

# 2021 Annual Report

## Wollongong West Public School



3477

# Introduction

The Annual Report for 2021 is provided to the community of Wollongong 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

---

Wollongong West Public School

Crown St West

Wollongong, 2500

[www.wollongwst-p.schools.nsw.edu.au](http://www.wollongwst-p.schools.nsw.edu.au)

[wollongwst-p.school@det.nsw.edu.au](mailto:wollongwst-p.school@det.nsw.edu.au)

4229 2096



## School vision

At Wollongong West Public School we aspire to be a community of learners with a culture of continuous improvement.

We will empower students to engage in a meaningful curriculum as successful and resilient learners, creative and curious individuals and active and informed global citizens with dignity, purpose and options.

Our school will be a place where diversity is our strength and every child is known, valued and cared for.

## School context

Wollongong West Public School is a vibrant and dynamic primary school that has served the West Wollongong community for over 90 years.

Our school celebrates and values our diverse community, with 11% of students being Aboriginal and 47% of students learning English as an Additional Language/Dialect. The predominant home languages of our families are English and Arabic. Our school fosters a culture of inclusivity with students with diverse learning needs celebrated in all classes, including our three support classes catering for children with autism and children in need of additional emotional support. Our school receives equity funding to support the needs of our diverse learners.

Our localised wellbeing framework supports a positive, therapeutic and trauma informed learning environment where all children are supported to connect, succeed and thrive. Strong relationships between all community members are central to our school.

Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong educational programs across all key learning areas. Extra curricular activities offered at our school include band, choir, dance troupes, sporting gala days and public speaking competitions.

Students are engaged in personalised learning experiences to support each child's growth and achievement. Teachers employ an enquiring mind as they learn and grow as collaborative educators through evidenced based teaching practices developed through high quality professional learning experiences supported by our strong instructional leadership program.

Our school is an active member of the Wollongong Community of Schools, Wollongong Literacy Leadership team and the Network of Inquiry and Innovation.

Our school treasures our supportive wider community, encompassing our Parents & Citizens Association, broad parent body and local community members, including the Northern Illawarra Aboriginal Education Consultative Group, local churches and other community organisations.

Standing proudly at the base of Mount Keira, traditionally a women's learning place of the Dharawal nation, our school has natural playground spaces, vast sporting grounds, an indoor swimming pool and plentiful outdoor learning areas including a permaculture garden.

Future directions for our school include:

### **Collaboration**

- to increase growth and attainment for our students in reading, writing and numeracy
- to strengthen evidenced-informed teaching practice
- to build a culture of deep inquiry

### **Curriculum**

- to deepen knowledge about what and how to teach
- to design quality assessment tasks to draw accurate conclusions and inform teaching

### **Connection**

- to strengthen relationships to support learning and wellbeing, including at transition points

- to increase student attendance rates
- to embed authentic relationships between the curriculum and local Aboriginal knowledge



## 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	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	Sustaining and Growing
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	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To grow a professional learning community which is focused on continuous improvement and commitment to data informed, collaborative and evidence-based pedagogical teaching practice. Every child will achieve improved learning outcomes and above expected growth in literacy and numeracy and gaps in student achievement will decrease.

### 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.

- Collaboration

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$14,251.00

**Socio-economic background:** \$44,875.00

**QTSS release:** \$42,156.00

**Literacy and numeracy intervention:** \$35,317.00

**Professional learning:** \$6,142.00

**Aboriginal background:** \$11,846.00

### Summary of progress

Our instructional leadership program has strengthened teacher practice in literacy through quality mentoring in the planning, delivery and assessment of learning activities. Mentoring and coaching focused largely on our early career teachers, Stage 1 teachers and Learning Champions Partnership. Teachers found the mentoring practices to be valuable with teachers reporting increased knowledge, understanding and skill when teaching literacy. As a result, our instructional leadership program will continue in 2022 with an increased emphasis on shoulder-to-shoulder in-class mentoring.

