

2021 Annual Report

Werrington Public School



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Introduction

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

At Werrington Public School we are committed to providing quality education in a nurturing, inclusive environment where learners are engaged and aspire to achieve their full potential.

School context

Werrington Public School is a medium sized public school situated in the outer western suburbs of Sydney in the Penrith local government area. It has an enrolment of approximately 486 students in 2021 in 19 mainstream classes and five support classes for students with physical and multicategorical disabilities. 12.5% of enrolled students identify as Aboriginal and or Torres Strait islander. 31% of enrolled students are from a language background other than English. Werrington Public School implements evidence based teaching and learning programs. Our school is a Positive Behaviour for Learning (PBL) school. Werrington Public School is identified as serving a community with a socio-economic disadvantage. Since 2015, our school has been part of the Phase 2 early Action for Success (EAfS) initiative for K-2 literacy and numeracy as part of the state government's literacy and numeracy plan. Our school learning support centre, offers specialist programs for students who are experiencing difficulty with aspects of their learning or development.

Following a detailed situational analysis and consultation process the key initiatives to ensure student and school success at Werrington Public School are:

Improving student outcomes in reading through effective classroom practices;

Improving student outcomes in numeracy through effective classroom practices;

Transitions and Early Intervention;

High Expectations and Communication;

Attendance; 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy we will ensure quality teaching and effective classroom practices are responsive to student needs by creating and maintaining evidence based whole school systems and processes.

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.

- Improving student outcomes in reading through effective classroom practices
- Improving student outcomes in numeracy through effective classroom practices

Resources allocated to this strategic direction

Professional learning: \$36,262.59

Socio-economic background: \$300,000.00

Aboriginal background: \$63,354.80

English language proficiency: \$61,955.98

Literacy and numeracy: \$16,154.74

Low level adjustment for disability: \$59,787.87

Summary of progress

The key initiatives in improving student outcomes in reading and numeracy were through effective classroom practices that have been identified to meet the student growth and achievement strategic direction. This involved ensuring that systematic and explicit reading and numeracy instruction is; embedded in all programs; visible in classroom practice; and monitored and tracked across the school; leading to improved student growth and performance. School-wide professional learning targeted towards explicit teaching of reading and numeracy and data was scheduled weekly across the year. COVID restrictions in Terms Three and Four saw a move to professional learning delivered online. The change to learning from home via both online and print media posed a significant challenge in ensuring the needs of all students continued to be met. Targeted building capacity initiatives were implemented through mentoring and coaching to support new teachers and identified teachers. The vast majority of students returned to face to face on-site learning in week 3 term 4, with intensive support programs recommencing in earnest. Data for K-6 reading in mainstream and support classes has been collected and analysed, throughout the entire year. PLAN2 data has been collected for K-6 classes analysed and shared with staff mid-year with a pause in Semester Two, as a result of the impact and challenges across semester two, with learning from home due to COVID. Results from targeted interventions were analysed to ensure ongoing efficacy and impact; however, they were highly impacted by the move to at-home learning due to COVID 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
Improvement in the percentage of students achieving in the top 2 bands to be close to the school's lower bound system-negotiated target in reading of 33%.	35.9% of students in Year Three achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. 17.86% of Year Five students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be close to the school's lower bound system-negotiated target of 59.9%	The proportion of Year 5 students achieving expected growth in NAPLAN reading has decreased to 36.2% indicating progress yet to be seen toward the system-negotiated target.
Improvement in the percentage of students achieving in the top 2 bands to	23.53% of students in Year Three achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.

be close to the school's lower bound system-negotiated target in numeracy to 24.6%	10.71% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be close to the school's lower bound system-negotiated target of 54.1%	The percentage of students achieving expected growth in numeracy has decreased to 31.1% indicating progress yet to be seen toward the system-negotiated target.
A range of evidence supports the school's assessment/ validation of effective classroom practice in explicit teaching and feedback at delivering	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in effective classroom practice in explicit teaching and feedback.
A range of evidence supports the school's assessment/ validation of data skills in use, data use in teaching at delivering	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of validation of data skills in use and data use in teaching.

