

2021 Annual Report

Liverpool West Public School



4161

Introduction

The Annual Report for 2021 is provided to the community of Liverpool 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.

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School vision

Continuous school improvement with a focus on providing the highest quality education to uplift the performance of all students across a well-connected community which fosters life-long learners.

School context

Liverpool West Public School is located in south western Sydney. The school has an enrolment of 650 students, including 35 Aboriginal students and a diverse population of 49 different nationalities. 16% of students are new arrivals and/or from refugee backgrounds.

The school comprises students from preschool to Year 6, including four support classes. The school receives RAM equity funding to support students from low socio-economic backgrounds, Aboriginal backgrounds, students with English as an Additional Language or Dialect and students requiring low-level adjustments to support learning.

All teachers are committed to developing and implementing quality teaching and learning programs, based on ongoing assessment and evaluation. The NSW Quality Teaching Framework is one important tool accessed to design lessons with a strong focus on high expectations. All teachers have met the professional requirements for teaching in NSW public schools and are fully supported by a strategic professional learning model.

Our priority areas entail evidenced-based teaching and learning, differentiation and data analysis. Our Situational Analysis highlighted great strength in differentiating for students who need additional support and an emerging priority to refine our differentiation practices to further support for students with high potential. We are continuing to build a positive, high-quality learning culture where students, staff and families collaborate to support student learning and wellbeing.

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	Excelling
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	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student performance and drive improvement of student outcomes through a whole school approach, including effective teaching and assessment strategies, and data analysis to inform differentiated classroom practice for 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.

- Literacy and Numeracy
- Curriculum Differentiation

Resources allocated to this strategic direction

Socio-economic background: \$826,029.39

QTSS release: \$35,820.21

Early Action for Success (EaFS): \$308,723.00

Professional learning: \$54,542.80

Aboriginal background: \$5,200.00

Literacy and numeracy intervention: \$94,179.12

Literacy and numeracy: \$19,765.48

Low level adjustment for disability: \$473,218.00

Summary of progress

Curriculum Differentiation

The targeted numeracy support program has been successfully implemented in Years 3 - 6. The effective numeracy program focuses on improving student learning outcomes in the Numeracy Progression area of additive strategies. Explicit and systematic teaching is embedded to attain student growth, this is then tracked through PLAN2 data, and this informs teachers of where to next for student numeracy achievement. The small group and student-centered approach support student achievement in the focus numeracy goals. It is clear that the targeted numeracy program had a positive impact on students and staff. The implementation of the program was impacted by COVID-19 restrictions, however will continue in 2022.

LAST teachers implemented 3 weekly cyclical model of low, mid and high support to address the varying needs of students in the classroom through withdrawal groups and individual support. The fluidity of these groupings ensure that students are able to move through the levels of support, receiving additional assistance should they require it, or being extended if they achieve the goal. The program demonstrates the time frame for the cycle is sufficient for students to achieve set goals, with some demonstrating achievement prior to the allocated time frame. In 2022 this model will continue to be implemented.

Literacy and Numeracy

A Speech Pathologist was employed to develop programs to improve spoken language and fluency among preschool and kindergarten students. The Speech Pathologist supported, trained and monitored three School Learning Support Officers (two for K-2 and one for preschool) to deliver programs, and gather and analyse evidence of progress. The Speech Pathologist informed parents of assessment results, made recommendations if additional support (beyond the school) was required and provided the school with an annual report with supporting data in relation to student speech progress and effectiveness of programs. Students have developed their confidence to converse appropriately with peers and teachers to express their ideas and their ability to apply and connect concepts taught in class. Additionally, it has supported teachers in effectively differentiating teaching and learning to engage children in building early literacy skills that support their targeted speech intervention. This program will continue in 2022.

