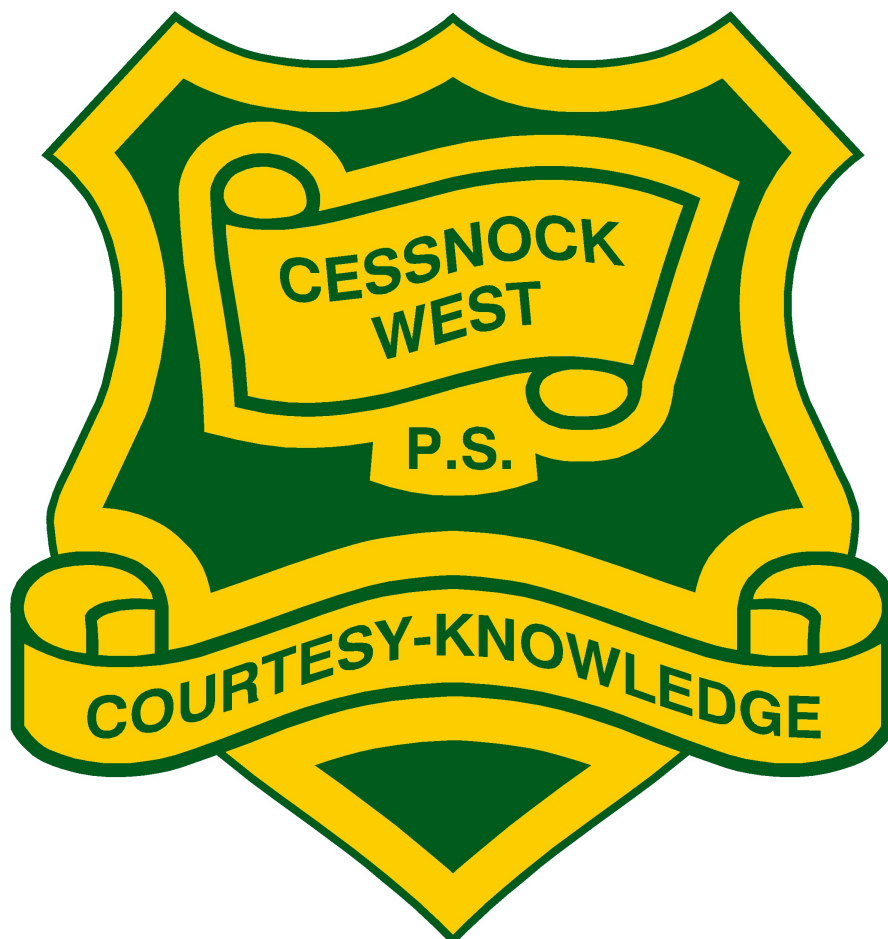


# 2021 Annual Report

## Cessnock West Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Cessnock West 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

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## School vision

Cessnock West Public School empowers all students to embrace learning and high achievement, strengthen their emotional, social and physical wellbeing, and develop connections with their culture and community. Our vision is to provide a safe and inclusive environment of continual improvement that embraces student strength, resilience, wellbeing and a love of learning through a collaborative, contemporary lens.

## School context

Cessnock West Public School is a large regional school in the town of Cessnock. The school caters for students from Kindergarten to Year 6 and has a student enrolment of 395, 22% of whom identify as Aboriginal and Torres Strait Islander. Students, staff, parents and the wider community work together to develop a culture of nurturing and empowering students to become resilient, engaged and successful contributors in an ever changing world. Students grow in a flexible, contemporary learning environment which is inclusive and sets high expectations. The school provides opportunities in sport, creative and performing arts and utilises state of the art technology. Our FOEI is 156 and ICSEA 920 identifying us as a low socio-economic regional school demographic.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan. Through our situational analysis, we have identified three areas of focus for this Strategic Improvement Plan.

The school has identified a need for work to be undertaken around deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum. There will be a strong focus on numeracy and consistent quality programming across K-6. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Our work in creating a school environment which encompasses the elements to develop student strength, resilience, emotional wellbeing and a love of learning in a safe and inclusive environment will be an area of focus. We will embed a whole school consistent approach, underpinned by evidence in best practice for Trauma Informed Schools.