Strategic Direction 2: Wellbeing

Purpose

To improve wellbeing we will develop and sustain whole school wellbeing initiatives and programs that enable students and teachers to connect, succeed and thrive within a safe and supportive environment.

Initiatives

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

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$38,710.70

Summary of progress

The purpose of Strategic Direction 2: Wellbeing was aimed to improve wellbeing by developing and sustaining whole school wellbeing initiatives and programs that enable students and teachers to connect, succeed and thrive within a safe and supportive environment, with an explicit focus on attendance and wellbeing. During Semester One, attendance initiatives were well supported by staff and students with some impact on an increase in student attendance. The Breakfast Club and Wellbeing Week initiatives were modified to meet strict COVID-19 guidelines. During lockdown in Terms 3 and 4, wellbeing programs were supported online and through social media platforms for both staff and students. Online professional learning sessions were also designed to support staff and students returning to face to face learning. Overall, the 2021 COVID-19 lockdown did not allow an accurate measure of student attendance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending greater than 90% of the time to 76.3%	The number of students attending greater than 90% of the time or more has decreased to 65.44%.
TTFM Wellbeing data (advocacy, belonging, expectations) improves to be tracking towards the lower bound system-negotiated target 89.7%	TTFM data indicates that Wellbeing data in 2021 reached 78.73% for advocacy, belonging, expectations, which indicates we are still tracking towards the lower bound system-negotiated target 89.7%.
A range of evidence supports the school's assessment/ validation of the element of wellbeing a planned approach at delivering	Self-assessment against the School Excellence Framework shows the element of wellbeing a planned approach at sustaining and growing.
A range of evidence supports the school's assessment/ validation wellbeing behaviour at delivering	Self-assessment against the School Excellence Framework shows the element of wellbeing behaviour at sustaining and growing.

Strategic Direction 3: Connecting Community

Purpose

To maximise student learning outcomes we will establish, strengthen and sustain relationships with families, organisations, services and facilities, for expertise to support families and students' academic, physical, social and emotional growth.

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.

- Transitions and Early Intervention
- High Expectations and Communication

Resources allocated to this strategic direction

Summary of progress

Throughout 2021, we had planned a variety of activities, in term 1 we were able to welcome parents and carers back onsite for meetings and as such we were able to host face-to face parent teacher interviews for the first time since 2019. However, ongoing changes to COVID requirements and settings and an extended period of learning from home, had a significant impact on our progress. NDIS sessions for staff and identified parents were held at the end of semester 1. However, many meetings, transitions and interviews, with key stakeholders moved back to phone calls or digital platforms. Kindergarten parent transitions sessions were pre recorded as information videos and posted to our Website and Facebook page. A non teaching staff member was employed 1 day per week to assist with converting files and uploading documents to our School App, Facebook page and Website, to ensure parents had access to information in a variety of formats. School based events normally held onsite were modified to still occur in some form during the significant period of learning from home, such as our virtual book parade. Unfortunately, a variety of special events and extracurricular activities were unable to go ahead due to the COVID restrictions at the time.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A range of evidence supports the school's assessment/validation in Wellbeing Individual Learning Needs (D)	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Individual Learning Needs, which is above this years goal of delivering.
A range of evidence supports the school's assessment/validation in Learning Culture Transitions (D).	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of transitions; however, due to the timing of our self assessment and subsequent COVID guideline related impacts in certain aspects of this theme, meant that implementation of particular aspects of transitions was not at excelling but rather delivering.
A range of evidence supports the school's assessment/validation in Learning Culture High Expectations (D).	Self-assessment against the School Excellence framework shows the theme of Learning Culture - High Expectations to be sustaining and growing.
A range of evidence supports the school's assessment/validation in Management Practices and Processes- Service Delivery and Community Satisfaction (SEF - S&G)	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of service delivery and use while the element of community satisfaction has remained at sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$172,004.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Werrington 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"> • Employment of SLSO staff to provide additional support for students who have high-level learning needs. • Intensive learning and behaviour support for funded students by the employment of SLSO's. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' individual education plans. <p>The allocation of this funding has resulted in:</p> <p>Identified students receiving integration funding support were supported by student learning support officers (SLSO's), classroom teachers and specialist staff to ensure they are making progress on achieving their goals in their individual education plan, in conjunction with input from the student and parents and carers. As a result students on IFS had positive behavioural outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Students receiving integration funding support are formally reviewed annually and individual education plans are regularly reviewed to ensure that students needs learning and social and emotional needs continue to be met.</p>
<p>Literacy and numeracy</p> <p>\$16,154.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Werrington 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"> • Improving student outcomes in reading through effective classroom practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • SLSOs engaged to provide in class literacy and numeracy support, including phonological awareness. • SLSOs engaged to facilitate targeted programs such as Language for Learning, Mini Lit, Macq Lit and Multi Lit. <p>The allocation of this funding has resulted in:</p> <p>Students have received additional support in class with their learning of literacy and numeracy concepts. Allowing for greater and more effective feedback on their learning.</p> <p>Identified students have accessed specific targeted programs such as QuickSmart Maths, Mini-lit, Multi lit and Language for learning, to enable them to build their literacy and numeracy school up to grade appropriate level to allow them to more effectively engage in all aspects of the curriculum in the classroom. All students participating in Mini Lit made improvements to their reading level. 59% of students made greater than 15 points growth between pre and post tests, with remaining students referred for further assessment/s and/or paediatrician review. All students participating in Macq Lit made improvements in reading level and significant gains in sight word recall. 75% of students completed the program reading at stage appropriate levels. Students who attended regularly made the most</p>