The High Impact Professional Learning (HIPL) model had a literacy focus. Each stage, including the Support Unit and preschool, developed action plans and stretch goals which were reviewed twice per term. The Instructional Leaders provided targeted professional learning, mentoring, team teaching, data analysis and in-class support. Data and feedback revealed this professional learning model provided increased teacher confidence and positive growth in student results. Professional learning cycles will continue for all staff in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Students achieving expected growth in Reading is equal to or exceeds baseline data (45.8%). (SEF V2 element Student Performances Measures)	As a result of our targeted professional learning focusing on reading, student growth in this area achieved 60% which far exceeded our progress measure.
Students achieving the top two bands in NAPLAN Reading is equal to or exceeds baseline data. (17.6%) (SEF V2 element Student Performances Measures)	17% of students achieved in the top 2 bands in NAPLAN reading, which is just below our baseline.
Students achieving expected growth in Numeracy is equal to or exceeds baseline data (58%). (SEF V2 element Student Performances Measures)	36% of students have achieved expected growth in Numeracy.
Students achieving the top two bands in NAPLAN Numeracy is equal to or exceeds baseline data (10.9%). (SEF V2 element Student Performances Measures)	7.5% of students achieved in the top 2 bands in NAPLAN numeracy, which is below the baseline.
All Aboriginal students achieving at or above expected growth in Reading and Numeracy. (SEF V2 element Student Performances Measures)	All Aboriginal students achieved positive growth, however have not achieved expected growth.
Establishing baseline data for English against syllabus outcomes by mid year as per biannual reporting process. (SEF V2 Data Skills and Use)	47% of students are achieving syllabus outcomes in English.
Establishing baseline data for Mathematics against syllabus outcomes by mid year as per biannual reporting process. (SEF V2 Data Skills and Use)	36% of students are achieving syllabus outcomes in Mathematics.

Strategic Direction 2: Engagement and Learning Culture

Purpose

To provide a positive quality learning culture underpinned by high expectations, meaningful challenge and innovative practice that meets individual student needs, increases student engagement and develops autonomous learners.

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.

- Learning Culture
- Engagement

Resources allocated to this strategic direction

School support allocation (principal support): \$14,229.25

Socio-economic background: \$329,307.80

6300 Funding: \$100,000.00

Summary of progress

Learning Culture

Limited Professional Learning in the High Potential and Gifted Education Policy conducted in 2021 (hampered by COVID) has still managed to instigate robust discussions and a shift in staff thinking and knowledge around strategies to identify high potential students and how to address their needs. Implementation of this policy will be a focus for 2022 in particular explicit teaching and differentiation.

The Term 1 Attendance Pilot Program was an initiative to implement strategies to target students whose attendance is between 80-90% to move them above 90% which aligns with the identified attendance targets. The results of this pilot program indicate that the strategies undertaken have had a positive impact on increasing the attendance rate and reducing the partial attendance rate of students at Liverpool West Public School. Whole-school Professional Learning to review departmental requirements, stage-based incentives that focused on motivating students to attend school and including attendance as a regular item on stage meeting agendas were strategies put in place by staff to enhance student understanding and knowledge of the importance of attending school everyday. These strategies will continue to be implemented in 2022 to further increase student attendance.

Engagement

Throughout 2021, students and staff flexibly adapted to utilising innovative technology to ensure the continuity of collaboration, communication and learning both at school and at home. These technological tools are still being utilised to ensure that staff, student and parent use is encouraged, and familiarity of these systems are continued. Through the triangulation of data, feedback, and usage of software, the impact of technology has been positively received by all. In 2022 we will continue to refine practices of making use of these tools to identify needs, communicate and collaborate. The external provider Scope IT, was not able to be employed due to COVID-19 restrictions.

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 proportion of students attending school for 90% of the time or more from a baseline of 71.7% to at least 73%.	53.3 % of our students had attended 90% or more of the time. The impact of COVID-19 has significantly affected students. The school is targeting practices to lift attendance rates of those students under 90% of the time.
To have achieved Sustaining and Growing or above for Explicit Teaching and Curriculum Differentiation in the High Potential and Gifted Policy	Due to the COVID-19 restrictions and cohorting interruptions to professional learning we have not been able to achieve our improvement measure for the implementation of the High Potential and Gifted Education policy (Statement 1.1.1, explicit teaching, and Statement 1.4, curriculum

(HPGE).	differentiation) for our high potential and gifted students. Statement 1.1.1 and Statement 1.4 are at delivering.
To increase results of the student 'Tell Them From Me' survey in High Skill/High Challenge by 5%.	The Tell Them From Me Survey has indicated student results in High Skill/High Challenge is recorded at 34% which is a decrease from 2020 results (40%).

Strategic Direction 3: Inclusivity and Belonging

Purpose

To build a school community in which all members (students, staff, parents/carers, community members) are feeling valued and connected as informed partners in providing authentic opportunities for all to be involved in, and contribute to, student learning and wellbeing.

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.

