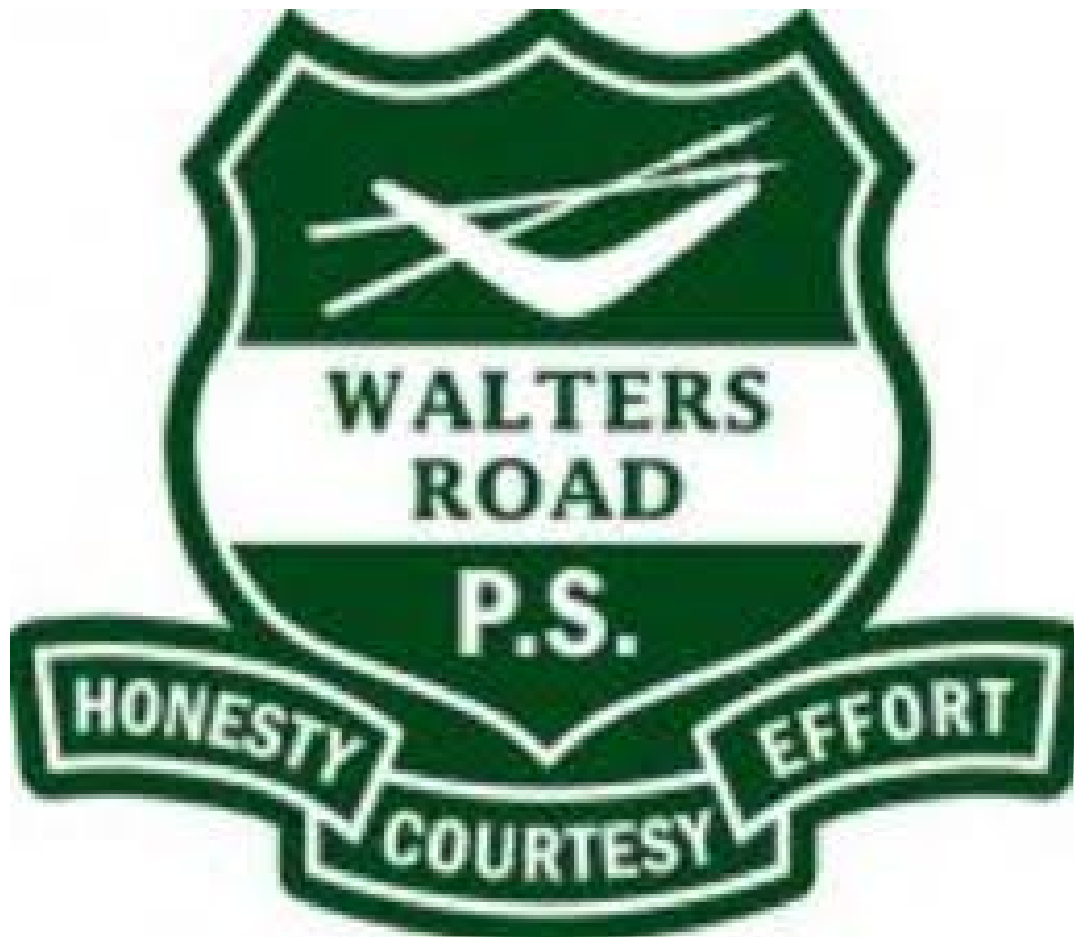


# 2021 Annual Report

## Walters Road Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Walters Road Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

Walters Road Public School is diverse and inclusive, with a committed staff who work collaboratively with the whole school community to develop teaching and learning programs that prepare our students to be engaged citizens in a complex and dynamic society.

## School context

Walters Road Public School is located in Blacktown Local Government Area. Blacktown has been home to the traditional owners of the land, the Darug people for thousands of years. Historical accounts and oral stories passed down by the Darug elders, speak of the Blacktown and Eastern Creek areas as being continuously occupied by Darug people. In development of this plan the NSW Aboriginal Education Consultative Group (AECG) has been consulted.