Spirals of Inquiry focused on teachers developing a deeper understanding of student agency in reading. Teachers valued the collaborative time to engage in professional dialogue, targeted professional learning, sharing of and reflecting on videos of teaching practice and capturing student voice through instructional rounds. Spirals of Inquiry will continue in 2022 with a continued focus on improving student learning outcomes in reading.

Data talks supported consistency in teacher judgment of student achievement within and across stages through a detailed analysis of what students are currently able to do in reading, writing and numeracy. A revised structure for data talks will be implemented next year to ensure data talks remain focused and targeted with teacher preparation required prior to the collaboration time.

### 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
3% uplift in the percentage of students achieving in the top two bands in NAPLAN reading to be trending towards the system negotiated lower bound target.	30% of students are in the top two skill bands (NAPLAN) for reading and 12% for numeracy.
3% uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy to be trending towards the system negotiated lower bound target.	
Top two bands in NAPLAN data	

<p>1% uplift in the percentage of students achieving expected growth in NAPLAN reading to be trending towards the system negotiated lower bound target.</p> <p>2% uplift in the percentage of students achieving expected growth in NAPLAN reading to be trending towards the system negotiated lower bound target.</p> <p>Expected growth in NAPLAN data</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading is 18%. The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 36%.</p>
<p>Learning: Student Performance Measures is self assessed at sustaining and growing using the School Excellence Framework.</p> <p>Teaching: Effective Classroom Practice, Data Skills and Use and Learning and Development are self assessed at sustaining and growing using the School Excellence Framework.</p> <p>Leading: Educational leadership is self assessed at sustaining and growing. Themes within are excelling using the School Excellence Framework.</p> <p>Self assessment using the School Excellence Framework data</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of educational leadership.</li> </ul>





## Strategic Direction 2: Thriving

### Purpose

For all students to thrive as collaborative learners, creative individuals, critical reflectors and effective communicators through engagement in a personalised, meaningful and authentic curriculum. Quality, innovative and differentiated teaching and assessing practices will meet the individual learning needs of all students.

### 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.

- Curriculum

### Resources allocated to this strategic direction

**Socio-economic background:** \$56,276.00  
**English language proficiency:** \$75,949.00  
**Low level adjustment for disability:** \$119,894.00  
**Refugee Student Support:** \$10,420.00  
**Integration funding support:** \$99,209.00  
**New Arrivals Program:** \$20,000.00  
**PMSTI funding:** \$56,059.00  
**Professional learning:** \$1,800.00

### Summary of progress

Our work in aligning assessment has seen the development of a modified tiered criteria document to support teacher decision making about student growth and achievement in reading, writing and mathematics. Teachers have communicated that the revised tiered criteria document provides clarity and consistency. As a result, the modified document will be utilised in 2022 to support professional discourse and decision making around current student achievement levels and next learning.

A data informed school wide approach to identify students in need of additional support and targeted interventions has ensured all children who require additional support are receiving it. The strengthening of the use of SMART goals in modified Personalised Learning and Support Plans has ensured all children with additional learning needs are achieving relevant and targeted learning goals. In 2022, current practices in personalised learning will be maintained.

The Primary Mathematics Specialist Teacher initiative has delivered high quality evidenced based professional learning in best pedagogical practice in numeracy to our Mathematics team. In 2022, these learnings will be shared school-wide to support the highest calibre delivery of mathematics teaching in all classrooms.

The 4C professional learning did not meet the needs of students and staff and will not continue in 2022.

An introduction to the incoming Mathematics K-2 syllabus was undertaken in 2021. A priority for 2022 will be developing a deep teacher understanding of the incoming English and Mathematics K-2 syllabus documents for full implementation in 2023.

### 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
An increased percentage from 2020 data of students achieving in the top three tiers in reading as indicated by internal tiered mapping.	The percentage of students achieving in the top three tiers for reading is 77%, writing is 62% and numeracy is 76% as indicated by internal tiered data.
An increased percentage from 2020 data of students achieving in the top three tiers in writing as indicated by	



internal tiered mapping.