- Community Learning
- Communication and Engagement

Resources allocated to this strategic direction

Socio-economic background: \$32,544.61

6101 Funding: \$76,743.82

New Arrivals Program: \$19,284.00

Refugee Student Support: \$47,715.17

Aboriginal background: \$1,800.00

School support allocation (principal support): \$17,215.20

Summary of progress

The Community Information Hub is a space created where community members are informed and have an opportunity to be involved in and contribute to their child's learning and wellbeing. The use of ClassDojo increased particularly during Learning From Home as the main form of communication and building of relationships between school and community to support student learning and wellbeing. The electronic sign and the Newsletter expanded to include community announcements, as well as information about the school. Creating the 'Community Hub' on the Liverpool West Public School website will continue to be developed and a priority for 2022.

The Community Liaison Officers has a diverse role in supporting students with engaging activities and events to increase engagement, generalise skills such as exchanging money at stalls and promoting attendance. This is evident with successful participation from students, parents/community and staff and the well organised structure of these events. The Community Liaison Officers play a vital role in liaising with parents and teachers through creating a strong relationship between the school and home environment during Learning From Home. This has allowed students and parents to have a clear understanding that the same expectations that occur at school extend to Learning From Home. The Community Liaison Officers will continue to be employed subject to the availability of funding.

This transition program is delivered as targeting newly arrived students and provides intensive English language instruction to students in the early phases of learning. It will continue until the end of the year. Refugee students are supported through a combination of daily withdrawal and in-class transition support, by a classroom teacher and a School Learning Support Officer. The school community feels valued and connected as informed partners when working with and supporting New Arrival students, contributing to their learning. This is evidenced through the support offered during a range of educational settings including face to face and remote learning. Teachers, parents and students were valued and connected to supporting the students and their wellbeing.

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 wellbeing to be equal to or exceed baseline data. (88.8%). (System Negotiated Target)	Student and wellbeing data has seen a slight uplift to 89% from the baseline.
To increase results of the student 'Tell Them From Me' survey in 'Sense of Belonging' by 5%.	Tell Them From Me data indicate student 'Sense of Belonging' has seen a decline by 5% (68%).

To increase results of the parent 'Tell Them From Me' survey in 'Parents are informed' by 5%.	Parents have indicated a 2% increase in Tell Them From Me data to 77%.
To increase results of the staff 'People Matter' survey in 'Inclusion & Diversity' by 5%.	People Matter survey completed staff indicates a 10% uplift to 88% in the area of Inclusion and Diversity.
To have achieved 'Sustaining' in the 'Build Community and Identity' and 'Communication' against the School Assessment Tool Reflection Matrix.	We have achieved 'Sustaining' in both the 'Build Community and Identity' and 'Communication' dimensions.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$47,715.17</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Communication and Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • A program which targets newly arrived students and provides intensive English language instruction to students in the early phases of learning • The provision to employ a classroom teacher and a School Learning Support Officer to support Refugee students through a combination of daily withdrawal and in-class transition support. <p>The allocation of this funding has resulted in: Students receiving targeted support and developing students' English language acquisition and literacy skills An SLSO (Bilingual) to work flexibly with students and their families across the school on an as needed basis.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue funding the Transition Program ensuring all future refugee students at our school are catered for accordingly.</p>
<p>New Arrivals Program</p> <p>\$19,284.00</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 Liverpool West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Communication and Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Supplementing the Transition Program. <p>The allocation of this funding has resulted in: Teachers and parents feeling valued and connected in supporting the students and their wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to implement the Transition Program for New Arrival students.</p>
<p>Integration funding support</p> <p>\$155,315.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Liverpool West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Three additional School Learning Support Officers employed to provide support for targeted students to meet their learning and behaviour needs all year, across the school.