The school is set on a large area and as a result students have large green spaces to play and run. The school facilities are used before and after school by community users.

Our school has approximately 603 students enrolled. 61% of all students identify as having a language background other than English. The main languages spoken in homes include- Arabic, Hindi, Dari, Punjabi, Gajarati and Tagalog. This remains consistent year to year. Our Family Occupation Education Index is presently 101. This fluctuates between 100 and 103 year to year

A steady increase of enrolments has occurred over the last 5 years. We have however, seen a steady decline over the last five year in the Aboriginal and Torres Strait Islander equity group enrolments, 5.4% down to 3.1%.

We are currently part of the Colebee Learning Community, where we have strong partnerships with Evans High, Doonside PS, Crawford PS, Maryong South PS and Doonside High. This learning community focuses on preparing our students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. Students collaborate and use critical and creative thinking to solve problems, growing as active and informed global citizens.

During Tell Them From Me surveys, our students indicated that they had a strong feeling of being accepted and valued by their peers and by others at their school. Students indicated that they are interested and motivated in their learning and that our teachers emphasise academic skills and hold high expectations for all students. We scored significantly lower than the Government norms, when students were asked if they had been subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. This reinforced that our approach to global citizenship is proving successful in our school setting.

Through our Situational Analysis we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. We also recognise that professional learning in data concepts, analysis and use of student assessment data and related tools is an essential element of this area.

Through our system- negotiated targets we will focus on improving students growth and attainment in Literacy and Numeracy. To do this we will focus upon implementing a well-developed and evidence-based approach, programs and assessment processes to identify, regularly monitor and review individual student learning needs. The need for these projects is driven from data sourced through our intensive Situational Analysis. Strategic and planned interventions will occur in order to close the equity gaps for all students, including those from Aboriginal and Torres Strait Islander backgrounds and language backgrounds other than English.

Wellbeing is also another need to be considered. We look at well-being in relation to how we feel and function across several areas, including our cognitive, emotional, social, physical and spiritual wellbeing. Our focus on wellbeing will go beyond just welfare needs of a few individual students and aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live.

## 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	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

An evidence-based approach to teaching literacy and numeracy will ensure we maximise the learning outcomes for every student.

### 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.

- The Reading Journey
- The Numeracy Journey

### Resources allocated to this strategic direction

**Socio-economic background:** \$157,179.60

**Literacy and numeracy:** \$1,000.00

**QTSS release:** \$50,000.00

**Professional learning:** \$4,000.00

### Summary of progress

We have seen an increase in external measures such as NAPLAN in all elements of Literacy. However, we have not yet achieved our projected target (lower bound) in Numeracy.

Our COVID ILSP has been focusing on whole number and now additive strategies and our Strategic Direction team undertake PL in the Big Ideas of Mathematics

### 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
Record an initial uplift of 4% of students achieving the top 2 bands of NAPLAN Reading	* <b>32.5% of students</b> achieved in the top two bands in <b>NAPLAN Reading indicating progress toward lower-bound target</b> . We are now also only 1.7% away from the lower bound target.
Record an initial uplift of 4% of students achieving the top 2 bands of NAPLAN Numeracy	* <b>33.75% of students</b> achieved in the top two bands in <b>NAPLAN numeracy indicating progress toward lower-bound target</b> . We are now also only 3% away from the lower bound target.  * NAPLAN scores indicate a <b>2.91% increase</b> in the percentage of students in the top two skill bands for reading and a <b>3.57% increase</b> in the percentage of students in the top two bands for numeracy.
Record an initial uplift of 3% students in NAPLAN Reading achieving expected growth	* The percentage of students achieving expected growth in <b>reading increased to 66.67%</b> indicating <b>achievement of the lower bound target</b> . We have <b>exceeded the lower bound target by 9%</b> and the <b>upper bound target by 4%</b> .
Record an initial uplift of 2% students in NAPLAN Reading achieving expected growth	* Percentage of students achieving expected growth in <b>numeracy</b> decreased by 1% compared to 2019 data indicating progress yet to be seen toward the system negotiated target. We <b>are 1% away from achieving our lower bound target and 6% away from the agreed upper bound target</b>
The school uses internal as well as external assessments (such as NAPLAN and check in data) to assess student progress and achievement	The school uses internal as well as external assessments (such as NAPLAN and check in data) to assess student progress and achievement against syllabus outcomes • Case management meetings each week, track student growth, strengths