An increased percentage from 2020 data of students achieving in the top three tiers in numeracy as indicated by internal tiered mapping.

Growth using internal tiered mapping data

Learning: Curriculum and Assessment are self assessed at sustaining and growing using the School Excellence Framework.

Self evaluation using the School Excellence Framework data

- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum.

- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of assessment.



## Strategic Direction 3: Belonging

### Purpose

For all community members to experience a strong sense of connection and belonging. The learning and wellbeing needs of every student will be supported through the fostering of authentic, respectful and informed relationships.

### 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.

- Connection

### Resources allocated to this strategic direction

**Community Hubs Australia:** \$60,000.00

**Refugee Student Support:** \$5,000.00

### Summary of progress

The implementation of our localised Wellbeing Framework has seen trauma informed practices implemented school-wide. Teachers found the strategies from the Berry St Education Model and Zones of Regulation to be valuable in supporting children with emotional regulation and engagement in learning. As a result, our localised Wellbeing Framework will continue to be implemented in 2022.

Aboriginal connection was supported through Aboriginal knowledge and understanding being successfully integrated into all class programs. Cultural events were acknowledged and celebrated. A focused approach was taken to the monitoring of the attendance and academic growth and achievement levels of our Aboriginal students. Aboriginal connection will continue to be a priority moving into 2022.

Community connection to student learning was supported through student-led conferences, the increased use of the Seesaw app and parent information sessions about literacy, numeracy and wellbeing. Community hub activities also supported community engagement with our school. In 2021, many community connection activities were impacted by COVID restrictions. Community connection will be a priority moving into 2022 through facilitating increased initiatives and events.

### 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
2% uplift in the percentage of students above 90% attendance from baseline data to be trending towards the system negotiated lower bound target.  Attendance data	The number of students attending school greater than 90% of the time or more is 71%.
2% uplift in the percentage of students reporting positive wellbeing (expectations of success, advocacy and sense of belonging) in the Tell Them From Me survey from baseline data to be trending towards the system negotiated lower bound target.  Positive wellbeing data	74% of students indicate a positive sense of wellbeing.  Expectations for Success - 92%  Advocacy - 87%  Sense of Belonging at School - 74%
Learning: Learning Culture and Wellbeing are self assessed at sustaining and growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning culture.

Self evaluation using the School Excellence Framework data

Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$99,209.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wollongong 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>• Curriculum</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 school learning and support officers to provide additional support for students who have high-level learning and wellbeing needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the learning and wellbeing needs being met for students with additional needs who are accessing integration funding support. Cognitive, social and emotional SMART goals identified on Personalised Learning and Support Plans were achieved through additional support provided in the classroom and playground.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continued employment of School Learning and Support Officers in 2022 to support the high level needs of identified students and the achievement of personalised learning goals.</p>
<p>Literacy and numeracy</p> <p>\$7,020.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wollongong 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>• Other funded activities</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>• purchasing of literacy resources such as quality picture books, novels and guided reading texts to support literacy instruction.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers and students accessing quality resources to support learning in reading. To support our students in K-2, funds were expended on guided readers to promote early literacy acquisition and quality picture books to encourage rich student talk. To support our students in 3-6, funds were expended on novels and other quality texts for use in close reads and discussion circles.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the purchase of further quality texts to support student growth and achievement in reading school-wide.</p>
<p>Refugee Student Support</p> <p>\$15,420.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>• Curriculum</li> <li>• Connection</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted</b></p>