The school will work with our school community to develop and strengthen family engagement in student learning. We will improve our partnerships with our Aboriginal and non Aboriginal families and the wider community to develop a sense of connection and belonging for all.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2021 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	Delivering
LEARNING: Student performance measures	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	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning in literacy and numeracy and to build strong foundations for academic success, establish and embed quality teaching practices in Numeracy and Literacy across K-6.

### 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.

- Literacy and Numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$30,803.72  
**Socio-economic background:** \$628,756.76  
**Per capita:** \$94,908.95  
**Early Action for Success (EaFS):** \$205,815.56  
**QTSS release:** \$72,876.70  
**Literacy and numeracy intervention:** \$58,861.95  
**Integration funding support:** \$142,090.00  
**Low level adjustment for disability:** \$264,596.15  
**English language proficiency:** \$2,400.00  
**Literacy and numeracy:** \$11,625.42  
**Aboriginal background:** \$48,419.00

### Summary of progress

There was strong focus on literacy and numeracy teaching and learning throughout 2021. Additional classroom teachers were employed to reduce class sizes to allow for more direct and explicit instruction for students. External and internal literacy and numeracy data was reviewed as well as current literacy and numeracy practices to develop a plan for a whole school approach to best practice in literacy and numeracy teaching and learning. Key staff were involved in extensive professional learning in current best practice and Assistant Principals and Deputy Principal Instructional Leaders worked directly with classroom teachers implementing quality teaching practices. The implementation of mathematics content clusters were trialed in Stage 3 and teachers participated in number talks. The AEO and SLSOs worked with individual and small groups of students on differentiated programs to support student individual learning needs. All teaching staff participated in extensive training in formative and summative assessment through Professional Learning Communities (PLC) and implemented this learning in their daily practice in the classroom. There has been evidence in impact in the top two bands in reading however gains in numeracy are yet to be seen.

In 2022 we will employ additional teachers to reduce class sizes. Mathematics content clusters will be trialed across Kindergarten to Year 6. Assistant Principal Curriculum and Instruction and Stage Assistant Principals will work in classrooms supporting teachers to implement best practice in literacy and numeracy, including PL in the use of data and assessment to inform teaching practice. Teachers will engage in Learning Sprints and extensive professional learning in current evidence bases effective literacy and numeracy practices. A whole school approach to literacy and numeracy will be implemented and individual student learning needs will be supported through differentiated programs supported in the classroom by support 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
Student performance above system-negotiated target baseline as measured by NAPLAN Reading Years 3 and 5.  Maintain or increase the performance of Aboriginal students achieving in the top	<ul style="list-style-type: none"><li>• NAPLAN reading achievement in top two bands increased above the baseline achieving our progress measure</li><li>• NAPLAN reading achievement for Aboriginal students in the top three bands increased above the lower bound system negotiated target achieving our progress measure.</li></ul>

three NAPLAN Reading bands.	
<p>Student performance above system-negotiated target baseline as measured by NAPLAN Numeracy Years 3 and 5.</p> <p>Maintain or increase the performance of Aboriginal students achieving in the top three NAPLAN Numeracy bands.</p>	<ul style="list-style-type: none"> <li>• NAPLAN numeracy achievement in top two bands demonstrated progress towards the annual progress measure</li> <li>• NAPLAN numeracy achievement for Aboriginal students in the top three bands did not demonstrate progress towards the annual progress measure.</li> </ul>
<p>Increase the percentage of students achieving expected growth in NAPLAN Reading to be above the system negotiated target baseline.</p>	<ul style="list-style-type: none"> <li>• NAPLAN reading achievement in expected growth increased above the upper bound system negotiated target achieving our progress measure.</li> </ul>
<p>Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be above the system negotiated target baseline.</p>	<ul style="list-style-type: none"> <li>• NAPLAN Numeracy achievement in expected growth did not demonstrate progress towards the annual progress measure.</li> </ul>
<p>Move towards Sustaining and Growing in the 'Literacy and numeracy focus' within the element 'Professional Standards.'</p>	<ul style="list-style-type: none"> <li>• Literacy and numeracy focus within the element of Professional Standards was validated in the 2021 External Validation as Sustaining and Growing demonstrating achievement of the progress measure.</li> </ul>
<p>Maintain Sustaining and Growing in the Learning Domain element 'Curriculum.'</p>	<ul style="list-style-type: none"> <li>• Curriculum within the Learning Domain was validated in the 2021 External Validation as Sustaining and Growing demonstrating achievement of the progress measure.</li> </ul>

### Purpose

In order to embrace students' strength, resilience and emotional wellbeing we will establish student focused programs delivered in a calm, safe and consistent learning community to promote a sense of belonging and high expectation across all areas of school life.