against syllabus outcomes	<p>and areas of development</p> <ul style="list-style-type: none"> <li>• Implementation of PROBE reading assessment, NSW DoE Maths assessments (number only), ILSP check in assessments for targeted students, hot and cold writing tasks, phonics weekly assessments have been implemented since the beginning of 2020. Each year a new assessment has been added and assessed with support from Instructional Leader and Deputy Principal.</li> <li>• Implementation of data tracking for identified students on ILSP in the areas of additive strategies and fluency (using the Multilit programs)</li> </ul>
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## Strategic Direction 2: Data Literacy

### Purpose

A systematic and reliable assessment approach, will ascertain that observable changes in teaching occur, leading to measurable improvements in student learning outcomes.

### 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.

- Whole school assessment schedules
- Data Literacy skills for teachers

### Resources allocated to this strategic direction

**Socio-economic background:** \$15,409.00

**Literacy and numeracy:** \$1,083.00

### Summary of progress

Whole school assessment schedule, 3-6 connected learning continuum and book studies have all occurred this year. Shifts and pivots were taken to reflect the complex nature of the online learning environment.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All teachers have participated in Professional Learning to build skills surrounding data analysis and interpretation.	<p>Our results indicate progress toward our school-based target</p> <p>The year began with a comprehensive PL schedule, which needed adjusting to accommodate the needs of staff and students during the Learning from Home phase. This became a priority but PL that was not completed is to be rescheduled for implementation in 2022. In order to pivot to online learning, we were able to focus on-;</p> <ul style="list-style-type: none"><li>• Teaching and learning programs that are designed to address the individual learning needs of our students</li><li>• Standardised data from summative assessment</li><li>• Reliable, consistent handover data at the end of each academic year</li><li>• Each stage was to meet to evaluate their teaching and learning programs at the end of each semester. Student data and program evaluation was to be analysed in order to inform planning for the following semester</li><li>• Online data collection tool has been established to allow a quick and easy view of internal and external data sources.</li></ul>
<p>Professional Learning will be presented to provide and investigate evidence of research surrounding best practice.</p> <p><b>Black, P &amp; Wiliam, D 1998, Inside the Black Box: Raising standards through classroom assessment, King's College, London.</b></p> <p><b>Black, P &amp; Wiliam, D 2018 'Classroom assessment and pedagogy', Assessment in Education: Principles, Policy &amp; Practice, vol. 26, no. 6, pp. 551-</b></p>	<p>Shifted to take into account online learning environment</p>

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**McKinsey & Company 2007, How the world's best performing systems came out on top, report prepared by M Barber & M Mourshed.**

Draft WRPS Assessment Schedule will be implemented by all teachers K-6. This schedule will be evaluated in an ongoing manner, changes discussed and plans altered and evaluated to support best practice .

Regular data analysis and evaluation will take place in stage teams on a regular basis.

- Whole school assessment schedule implemented (with some adjustments made for Learning From home Period)

- Implementation of teaching programs that are targeted to meet specific needs of students were based on assessment data for writing and COVID ILSP - whole number and additive strategies

- Improved student performance

**Example from NAPLAN writing -:**

\* Highest percentage of students performing at proficiency since 2015, with a massive 25% increase in students achieving within the top two NAPLAN bands in comparison to the 2019 cohort.

\* 94% of students performed at or above NMS in 2021.

\* 87% of students performed in Band 5 or higher in this assessment.

\* Yr 5 percentage of students performing at proficiency in this assessment was 19% higher than the SSSG cohort average, and 14% higher than state average.