<p>Refugee Student Support</p> <p>\$15,420.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• engagement of a community hub leader to coordinate personalised support for students and families from refugee backgrounds through connections with others, building language skills and sharing cultures.</li> <li>• employment of a bilingual School Learning Support Officer to provide targeted student support and interpreting services.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the successful operation of community hub initiatives for families from a refugee background to connect with others, build language skills, share cultures, engage in school and support the learning of their child. In addition, students were supported by a bilingual School Liaison Officer to develop their skills in the English language, successfully engage in classroom learning experiences, socialise freely with peers and achieve their educational potential in their first years of schooling in Australia.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the ongoing employment of a community liaison officer to operate our community hub to support families from a refugee background. A priority for 2022 will be to increase the connection between school and hub activities to support strengthened engagement of parents/carers in their child's education and the establishment of a playgroup to support transition to school for pre-school aged children. Also, in 2022, the employment of a bilingual School Learning and Support Officer will continue to support the diverse language, learning, social and emotional needs of students from a refugee background.</p>
<p>New Arrivals Program</p> <p>\$20,000.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Wollongong 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>• Curriculum</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>• employing a specialist teacher to provide intensive English language support focusing on language development to support students to participate successfully in schooling.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers collaboratively planning and delivering teaching and learning experiences that supported the language development of students learning English as an additional language/dialect. High rates of student progression through the phases of English language acquisition was supported through targeted withdrawal and in-class support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continued employment of a specialist teacher to provide individual and small group support for students in the beginning and emerging phases of English language proficiency. The specialist teacher will also share expertise with classroom teachers through collaborative planning and delivery practices.</p>
<p>Socio-economic background</p> <p>\$101,151.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wollongong 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>• Collaboration</li> </ul>

<p>Socio-economic background</p> <p>\$101,151.00</p>	<ul style="list-style-type: none"> <li>• Curriculum</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>• co-teachers employed to support identified students with additional needs in literacy and numeracy.</li> <li>• employment of an Instructional Leader to support the implementation of school wide evidence-informed literacy and numeracy teaching practices.</li> <li>• teacher release to participate in reading and writing data talks</li> <li>• teacher release to participate in Spirals of Inquiry</li> <li>• professional learning for staff around embedding creativity, critical reflection, communication and collaboration within a broad curriculum, focused on literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> strengthened teacher knowledge, understanding and skills in the planning and delivery of evidenced-based teaching practices to support the literacy and numeracy needs of students. This is evidenced by consistent growth and achievement data indicated on internal and external (check-in) assessments. Collaborative practices have been supported through data talks and Spirals of Inquiry. Data informed practices at the school, stage, class and individual level were implemented to inform next learning for students and targeted interventions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to strengthen existing practices to further support improved teacher practice and the achievement of student learning outcomes in literacy and numeracy and to have this evidenced by 2022 NAPLAN data. Initiatives to be continued include the instructional leadership program, Spirals of Inquiry, data talks, co-teaching practices and team collaboration time. The model for data talks will be refined to provide increased clarity and focus for teachers.</p>
<p>Aboriginal background</p> <p>\$11,846.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wollongong 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 including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</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>• teacher release to participate in Spirals of Inquiry</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased teacher understanding of the learning needs of Aboriginal students through participation in Spirals of Inquiry. Every Aboriginal child's current achievement in reading is known and measured against the syllabus outcomes and plotted against the learning progressions. In addition, student voice was captured through instructional rounds. This data was used to identify personalised next steps for learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to fund teacher release for data talks to support teacher understanding of Aboriginal student achievement and growth, as well as to identify next steps for learning in the area of writing. In addition, funds will be utilised to provide teacher release to support Aboriginal students participate in cultural activities to support increased engagement with school.</p>
<p>English language proficiency</p> <p>\$75,949.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wollongong West Public School.</p>