<p>Integration funding support</p> <p>\$155,315.00</p>	<p>The allocation of this funding has resulted in: Students were supported through in-class support, small group withdrawal and individual support as well as providing support to the classroom teachers in the development of differentiated teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue employment of additional School Learning Support Officers as funding becomes available.</p>
<p>Socio-economic background</p> <p>\$1,299,999.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Liverpool West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Curriculum Differentiation • Learning Culture • Engagement • Communication and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional Assistant Principal to split Stage 1 into Year 1 (4 classes) and Year 2 (5 classes, two of which are composite). This provided greater opportunity for personalised differentiated professional learning which was related to the professional learning cycle. • Employment of a Speech Pathologist to assess all preschool, kindergarten and new enrolments in Year 1 and 2, and lead the implementation of a number of programs, including articulation, fluency, with the support of three additional School Learning Support Officers. • Implementation of a professional learning model P-6 providing targeted and ongoing high impact staff professional learning in literacy. • Provision of targeted programs in literacy and numeracy were delivered by the Learning and Support Teachers • Creation of a Learning Support Team Coordinator to support and implement our school's learning and support data, systems and practices to meet the additional learning and support needs of our students. • Resourcing, professional learning for staff and co-curricular activities delivered by external providers increased student use of technology to improve learning outcomes. • Formation of an additional class was formed to reduce multiple cross-stage classes in order to best meet the needs of our students. <p>The allocation of this funding has resulted in: Students receiving direct individual support which improved student engagement and allowed students to be autonomous 147 students made progress over a period of up to 45 articulation sessions successfully mastering target sound or sounds demonstrated 10 students in the social skill program increase their skills to interact and engage more successfully with their peers and adults Kindergarten students doing the KP program demonstrated very significant gains in a relatively short period Additional cohorts across the school receiving support and access to the Speech Pathologist expertise Individual support of student needs with accessing their learning in class and learning from home Students being able to successfully accessing highly engaging differentiated learning tasks to met their individual needs 154 individualised links to specific student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$1,299,999.80</p>	<p>In 2022, these initiatives will continue to be funded.</p>
<p>Aboriginal background</p> <p>\$75,101.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Liverpool 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Communication and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Preschool Literacy Programs • Aboriginal Education - teacher professional learning • Classroom teacher release <p>The allocation of this funding has resulted in: Staff now having a comprehensive understanding of the process and purpose of Personalised Learning Pathways and are regularly supported by Aboriginal Education coordinators The implementation of the Twelve Book Program The Aboriginal Committee providing professional learning for all staff which resulted in a shift in their understanding of Aboriginal culture, history and traditions to make authentic adjustments to their teaching and learning programs The employment of a School Learning and Support Officer (using a portion of the funding to ensure preschool ratios were met) in the place of an Aboriginal Education Officer (AEO).</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to up-skill staff on the purpose and process of Personalised Learning Pathways for Aboriginal students, particularly supporting new teachers To continue using the resources from The Twelve Book program in preschool and expanded across the school. To re-engage with Aboriginal education professional learning as staff feedback indicates their commitment to deepening their knowledge and understanding Employment of an Aboriginal Education Officer.</p>
<p>English language proficiency</p> <p>\$529,673.79</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Liverpool West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • EAL/D support - this funding was supplemented to provide EAL/D staff above establishment ensuring equitable support to build a culture of continuous improvement against the EAL/D Learning Progression. <p>The allocation of this funding has resulted in: All stage groups receiving equitable support to build a culture of continuous improvement against the EAL/D Learning Progression across the four modes tracked electronically through SENTRAL</p>

<p>English language proficiency</p> <p>\$529,673.79</p>	<p>Teachers feeling supported in accurately identifying students against the EAL/D Learning Progression, increasing their confidence through consistency in teaching judgement across K-6.</p> <p>Student growth in English language proficiency identifies 43% of EAL/D students moving from beginning to emerging; 35% from emerging to developing and 40% from developing to consolidating.</p> <p>After evaluation, the next steps to support our students with this funding will be: Creating an EAL/D resource hub for all staff to access, in the categories of the modes.</p>
<p>Low level adjustment for disability</p> <p>\$473,218.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Liverpool West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • a cyclical Learning and Support Teacher (LaST) model - groups are fluid and target students below, at and above on a three-week rotation. Data is collected and shared at the end of each cycle. <p>The allocation of this funding has resulted in: The development of 3-weekly cycles of low, mid and high support across the school to allow for the successful support of the varying student needs within classrooms. 83% of students showing an increased confidence in their abilities in targeted areas Two third of students confidently applying and articulating their learning from focus group into whole class setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of this successful cyclical LaST model that supports student growth in Literacy and Numeracy.</p>
<p>Literacy and numeracy</p> <p>\$19,765.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Liverpool West Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Targeted Numeracy Support. <p>The allocation of this funding has resulted in: The improvement of student learning outcomes in Numeracy through the implementation of our effective numeracy program focusing on student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: A continuation of the targeted numeracy program as it is evident that it has had a positive impact on students and staff.</p>
<p>Early Action for Success (EAfS)</p> <p>\$308,723.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Liverpool West Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and</p>