- Percentage of Yr 3 students in the top two bands was 16% higher than the SSSG cohort average, and 7% higher than the state average.

Our internal results indicate progress toward our school-based target - we will now be focussing on our internal data to observe like characteristics and findings



## Strategic Direction 3: Well-being

### Purpose

Wellbeing practices which are grounded in evidence based change will result in measurable improvements in wellbeing, engagement and positive, respectful 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.

- Case management approach
- Attendance

### Resources allocated to this strategic direction

Socio-economic background: \$70,500.00

Refugee Student Support: \$1,600.00

### Summary of progress

As we reflect we have not yet met our attendance targets, have specific areas to continue to focus on in well being and advocacy but can also celebrate some exceptional feedback from students in the TTFM surveys.

### 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
Employment of school wellbeing officer, establish relationships within the community and define role.	<ul style="list-style-type: none"><li>* 87.2% of students report positive well being outcomes in 2021. This has decreased by 1.98% across the <b>positive well being measures</b>.</li><li>* Tell Them From Me data shows-<ul style="list-style-type: none"><li>• consistent score of 7.8% of in advocacy at school,</li><li>• a decrease of 2% in sense of belonging</li><li>• a 0.5% decrease in expectations of success.</li><li>• a 2% increase in positive behaviour at school</li></ul></li></ul> <p>We are awaiting completion of TTFM results for semester 2.</p>
Implement practices to monitor and support wellbeing of students identified through FORGE wellbeing surveys and discussions.	<p>Forge Survey - The survey asked students to rate themselves between 1 - 5 on (domains - positive emotion, meaning, optimism, positive relationships, competence, engagement, self esteem, social contribution)</p> <ul style="list-style-type: none"><li>• 80% of students assessed themselves as (positive terminology from survey) in relation to the target areas (min score of 3 or above out of 5).</li><li>• A small percentage of students expressed feelings of anxiety, low self-confidence, resilience and friendship issues. Difficult and time-consuming to determine an actual figure. Each student was followed up.</li></ul> <p>Our internal results indicate progress toward our school based target</p>
Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.	<p>Our internal results indicate progress toward our school based target</p> <ul style="list-style-type: none"><li>• High belonging, High Expectations Quadrant - Walters Road 75%, SSSG 69%, State avg 60%</li><li>• Low belonging, Low Expectations Quadrant - Walters Road 2%, SSSG 3%, State avg 10%</li><li>• High Advocacy, High Expectations Quadrant - Walters Road 85%, SSSG 86%, State avg 68%</li><li>• Low Advocacy, Low Expectations Quadrant - Walters Road 2%, SSSG 3%, State avg 12%</li></ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$10,500.00</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>• Attendance</li> <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 additional staff for targeted student support</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Stronger communication between refugee families and the school on enrollment and when beginning school</li> <li>* Links with Bungarribee Network Refugee leader</li> <li>* Partnership teaching arrangements with Evans Intensive English Centre</li> <li>* Many signs, letters and communication tools being produced in various languages</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Continuation of partnership with refugee support leaders and Evans IEC</li> <li>- Implementation of whole school action research project into EALD teaching and the progressions</li> </ul>
<p>New Arrivals Program</p> <p>\$15,000.00</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 Walters Road 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>• 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>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>small group focussed lessons for english acquisition for focus students</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Targetted lessons for any newly arrived students will be continued</p>
<p>Integration funding support</p> <p>\$126,841.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Walters Road 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>