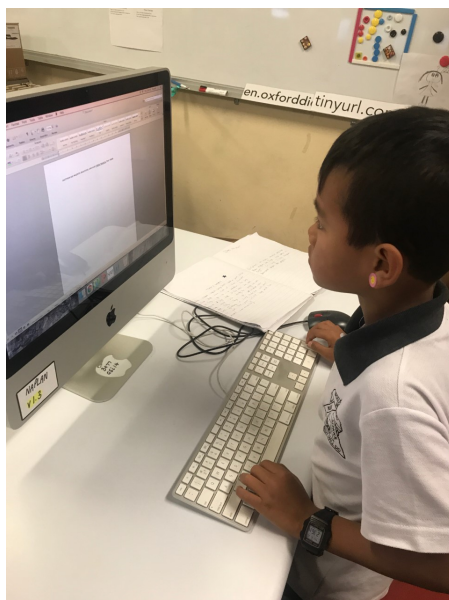


<p>English language proficiency</p> <p>\$75,949.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• co-teachers employed to support students learning English as an additional language/dialect.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> employing co-teachers to support the collaborative planning and delivery of teaching and learning experiences to ensure all children learning English as an additional language/dialect are challenged, engaged and supported. Class and co-teachers collaboratively designed personalised learning goals, targeted learning experiences and authentic assessment tasks, tailored to cater for the diverse language needs of students learning English as an additional language/dialect. This supported the student growth and achievement in literacy and numeracy as evidenced by internal (tiered criteria) and external (check-in) data sources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continued funding of our co-teacher model to provide opportunities for collaborative planning and lesson delivery for teachers, as well as targeted and personalised learning experiences for students learning English as an additional language/dialect. Increased opportunities will be provided for teachers to collaborate in 2022 through increased time for data talks and Spirals of Inquiry sessions.</p>
<p>Low level adjustment for disability</p> <p>\$119,894.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wollongong 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>• Curriculum</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>• co-teachers employed to support identified students with a low level disability.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> employing co-teachers to support the collaborative planning and delivery of teaching and learning experiences to ensure all children with a low level disability are challenged, engaged and supported. Class and co-teachers collaboratively designed personalised learning goals, targeted learning experiences and authentic assessment tasks, tailored to cater for the diverse learning needs of students with a low level disability. This supported student growth and achievement in literacy and numeracy as evidenced by internal (tiered criteria) and external (check-in) data sources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continued funding of our co-teacher model to provide opportunities for collaborative planning and lesson delivery for teachers, as well as targeted and personalised learning experiences for students with additional learning needs. Increased opportunities will be provided for teachers to collaborate in 2022 through increased time for data talks and Spirals of Inquiry sessions.</p>
<p>QTSS release</p> <p>\$42,156.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wollongong West Public School.</p>



<p>QTSS release</p> <p>\$42,156.00</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>• Collaboration</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 Instructional Leader to support the implementation of school wide evidence-informed literacy and numeracy teaching practices.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>school-wide mentoring for teachers to strengthen teacher knowledge, understanding and skills in the planning and delivery of evidenced-based teaching practices to support the literacy and numeracy needs of students. This is evidenced by consistent growth and achievement data indicated on internal and external (check-in) assessments. The instructional leader has supported the sustaining of collaborative practices through leading data talks and Spirals of Inquiry leading to consistent, evidence-informed decision-making about next learning steps for children.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>the ongoing employment of an instructional leader to strengthen existing practices to further support improved teacher practice and the achievement of student learning outcomes in literacy and numeracy and to have this evidenced by 2022 NAPLAN data. Initiatives to be continued in the instructional leadership program include shoulder-to-shoulder mentoring, Spirals of Inquiry, data talks, co-teaching practices and team collaboration time.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wollongong 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>• Collaboration</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>• co-teachers employed to support identified K-2 students with additional needs in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>employing co-teachers to support the collaborative planning and delivery of teaching and learning experiences to ensure all children are challenged, engaged and supported. Class and co-teachers collaboratively designed personalised learning goals, targeted learning experiences and authentic assessment tasks, tailored to cater for the diverse needs of students. This supported the student growth and achievement in literacy and numeracy as evidenced by internal (tiered criteria) and external (check-in) data sources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>the continued funding of our co-teacher model to provide opportunities for collaborative planning and lesson delivery for teachers, as well as targeted and personalised learning experiences for students. Increased opportunities will be provided for teachers to collaborate in 2022 through increased time for data talks and Spirals of Inquiry sessions.</p>
<p>COVID ILSP</p> <p>\$118,983.00</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</b></p>