### Initiatives

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

- Connected Students
- Attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$209,220.82

**Professional learning:** \$3,800.00

**Aboriginal background:** \$4,000.00

**Regional Renewal Project:** \$100,000.00

### Summary of progress

Transition programs were developed and run across three transitions points; Preschool to Kindergarten, Yr 2 to Yr. 3 and Year 6 to Year 7. Programs included Leap into Learning, Primary Tours and Taster Lessons. Additional transition programs were implemented for students with identified needs. Our Kindergarten transition program provided a strong start to school for our 2022 Kindergarten cohort. Our school was identified as providing an exemplary program and invited to present at the state transition showcase. Trauma informed practice (TIP) strategies were defined and a school wide consistent process developed. The school employed two Assistant Principals - Wellbeing to implement and support wellbeing initiatives including the establishment of 'The Hub', Top Blokes program, Social Groups, Youth Express, Sista Speak and Bro Speak. Our School Support Dog, Killara, achieved her accreditation and followed a timetable to support students across the school. 95% of students surveys indicated that they would like to spend more time with Killara as she makes them feel relaxed, happy and safe. Staff participated professional learning in TIP and wellbeing including Berry Street Training, Safeminds and Seasons for Growth. A landscape architect was employed to develop a master plan for the school playground to enhance student engagement and wellbeing through play. Attendance Initiatives were implemented to focus on improving student attendance including acknowledgement letters, Principal's morning tea and Friday fun draw. There has been evidence in impact in positive student wellbeing, and a reduction in suspensions and small gains in increasing attendance.

In 2022 we will continue to develop and refine our transition processes at key points of transition to ensure that students have a successful and strong start to school and continue to be successful as they move through their educational journey. TIP PLC will be formed and presentations developed to embed a whole school approach to TIP strategies. Killara will continue to work across all classes at school to support student wellbeing. Wellbeing initiatives to support all students will continue and specific groups will be established to support identified groups within the school. The playground plan will be implemented to construct stage one of the playground and develop the plan and tender for stages two and three for construction in late 2022/ early 2023. Student Leadership/Student voice will be a focus in 2022 with identified staff undertaking training in enhancing student voice and developing and implementing initiatives to improve student voice and engagement in their learning. Strategies to improve attendance will be reviewed and modified to support improved attendance.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school 90% or more of the time to be above the system negotiated target baseline.	<ul style="list-style-type: none"><li>• Percentage of students attending school 90% or more of the time increased from 2019 demonstrating progress towards the annual progress measure.</li></ul>

Increase percentage of students with positive wellbeing by 3% from 2020 actual.	<ul style="list-style-type: none"> <li>• Students with positive wellbeing increased by 5% from the 2020 actual demonstrating achievement our progress measure.</li> </ul>
<p>Reduce the number of suspensions by 10% from the 2020 suspension baseline number.</p> <p>Reduce the percentage of students suspended by 1% for the 2020 suspension baseline percentage.</p>	<ul style="list-style-type: none"> <li>• The number of suspensions reduced by 43% from the 2020 suspension baseline number demonstrating achievement of our progress measure.</li> <li>• The percentage of students suspended reduced by 3.37% demonstrating achievement of our progress measure.</li> </ul>
Sustaining and growing in the theme 'A planned approach to wellbeing', and delivering in the themes 'Caring for students' and 'Behaviour' within the element 'Wellbeing'	<ul style="list-style-type: none"> <li>• A planned approach to wellbeing ,Caring for students and Behaviour within the element of Wellbeing was validated in the 2021 External Validation as Sustaining and Growing demonstrating achievement of the progress measure.</li> </ul>



### Strategic Direction 3: Connected Community

#### Purpose

In order to build community partnerships, we will foster and promote a positive school culture that values all key stakeholders across our school community. Together as a community, we are committed to instilling the values of high expectations for all.