<p>Integration funding support</p> <p>\$126,841.00</p>	<ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Introduction of a case management approach to support students</li> <li>* Additional support from LST and SLSO in the playground to support social development of high needs students</li> <li>* Additional support in the classroom for Literacy and Numeracy for identified children</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Provision additional support in classroom and playground in 2022</li> <li>* Continuation of case management approach to target more children requiring intervention strategies.</li> <li>* Introduction of Cluey online learning platform to target Mathematics skills and strategies</li> </ul>
<p>Socio-economic background</p> <p>\$274,352.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Walters Road 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>• Whole school assessment schedules</li> <li>• Case management approach</li> <li>• The Reading Journey</li> <li>• Attendance</li> <li>• The Numeracy Journey</li> <li>• Data Literacy skills for teachers</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• professional development of staff through [program] to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Improved resourcing to support quality learning environments</li> <li>* Improved access to technology for all students and staff</li> <li>* Access to online Mathematical support during Learn From Home period</li> <li>* Introduction of two Instructional Leaders to support best teaching and assessment practices</li> <li>* Establishment of a connected curriculum overview for stage 2 and 3</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Develop ES1 and stage 1 connected learning overview</li> <li>* Subside Camp, excursions and cultural events</li> <li>* Increase staffing to support children requiring adjustments</li> </ul>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Walters Road Public School. Funds under</p>

<p>\$22,000.00</p>	<p>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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* establishment of cultural support group withdrawal group for stage 3 with local Darug women</li> <li>* Continuation of in-class support for Literacy and Numeracy</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue employment of local Darug women to support cultural programs and students</p>
<p>English language proficiency</p> <p>\$230,125.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Walters Road 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Smaller group interactions during face to face and online learning periods which was able to focus on individual skills and areas of development.</li> <li>* Using the contingency program from Evans HS Intensive English Center, we were able to upskill a new member of staff new into the EAL/D role</li> <li>* All EAL/D students were reported upon using progressions in end of year reports</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* work with network EAL/D leader to implement professional learning series over 4 weeks to further support the differentiation of EAL/D students in the mainstream classroom</li> </ul>
<p>Low level adjustment for disability</p> <p>\$165,014.45</p>	<p>Low level adjustment for disability equity loading provides support for students at Walters Road 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>• Other funded activities</li> </ul>

<p>Low level adjustment for disability</p> <p>\$165,014.45</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention Multi Lit to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* establishment of a strong case management approach for identified students</li> <li>* Introduction of an Intervention team, including Learning and Support Teachers, to support more students across K-6</li> <li>* Multilit was able to be implemented in a number of withdrawal settings, giving more students more explicit, direct instruction</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>We will continue our case management approach to support students and their families. We will also continue to implement Multilit Reading Program and also introduce Cluey Learning Online Maths Tuition for identified students</p>
<p>Professional learning</p> <p>\$41,738.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Walters Road 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>• The Reading Journey</li> <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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>As a staff we were able to unpack evidence-based approaches to teaching reading and writing. We were then able to implement directed modeled, interactive, guided and independent Writing and Reading block in the classrooms. We were also able to create a connected learning overview to link syllabus topics and outcomes to make seamless programming for the staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Joining Bungarribee network "Explicit Teaching of Reading" project in 2022 with DEL</li> <li>* Utilizing online all access pass through Training 24/7 to continue individual learning journeys linked to Professional Learning Policy</li> <li>*</li> </ul>
<p>Literacy and numeracy</p> <p>\$27,483.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Walters Road 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>• The Reading Journey</li> </ul>

<p>Literacy and numeracy</p> <p>\$27,483.00</p>	<ul style="list-style-type: none"> <li>• Data Literacy skills for teachers</li> <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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teachers have access to quality and research based professional learning. This knowledge is then discussed as a whole school and plan and learning pathways discussed.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Creating PDP goals and Professional Learning Pathways for teachers which would best support their teaching. This may impact the best practice occurring in the classroom</p>
<p>QTSS release</p> <p>\$80,400.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Walters Road 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>• The Reading Journey</li> <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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The hiring of two exceptional Instructional Leaders. Instructional Leaders have worked with stage teams to plan and implement modeled reading programs. They have conducted demonstration lessons for teachers and stage teams, as well as observing lessons, providing feedback to staff. Student outcomes have improved as a result.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Consistent practices in the teaching of guided and modelled reading throughout the school for 2022 will be a major focus</p>
<p>Literacy and numeracy intervention</p> <p>\$27,876.71</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Walters Road 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>• 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>• Hire for additional staff one day per week to work across school to ensure assessment of learning is followed up for those on intervention programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The continued focus on intervention in the early years of schooling has been occurring. We have been able to implement support for phonemic</p>