<p>Early Action for Success (EaFS)</p> <p>\$308,723.00</p>	<p>numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leaders to facilitate and support P-6 teachers in building their capacity to explicitly teach, assess and implement quality literacy learning opportunities for all students. <p>The allocation of this funding has resulted in:</p> <p>Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged, and all adjustments lead to improved learning</p> <p>Student assessment data is regularly used school-wide to identify student achievements and progress, to reflect on teaching effectiveness and inform future school directions</p> <p>Attainment of stage goal as team members firstly analyse their own data and student work samples to determine their individual class progress, then secondly, the team collectively analyse the stage data to determine stage progress and future directions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Professional learning cycles will continue for all staff in 2022, including ILSP tutors. An emphasis will be placed on closely monitoring student progress and supporting improvement in classroom practice. Lesson observations will be a focus to build expectations and consistency.</p>
<p>QTSS release</p> <p>\$140,820.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Liverpool West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional Assistant Principal Support • Assistant Principal Release Days <p>The allocation of this funding has resulted in:</p> <p>The provision of additional support of the professional learning model as delivered by the instructional leaders.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue employment of an additional assistant principal, subject to need, Continue to provide opportunities for aspiring assistant principals, subject to funding</p> <p>Continue provide assistant principals release days to provide in-class support for teachers.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Liverpool West Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation

<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Supplementing the Literacy and Numeracy activity - Targeted Numeracy Support. <p>The allocation of this funding has resulted in: Identifying targeted numeracy support for stage 2 and stage 3 student focus groups Observations recorded individual student progress linked to the students' learning outcomes Small group and student-centered approach support student achievement in numeracy goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ an additional class teacher in 2022.</p>
<p>COVID ILSP</p> <p>\$513,299.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • COVID ILSP support for students, P-6. <p>The allocation of this funding has resulted in: Increased ILST confidence, knowledge and expertise aligned and incorporated by the whole school teacher professional learning cycle resulting in a shared responsibility among teams in quality lesson delivery, student progress and best practice. Strengthened identification processes through data analysis and formative assessment practices of small group, various modes were successful including face to face, one to one and small group.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ COVID ILSTs targeting Numeracy through small group tuition based on identified data trends.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	359	341	341	336
Girls	326	341	352	323

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.2	89.1	77.4	88.2
1	92.2	90.8	70.2	91
2	93.5	91.4	72.5	89
3	92.4	91.6	77.5	91.3
4	92.9	92	75.7	91.5
5	91.7	91.6	75.8	91.8
6	92	88.9	77.4	91.3
All Years	92.1	90.8	75.2	90.6
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	27.81
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.9
Teacher Librarian	1.2
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	9.46

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	1,426,073
Revenue	9,735,523
Appropriation	9,626,188
Sale of Goods and Services	42,718
Grants and contributions	65,433
Investment income	984
Other revenue	200
Expenses	-9,892,962
Employee related	-9,204,591
Operating expenses	-688,371
Surplus / deficit for the year	-157,439
Closing Balance	1,268,634

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 SBAR Adjustments (\$)
Targeted Total	199,249
Equity Total	2,387,553
Equity - Aboriginal	84,661
Equity - Socio-economic	1,300,000
Equity - Language	529,674
Equity - Disability	473,219
Base Total	5,284,522
Base - Per Capita	181,811
Base - Location	0
Base - Other	5,102,711
Other Total	1,008,012
Grand Total	8,879,337

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Below are a number of highlights from the Student, Teacher and Parent Tell Them From Me Surveys (TTFM).

Student TTFM

There has been a decrease in the number of students who have experienced bullying indicating the success of our current programs. Additionally, students demonstrated an increase in seeing the relevance of their learning, viewing the school as having a positive learning climate and feeling that their teacher is interested in them and their learning. We are also committed to deepening our cultural knowledge to ensure our Aboriginal students are confident that their teachers understand their culture as well as further implementing the High Potential and Gifted Education policy next year to challenge our students.

Teacher TTFM

Additional results highlight the impact of our professional learning model as teachers indicated an increase in setting challenging and visible goals and planned learning opportunities.

Parent TTFM

Even though positive perceptions of Liverpool West Public School being inclusive and safe have remained the same over the last two years, both results far exceed the NSW Govt Norm. Once restrictions are lifted we hope to increase our interactions with our families to ensure parents/carers feel welcome.

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.