<p>COVID ILSP</p> <p>\$118,983.00</p>	<p><b>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>  employing a specialist teacher to deliver small group teaching and learning experiences to ensure all children whose education was impacted by COVID-19 received targeted support. The specialist teacher designed personalised learning goals, targeted learning experiences and authentic assessment tasks. This supported student growth and achievement in literacy and numeracy as evidenced by internal (tiered criteria) and external (check-in) data sources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  the continued funding of a specialist teacher to provide targeted and personalised learning literacy and numeracy experiences for students in a small group setting.</p>
---------------------------------------	--



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	105	88	111	109
Girls	109	93	90	84

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.7	91.1	87.9	90.3
1	93.7	88.9	94.3	91
2	95.2	92.8	92.5	86.7
3	91.4	93.6	91.8	91.9
4	93.3	91.2	93.2	90.9
5	94.2	92.3	91.3	91.5
6	89.4	92.8	91.9	84.5
All Years	92.6	91.8	91.7	89.9
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

---

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
Classroom Teacher(s)	10.51
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
Teacher ESL	0.2
School Counsellor	0.6
School Administration and Support Staff	5.32

\*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>	301,518
<b>Revenue</b>	3,668,102
Appropriation	3,603,792
Sale of Goods and Services	18,036
Grants and contributions	44,959
Investment income	116
Other revenue	1,200
<b>Expenses</b>	-3,720,775
Employee related	-3,359,432
Operating expenses	-361,343
<b>Surplus / deficit for the year</b>	-52,673
<b>Closing Balance</b>	248,845

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.

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	192,487
<b>Equity Total</b>	308,852
Equity - Aboriginal	11,846
Equity - Socio-economic	101,162
Equity - Language	75,950
Equity - Disability	119,894
<b>Base Total</b>	2,234,014
Base - Per Capita	52,306
Base - Location	0
Base - Other	2,181,708
<b>Other Total</b>	381,175
<b>Grand Total</b>	3,116,528

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

## Tell Them from Me survey

The Tell Them from Me survey was administered to parents/carers, students and teachers in November 2021. The following information was sourced:

Parent/caregiver identified strengths:

- parents support learning at home, in particular "a family member encourages children to do well at school".
- an inclusive school, in particular "school staff take an active role in making sure all students are included in school activities".
- parents feel welcome, in particular "the school's administrative staff are helpful when I have a question or problem".

Parent/caregiver identified areas for development:

- safety at school, in particular "the school helps prevent bullying".
- school supports positive behaviour, in particular "teachers devote their time to extra-curricular activities".
- school supports learning, in particular "teachers expect homework to be done on time".

Student identified strengths:

- a low number of students who are victims of bullying
- students with positive behaviour at school
- explicit teaching practices and feedback
- advocacy at school

Student identified areas for development:

- Students with a positive sense of belonging
- Positive learning climate
- Expectations for success

Teacher identified strengths:

- collaboration, in particular "I discuss learning problems of particular students with other teachers".
- leadership, in particular "school leaders have provided guidance for monitoring student progress".
- parent involvement, in particular "I am in regular contact with the parents of students with special learning needs".

Teacher identified areas for development:

- technology, in particular "students use computers or other interactive technology to track progress towards their goals".
- data informs practice, in particular "I use formal assessment tasks to discuss with students where common mistakes are made".

## Instructional rounds data

In 2021, instructional rounds data indicated that 95% of students were able to identify two staff members who believed they were going to be successful and could identify ways in which these staff members demonstrated this belief.

## People Matter Employee Survey

in 2021, staff expressed favourable or neutral feelings across all key topics for how they experience their workplace.

Strengths of the workplace:

- I get the support I need to do my job well
- My job gives me opportunities to use a variety of skills
- My job gives me a feeling of personal accomplishment
- I am comfortable notifying my manager if I become aware of any risks at work
- People in my workgroup can explain how their work impacts customers

Areas of development for the workplace:

- My ability to access and use flexible working arrangements
- I am paid fairly for the work I do
- I have the time to do my job well



# 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.