<p>Literacy and numeracy intervention</p> <p>\$27,876.71</p>	<p>awareness decoding text and beginning writing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> We will hire a speech pathologist to support our vocabulary and language programs.</p>
<p>COVID ILSP</p> <p>\$281,000.00</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 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>• Hire of additional staff</li> </ul> <p>Purchase of Multilit program</p> <p><b>The allocation of this funding has resulted in:</b> The hire of two additional teachers whom supported:- The focus on small group tuition, in Yr 3- 5 at our school, reflects the evidence that this is an effective method of 'catching up' students whose learning has slipped. Students in K-2 were supported in class by SLSO (school funded) to support their learning. This is in place of withdrawal A core focus was on boosting students' core knowledge and skills, particularly in numeracy Our staff identified students to participate based on a range of data sources, including teacher judgement, school based and Department assessment tools.</p> <p>Students in these programs displayed a deeper 'conceptual understanding' which is 'the comprehension and connection of concepts, operations and relations' Were able to describe why mathematical ideas work and how they are connected, Developed an 'understanding of the relationship between the 'why' and the 'how' of mathematics. Displayed enhanced fluency and were able to use mathematical ideas, practices and processes with confidence, flexibility, accuracy and efficiency. Were able to make more informed decisions about what strategies to choose to use in a particular context, drawing from a range of options at their disposal</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> As there is difficulty in finding suitable teachers, WRPS will use Cluey online learning for our COVID ILSP in 2022, focusing on additive strategies and whole number</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	316	312	326	306
Girls	288	290	281	285

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.5	89.8	83.1	92.6
1	92.9	91.7	87.9	90.7
2	93.6	91.8	89.7	92.2
3	92.9	92.2	88.2	92.4
4	94.3	91.6	87.5	91.8
5	93.6	94	88.3	91.4
6	92.7	90.9	93	89.7
All Years	93.1	91.7	88.2	91.6
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.09
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	1.6
School Administration and Support Staff	4.06

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,880,646
<b>Revenue</b>	5,926,849
Appropriation	5,819,603
Sale of Goods and Services	30,606
Grants and contributions	75,560
Investment income	581
Other revenue	500
<b>Expenses</b>	-6,143,367
Employee related	-5,366,658
Operating expenses	-776,709
<b>Surplus / deficit for the year</b>	-216,517
<b>Closing Balance</b>	1,664,129

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	162,463
<b>Equity Total</b>	764,294
Equity - Aboriginal	19,792
Equity - Socio-economic	259,046
Equity - Language	232,264
Equity - Disability	253,191
<b>Base Total</b>	4,319,984
Base - Per Capita	149,636
Base - Location	0
Base - Other	4,170,348
<b>Other Total</b>	318,513
<b>Grand Total</b>	5,565,254

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

Our Tell Them From Me survey results indicate progress toward our school based target-

High belonging, High Expectations Quadrant - Walters Road 75%, SSSG 69%, State avg 60%

Low belonging, Low Expectations Quadrant - Walters Road 2%, SSSG 3%, State avg 10%

High Advocacy, High Expectations Quadrant -Walters Road 85%, SSSG 86%, State avg 68%

Low Advocacy, Low Expectations Quadrant -Walters Road 2%, SSSG 3%, State avg 12%

After COVID learn from home period, a small percentage of students expressed feelings of anxiety, low self-confidence, resilience and friendship issues., using FORGE well-being surveys Each student was followed up with chaplaincy support or LST referrals.

In 2022, we will continue to employ our well being officer through GENERATE chaplaincy services, we will implement further playground opportunities for students K-6 and we look forward to welcoming parents back to school.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.