity through observation, modelling of effective practise and mentoring. Student growth and engagement in literacy and numeracy improved significantly, with all students demonstrating an average effect size of 0.51 in numeracy and 0.37 average effect size in reading.

There was a continued and consistent focus on attendance and communication with parents, with individualised attendance plans including SMART goals to increase targeted student attendance. There has been a significant improvement in students attending school 90% of the time, with an increase of 30% from last year.

Well-being improvement was focused on reinforcing the universal understanding of how to communicate the classroom and playground expectations, with a focus on all classrooms implementing a visual behaviour management system that is consistent with the school behaviour expectations. 100% of teachers displayed and referred to their visual behaviour

management system within the classroom setting.

Staff were engaged and up-skilled through ongoing PL and staff meetings, focused on the Inclusive, Engaging and Respectful Schools (IER) policy reform, specifically the development of restrictive practice and individualised behaviour plans.

Next year our focus will be;

*Enhancing the celebration of attendance of 90% or more (for individuals and class groups) with the addition of termly prize draws.

*Re-establishing the communication links between the school and families with the introduction of School Bytes and streamline methods for parents to explain student absences.

*The implementation of a Positive Learning Environment (PLE) team with representatives from each stage and support staff.

*'Permikids' will continue to be an integral part of our well-being programs at WBPS with daily afternoon targeted well-being groups, 'hands on' tasks and activities that improve social and emotional well-being.

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
System Negotiated Target Increase the percentage of students attending school 90% of the time or more to be at or above the system negotiated lower bound target of 73.8%.	The number of students attending greater than 90% of the time or more has increased by 30%, from 2022 to 62%.
System Negotiated Target Increase the percentage of students with positive wellbeing to be at or above the system negotiated lower bound target of 79.9%.	Positive wellbeing outcomes have remained stable at 79.29% indicating the school has achieved the lower bound system negotiated target.
Increased improvement in growth from *Delivering* to *Excelling* against the School Attendance Self Assessment Matrix in the areas of *Attendance Communication, Administrative Recording, School attendance Procedures* and *Staff knowledge and Skills*	Across all of the areas of Administrative Recording and School Attendance Procedures, the evidence shows that the school has maintained a level of sustaining and growing. There has been a continued targeted approach to the area of Attendance Communication, including the celebration of high attendance in students and targeted collaboration between parents and carers to address attendance issues in high risk students. Staff have continued to implement the Attendance Policy and data is regularly shared at a stage and whole school level.
Increase the 2021 percentage of students with a sense of belonging by 5% or more in the TTFM Survey.	Students reporting a sense of belonging outcomes have remained stable at 62.12%.

Funding sources	Impact achieved this year
Integration funding support	Integration funding support (IFS) allocations support eligible students at Wingham Brush Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiated Learning **Overview of activities partially or fully funded with this targeted funding include:** • Employment of an SLSO to monitor, support and assist in the learning of students with diagnosed disabilities. • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). **The allocation of this funding has resulted in the following impact:** All funded students have demonstrated growth in their personalised goals, social interactions and emotional regulation. PSLP's were regularly updated and responsive to student learning needs and their progress, ensuring they received targeted and personalised learning and support in the classroom. **After evaluation, the next steps to support our students will be:** Ensure funding use is regularly reviewed and adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs. Systems and procedures are in place to ensure the well-being needs of students are understood and explicitly supported by staff.
Socio-economic background $264,507.56	Socio-economic background equity loading is used to meet the additional learning needs of students at Wingham Brush Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teacher Capacity Building • Attendance • Student Engagement **Overview of activities partially or fully funded with this equity loading include:** • Employment of an additional SLSO to support targeted students in the classroom and the playground. • Modification to infrastructure of the Stage 3 classrooms, including purchase of new furniture and carpeting of collaborative spaces. • Allocation of timetabled regular time dedicated to professional learning with the APC&I to build teacher capacity. **The allocation of this funding has resulted in the following impact:** The creation of the collaborative and open plan learning space allowed for a more dynamic learning environment, accommodating different learning styles and promoting movement, which improved focus and engagement. Carpeting these areas improved acoustics, comfort, and created a more inviting space for collaborative work, boosting productivity, creativity and quality learning among students. Additional SLSO's were critical to the implementation of well being programs and the delivery of intervention programs. The intervention programs resulted in significant results in literacy, numeracy and engagement in classroom learning. Students participating in the QuickSmart intervention program for reading demonstrated an average growth of 0.66 effect size and students participating in the numeracy program demonstrated an average growth of 0.45 effect size. Increased professional learning resulted in teachers engaging with the