<p>Literacy and numeracy</p> <p>\$16,154.74</p>	<p>growth in the program. Students participating in QuickSmart numeracy saw a 5.6 gain between pre and post tests on the PAT-M Assessment, with an effect size for the group of 0.756. ATSI students participating in QuickSmart had a 9.65 gain between pre and post tests on the PAT-M Assessment, with an effect size for the group of 1.414. On the Division OZCAAS test, there was paired data for 7 QuickSmart students. The average decrease in response time for QuickSmart students is 4.116 seconds. The effect size for this result is 2.460, which indicates a substantial improvement. In terms of accuracy, the QuickSmart students' average scores on Division for this school have increased by 34.414 percentage points. This effect size shows a substantial improvement. 35.9% of students In Year Three achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. 23.53% of students in Year Three achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review of timetabling, staffing and resources to ensure appropriate supports in place for continued student growth in literacy and numeracy.</p>
<p>Refugee Student Support</p> <p>\$763.05</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Intensive English language and learning support to increase educational outcomes for students. <p>The allocation of this funding has resulted in: Provision of targeted EALD support to build students initial learning in English and provide strategies to teaching staff to build their capacity in meeting the needs of refugee students. Identified refugee students have moved up the EaLD progression scales and are engaging effectively in classroom learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Werrington Public School will not receive refugee student support staffing in 2022.</p>
<p>Socio-economic background</p> <p>\$394,769.70</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Werrington 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"> • Improving student outcomes in reading through effective classroom practices • Improving student outcomes in numeracy through effective classroom practices • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Equitable access to specialist resources. • Professional development of staff through QuickSmart program to support student learning. • Staff release to increase community engagement.