#### 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.

- School Connections
- Community Connections

#### Resources allocated to this strategic direction

**Location:** \$2,107.46

**School support allocation (principal support):** \$21,855.90

**Socio-economic background:** \$500.00

**Aboriginal background:** \$51,562.27

#### Summary of progress

In 2021 an application to the Enhancing Capacity Program was successful. This program will commence in 2022 and will encompass a complete review of our school processes to identify areas for development and improvement. The Learning Ecosystems team completed extensive training and developed and begun implementation of our plan to engage Aboriginal families in supporting learning at school and also increase teacher knowledge and skills in embedded Aboriginal knowledge across key learning areas. Our AEO taught cultural lessons fortnightly to each class increasing student and staff knowledge of Aboriginal culture. Consistent procedures were established for communicating with the school community through the newsletter, facebook and Seesaw. Student achievement was celebrated regularly through sharing work, awards, postcards and celebration days. There has been evidence in impact in communication, and parent engagement however gains in management practices are yet to be seen.

In 2022 we will engage in the Enhancing Capacity Program and also employ DP Strategic Initiatives to develop a school share point for school information. The Learning Ecosystems project will continue to engage Aboriginal families in genuine engagement with student learning.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Moving towards Sustaining and Growing in the theme 'Administrative systems and processes' and 'Service delivery' within the element 'Management Practices and Processes.'	<ul style="list-style-type: none"><li>• In the theme Administrative systems and processes and service delivery was validated in the 2021 External Validation as delivering so did not demonstrate progress towards the annual progress measure.</li></ul>
TTFM Communication- Staff- Whole school data increases in agree/strongly agree response by 10% from 2020 baseline (60%).  TTFM Communication - Executive to staff data increases by 5% from 2020 baseline (79%).	<ul style="list-style-type: none"><li>• TTFM Communication - Staff- Whole school data demonstrated progress towards the annual progress measure.</li><li>• TTFM Communication - Executive to Staff data demonstrated progress towards the annual progress measure.</li></ul>
TTFM Two-Way Communication with parents data increases to be at NSW	<ul style="list-style-type: none"><li>• TTFM Two-Way Communication with parents data increased to be at NSW Govt norm achieving our annual progress measure.</li></ul>

Govt norm.	
TTFM School Voluntary Work in some other way ( both year and term) by 10% from 2020 baseline.	• TTFM School Voluntary Work in some other way ( both year and term) demonstrated progress towards the annual progress measure.
Parent engagement in Aboriginal student learning plans increases by 20% from 2020 baseline.	• Parent engagement in Aboriginal student learning plans demonstrated progress towards the annual progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$142,090.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cessnock West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Integration Funding Support funding benefited students with a disability in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to allocate IFS funds to support students with a disability in the areas of literacy and numeracy.</p>
<p>Socio-economic background</p> <p>\$838,477.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cessnock West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Connected Students</li> <li>• School Connections</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional classes formed to support student learning environment.</li> <li>• additional staffing to implement wellbeing program to support identified students with additional needs</li> <li>• professional development of staff through TIP to support student learning</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved outcomes for students from a low socioeconomic background in the areas of literacy and numeracy</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to employ additional staff to support students to provide explicit support in wellbeing, engagement and in the teaching and learning of literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$103,981.27</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cessnock West 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Aboriginal background</p> <p>\$103,981.27</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Community Connections</li> <li>• Connected Students</li> <li>• School Connections</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved outcomes for Aboriginal students in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to employ an AEO and CLO to support Aboriginal students to provide explicit support in wellbeing, engagement and in the teaching and learning of literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cessnock West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved outcomes for EAL/D students in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to employ additional staff to support students to provide explicit support students in the teaching and learning of literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$264,596.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Cessnock West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified</li> </ul>

<p>Low level adjustment for disability</p> <p>\$264,596.15</p>	<p>students</p> <p><b>The allocation of this funding has resulted in:</b> improved outcomes for students with additional needs in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to allocate funds to support students with a disability in the area of literacy and numeracy.</p>
<p>Location</p> <p>\$2,107.46</p>	<p>The location funding allocation is provided to Cessnock West Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• School Connections</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved efficiency of communication with parents and enhancing of school environment for student engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to allocate funding to enhance the school environment.</p>
<p>Literacy and numeracy</p> <p>\$11,625.42</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cessnock West Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• updating reading resources to meet the needs of students</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved outcomes for students in the areas of literacy and numeracy</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to fund additional resources and staff to support the teaching of literacy and numeracy.</p>
<p>Early Action for Success (EAfS)</p> <p>\$205,815.56</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Cessnock West Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> </ul>