Socio-economic background $264,507.56	APC&I individually to develop capacity in data analysis and programming, including the familiarisation with the new curriculum. All teachers demonstrated growth in meeting their personal goals as evidenced in their PL logs, programs and classroom practice. **After evaluation, the next steps to support our students will be:** Funding the employment of additional SLSO's to implement targeted intervention and wellbeing programs in the classroom and playground. The employment of teachers to deliver explicit reading and numeracy intervention programs and supporting classroom teachers in focus groups in literacy and numeracy. The employment of an additional classroom teacher to reduce class sizes across the school to enable teachers to more effectively identify and implement the most effective explicit teaching methods including regular collection of data, attention to analysis and focus on point of need teaching.
Aboriginal background $57,172.34	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wingham Brush 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiated Learning **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional staff to support literacy and numeracy programs. • Staffing release to support development and implementation of Personalised Learning Plans (PLP's) **The allocation of this funding has resulted in the following impact:** Targeted students engaged and made substantial progress in literacy and numeracy intervention programs. Aboriginal students were supported in curriculum activities and playground social interactions to enhance their sense of belonging, engagement and academic progress. Funding was used to provide teachers with time to develop Personalised Learning Pathways (PLP) in collaboration with students and parents. **After evaluation, the next steps to support our students will be:** To engage SLSO support for Aboriginal students from K-6 with a focus on literacy and numeracy support. To ensure all students have a PLP developed and reviewed regularly.
Low level adjustment for disability $151,505.15	Low level adjustment for disability equity loading provides support for students at Wingham Brush Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiated Learning **Overview of activities partially or fully funded with this equity loading include:** • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Targeted students are provided with an evidence-based intervention QuickSmart to increase learning outcomes. • Employment of a Learning and Support Teacher (LaST) and an Intervention teacher. **The allocation of this funding has resulted in the following impact:**

Low level adjustment for disability $151,505.15	Support in the classroom from SLSO and intervention teachers has increased the level of explicit teaching, specifically in literacy and numeracy, to targeted students with additional learning needs. There was a more consistent approach to student learning support resulting in interventions, health and emotional needs being addressed and differentiated learning activities being implemented. **After evaluation, the next steps to support our students will be:** To continue to provide additional support for identified students through the employment of SLSO and LaST (Learning and Support Teacher). Staff to continue to work closely with APC&I and parents to create authentic learning plans that are regularly reviewed and updated.
Location $3,489.18	The location funding allocation is provided to Wingham Brush Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Engagement **Overview of activities partially or fully funded with this operational funding include:** • Subsidising student excursions to enable all students to participate. • Technology resources to increase student engagement. **The allocation of this funding has resulted in the following impact:** All students were able to attend excursions and incursions throughout the year, providing all students with rich learning opportunities. All students having equal opportunities to attend events and access technology within the classroom. This also increased student engagement and advocacy for school. **After evaluation, the next steps to support our students will be:** To increase collaboration, resources and overcome isolation through financial and wellbeing support. To continue supporting students to overcome isolation and for all students to be given equal opportunity to attend extra-curricular activities.
Professional learning $18,569.72	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 Wingham Brush Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teacher Capacity Building • Student Engagement **Overview of activities partially or fully funded with this initiative funding include:** • K-2 teachers supported to deliver new curriculum and units through stage meetings, PL and in-class support. 3-6 teachers exposed to new curriculum and observing K-2 unit delivery. Collegial sharing in staff meetings and whole school PL. • Presentations by suitable and qualified facilitators for 'Mental Health First Aid', Manual Handling and First Aid. • Guidance in the use and development of One Note for programming across the whole school. **The allocation of this funding has resulted in the following impact:** Teachers engaged, enacted and implemented the new K-2 curriculum into their planning, programming, teaching, assessing and reporting. Teachers engaged in professional collaboration to improve teaching and learning, including observations with feedback to improve knowledge and practice. High quality differentiated programs in reading and numeracy reflected explicit teaching techniques and point of need teaching. Staff displayed a