<p>Early Action for Success (EAfS)</p> <p>\$205,815.56</p>	<ul style="list-style-type: none"> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- improved outcomes for students in Kindergarten to Year 2 in the areas of literacy and numeracy.</li> <li>- improved knowledge and skills of teachers to analyse data to improve teaching and learning programs and provide explicit instruction in literacy and numeracy.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>continue to provide funds to employ a specialist teacher to support classroom teachers in teaching literacy and numeracy.</p>
<p>QTSS release</p> <p>\$72,876.70</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cessnock West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>improved outcomes for all students in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>continue to fund the employment of additional teachers and off class Assistant Principals.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cessnock West Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>improved outcomes for students from K-2 in the areas of literacy and numeracy.</p>

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> funds will be allocated to employ additional Learning and Support Teacher allocation to provide intensive support for students who are at risk of not meeting benchmarks.</p>
<p>COVID ILSP</p> <p>\$278,774.45</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 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved outcomes for students who were identified as not meeting benchmarks in Kindergarten to Year 6 in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to allocate funds to employ teachers to provide small group tuition for students in literacy and numeracy.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	201	206	207	212
Girls	204	190	178	173

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.1	93.9	91.7	92
1	89.9	91.9	92.4	91
2	89.9	89	92.5	89.9
3	91.8	88.9	90.7	90
4	88.1	93	88.9	89.2
5	91.8	89.7	92.7	85.9
6	90.3	91.3	90.3	91.4
All Years	90.5	91	91.3	90
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous 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 in 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 has 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.

### Management of non-attendance

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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)	4
Classroom Teacher(s)	15.72
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.92

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,336,629
<b>Revenue</b>	5,532,636
Appropriation	5,493,293
Sale of Goods and Services	-164
Grants and contributions	38,408
Investment income	199
Other revenue	900
<b>Expenses</b>	-5,447,841
Employee related	-4,957,431
Operating expenses	-490,410
<b>Surplus / deficit for the year</b>	84,795
<b>Closing Balance</b>	1,421,424

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	142,090
<b>Equity Total</b>	1,113,455
Equity - Aboriginal	103,981
Equity - Socio-economic	742,478
Equity - Language	2,400
Equity - Disability	264,596
<b>Base Total</b>	2,794,262
Base - Per Capita	94,909
Base - Location	2,107
Base - Other	2,697,246
<b>Other Total</b>	835,007
<b>Grand Total</b>	4,884,814

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

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021, the school used the Tell Them From Me surveys, school designed surveys and People Matter surveys to seek the opinions of parents, students and teachers about our school. Their responses are presented below:

The 2021 TTFM parent survey trends showed changes from the 2020 TTFM survey. The following areas remained the same or within one point - safety at school and parents supporting learning at home. There was an increase in the positive responses from parents in the following areas - parents feel welcome, parents are informed, and the school supports learning, supporting positive behaviour, and inclusive school. 86% of parents had spoken with their child's teacher three or more times and 84% of parents have attended a parent meeting. Parents indicated that telephone calls were the most useful type of communication followed by informal meetings to discuss their child at school. 84% of parents said that they would recommend the school, an increase of 12% from 2020.

The 2021 TTFM teacher survey trends showed small changes from the 2020 TTFM survey. The following areas remained the same or within one point - inclusive school, collaboration, learning culture, data informs practice, technology, teaching strategies, planned opportunities for learning, quality feedback and leadership. Teachers were surveyed on aspects of their professional learning during the year and 100% of teachers indicated that formative and summative assessment PL help them to differentiate for their students and 100% indicated that the employment of these strategies have improved student engagement. 90% of teachers surveyed indicated that they were happy with the way the school communicates behaviour expectations with teachers feeling clear expectations support students.

The 2021 TTFM student survey trends showed small changes from the March to November TTFM survey. The following areas saw a decline: extra curricula activities, participation in sport, interest and motivation, value school outcomes, homework behaviour effort and sense of belonging. There was an increase in the positive responses from students in the following areas- positive relationships and positive behaviour at school. 86% of students value school outcomes, 72% of students try hard to succeed and 82% of students expect to go to university. 90% of students indicated that they feel proud of their school. 80% of Aboriginal students feel good about their culture and 82% feel their teachers understand their culture. In 2021 the TTFM student data from March to November showed a decline in wellbeing and engagement and this will be a strong focus during 2022.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.