| Professional learning

$18,569.72 | better understanding and empathy for students with needs and mental health and demonstrated through discussions and sharing a more proactive and considered approach in the actions to take.

After evaluation, the next steps to support our students will be:
To provide dedicated and timetabled professional learning to support all teachers K-6 in the delivery of the new syllabuses, programming and analysis of student data. Teachers given opportunities to track and focus on their PDP goals and build capacity in student wellbeing. |
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| Beginning teacher support

$1,154.39 | Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Wingham Brush Public School during their induction period.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Teacher Capacity Building

Overview of activities partially or fully funded with this initiative funding include:
 • Professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers.

The allocation of this funding has resulted in the following impact:
The funds allocated to school have also been used to support additional professional learning opportunities to ensure they are using current teaching practices and embedding quality teaching activities for all students. Teacher confidence in engaging in collegial discussions increased.

After evaluation, the next steps to support our students will be:
Ensure beginning teachers are supported through mentor teachers and executive to deliver quality teaching and programs. |
| QTSS release

$38,706.34 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wingham Brush Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Highly Effective Teaching Practices
 • Effective Data Use

Overview of activities partially or fully funded with this initiative funding include:
 • Assistant Principals provided with additional release time to support classroom programs.
 • APC&I and stage leaders work closely with teachers in classrooms to improve the effectiveness of feedback and explicit teaching.
 • Teachers meet with APC&I every 5 weeks to analyse data, share and plan future teaching programs informed by the data.

The allocation of this funding has resulted in the following impact:
The leadership team maintaind a focus on building teacher capacity through data talks. Teachers are able to collect, analyse and apply to planning and differentiation for individual students. Teachers are all implementing explicit teaching in small groups for reading and the inclusion of intervention teachers in the room has increased the frequency students are delivered point of need teaching and instruction.

After evaluation, the next steps to support our students will be:
To continue to provide time for the leadership team to mentor stage teams and individuals through dedicated PL, shoulder to shoulder teaching, well-being support in the classroom and timetabled PL with the APC&I in the delivery of the new curriculum. |

COVID ILSP $89,958.22	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. **Overview of activities partially or fully funded with this targeted funding include:** • Employment of teachers/educators to deliver small group tuition. • Providing targeted, explicit instruction for student groups in literacy/numeracy, specifically writing and additive strategies. **The allocation of this funding has resulted in the following impact:** Intensive writing sessions occurred in all classrooms, with intervention teachers and trained SLSO delivering explicit point of need teaching. Additional small group support was delivered in reading and numeracy to targeted students across all grades. This intensive approach has resulted in improved engagement in learning within the classroom across all KLA. Evidence can be seen in a combination of internal assessments including reading assessments, writing samples and teacher observation. **After evaluation, the next steps to support our students will be:** Additional SLSO and intervention teachers will be in class and addressing focus areas in literacy and numeracy. These will be programmed, tracked and analysed in collaboration with classroom teachers. Timetabled data analysis every 5 weeks will enable the tracking, plotting and learning goals using the learning progressions in the area of reading.
AP Curriculum & Instruction $186,105.60	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly Effective Teaching Practices • Differentiated Learning • Teacher Capacity Building • Effective Data Use **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Review of data, establishment of defined areas for focus and leading teachers in data conversations to support the modification of teaching practice. • Driving and monitoring the key initiatives in Strategic Direction 1, highly effective teaching practices and differentiated learning. **The allocation of this funding has resulted in the following impact:** All teachers have been provided with individual and stage team support. Teachers have worked collaboratively with the APCI to analyse student data, include differentiation and adjustments to their teaching and learning programs to improve student outcomes. Teachers have reported feeling more confident in delivery of explicit reading and close reading and delivery of the K-2 English and Mathematics Curriculum. There has been a significant increase in teachers ability to collect, analyse and apply student data and its implications to their teaching. **After evaluation, the next steps to support our students will be:** A strategic planned approach to future professional learning (including the development of authentic PDP's and personal goals) which will allow teachers to continue to be supported with the implementation of the new syllabus K-6. PLC's will include data talks, and ongoing adjustments to student learning and teaching and learning programs.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	97	93	107	94
Girls	108	107	100	98

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	91.2	90.3	81.0	89.4
1	93.3	90.9	86.8	88.6
2	92.9	89.6	86.1	88.3
3	92.8	89.8	82.4	87.6
4	93.0	88.1	79.8	84.2
5	93.4	89.5	83.9	84.0
6	93.7	89.7	86.2	85.5
All Years	92.9	89.7	83.9	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
Assistant Principal(s)	3.2
Classroom Teacher(s)	6.96
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	101,337.29
Revenue	2,921,285.47
Appropriation	2,841,651.70
Sale of Goods and Services	1,139.87
Grants and contributions	73,747.46
Investment income	4,746.44
Expenses	-2,744,088.52
Employee related	-2,412,293.96
Operating expenses	-331,794.56
Surplus / deficit for the year	177,196.95
Closing Balance	278,534.24

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	145,074
Equity Total	473,185
Equity - Aboriginal	57,172
Equity - Socio-economic	264,508
Equity - Language	0
Equity - Disability	151,505
Base Total	1,669,339
Base - Per Capita	53,874
Base - Location	3,489
Base - Other	1,611,976
Other Total	287,029
Grand Total	2,574,627

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

The Tell Them from Me Surveys were conducted throughout 2023 and feedback used to inform school planning. Student surveys, Parent/Carer and Teacher surveys were conducted. Parent surveys had a very limited response. Feed back was therefore sort through approaching parents at the school gate and at special events.

Students

66 Students participated in the Tell Them From Me Survey.

Advocacy at school, indicating positive 88%, was higher than the state norm of 84%, with students feeling that they have someone at school who consistently provides encouragement and can be turned to for advice. There was a strong response to teacher-student relationships, with a school mean of 8.3 (equal to the state) for students feeling teachers are responsive to their needs and encourage independence with a democratic approach.

62% of students had a positive sense of belonging. Students appear enthusiastic about their school, they comment that teachers are approachable, encouraging and dedicated and that there is a strong and positive relationship between students and staff. Low levels of anti-social behaviour and high levels of engagement in school activities are indicative of student satisfaction.

Parents

The school continues to enjoy frequent and open communication with parents and the vast majority of feedback is positive, with parents appreciative of the school environment and the inspiration the teachers provide to the students. The parents perceive the school to be 'parent friendly'.

The school encourages parents to involve themselves in the life of the school through both formal and informal mechanisms. Our approach to communication with parents and community is multi-layered. Parent-Teacher communication is delivered through multiple apps, face to face, phone and print. Parents have formal opportunities to meet with teachers and are encouraged to meet informally when needed. Parents and community are kept informed through the school website, newsletter, which is distributed electronically through both the Audiri app and school website.

Teachers

The TTFM Teacher Survey was completed by 13 teachers.

A very strong collegial ethos is apparent at all levels of the school. A positive and supportive atmosphere where issues can be raised and addressed, access to a wide range of professional development opportunities, and good relations with students, contribute to a high level of teacher satisfaction.

Teacher results indicated an increase in positive learning culture across all grades. 92% agree that school leaders are leading improvement and change, and communicate the strategic vision for the school. Collaboration, leadership and planned learning opportunities are all higher than the state norm.

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.