<p>Socio-economic background</p> <p>\$394,769.70</p>	<ul style="list-style-type: none"> • Resourcing to increase equitability of resources and services. • Providing students without economic support for educational materials, uniform, equipment and other items. • Additional staffing to implement rock and water, check in/check out, breakfast club and off class executive to support identified students with additional needs. • Additional staffing to minimise the disruption and impact of student transiency on school structures and student learning. <p>The allocation of this funding has resulted in:</p> <p>Employment of additional staff and SLSO's to support student wellbeing, engagement and learning in literacy and numeracy, as well as providing certainty of school wide class structures. Employment of an additional School Administration Officer (SAO) 0.6FTE to ensure effective resourcing and maintenance of equipment to ensure equitable access and strength engagement with parents/carers and the community through a variety of current communication channels. Identified students and families have access to resources and supplies to allow them to access school and learning on the same basis as their peers. 35.9% of students In Year Three achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. Rock and water, check-in check out, breakfast club and off class executive, provide ongoing and point in time support to students experiencing difficulty at school socially and emotionally, allowing students to re-engage with classroom learning programs and peers as quickly as possible. Students participating in QuickSmart numeracy saw a 5.6 gain between pre and post tests on the PAT-M Assessment, with an effect size for the group of 0.756. ATSI students participating in QuickSmart had a 9.65 gain between pre and post tests on the PAT-M Assessment, with an effect size for the group of 1.414.</p> <p>On the Division OZCAAS test, there was paired data for 7 QuickSmart students. The average decrease in response time for QuickSmart students is 4.116 seconds. The effect size for this result is 2.460, which indicates a substantial improvement. In terms of accuracy, the QuickSmart students' average scores on Division for this school have increased by 34.414 percentage points. This effect size shows a substantial improvement. 23.53% of students in Year Three achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Review of amount of funds required for students assistance and ensure that this is matched or slightly increased for 2022. Continuation of additional administration staff to ensure and maintain the effective resourcing and maintenance of resourcing across the school and engagement with parent/carers and the community in a variety of channels. Continuation of programs that support students socially and emotionally and allow them to better engage with learning. Continuation of an additional class to eliminate the chance of disruptions to student learning of student numbers fluctuate. A focus on stage 2 and year 5 literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$63,354.80</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Werrington 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"> • Improving student outcomes in reading through effective classroom practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff (SLSO) to support Aboriginal students. • Staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$63,354.80</p>	<p>Personalised Learning Plans.</p> <p>The allocation of this funding has resulted in: All Aboriginal and Torres Straight Islander (ATSI) students have a Personalised Learning Plan developed, with parents and carers invited to an afternoon session to be a part of the planing. Student Learning Support Officer (SLSO) support is provided in class for identified students and through the Aboriginal reading program for students who need additional support. This has seen 40% of year three ATSI students achieved in the top two bands in NAPLAN reading, compared to the state score of 28.1%. 20% of year three ATSI students achieved in the top two bands in NAPLAN numeracy, compared to the state score of 15%. ATSI students participating in Quicksmart had a 9.65 gain between pre and post tests on the PAT-M Assessment, with an effect size for the group of 1.414, which is a significant improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Encouraging strong home school connections, including welcoming parents and carers back onsite to participate in Personalised learning Plan planning and reviews - COVID restrictions pending. Continuation of the Aboriginal reading program. Careful student learning support officer timetabling to ensure effective in class supports.</p>
<p>English language proficiency</p> <p>\$84,379.58</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Werrington 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"> • Improving student outcomes in reading through effective classroom practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Withdrawal lessons for small group (developing) and individual (emerging) support. • Provide EAL/D Progression levelling PL to staff. • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives. <p>The allocation of this funding has resulted in: Identified English as an Additional Language or Dialect (EALD) students at beginning or emerging phases have been supported by the EALD teacher either by small withdrawal interventions or by providing strategies to the classroom teacher to support EALD learners in the classroom. In class SLSO support provided to emerging and beginning phase EALD learners. All staff are able to identify the learning progression of EALD learners in their class. All EALD students in year 3 met or exceeded national minimum standards in reading with 17% of developing and 80% of consolidating students achieving in the top 2 bands of NAPLAN. In year 5 all consolidating EALD students met or exceeded national minimum standards with 31% achieving in the top two bands.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued staffing of 0.4 FTE teacher. Ongoing monitoring of EALD progressions and student phases, referral of students to the learning support team if they are not progressing through the phases in the expected time frames.</p>
<p>Low level adjustment for disability</p> <p>\$183,117.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Werrington 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</p>

<p>Low level adjustment for disability</p> <p>\$183,117.67</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving student outcomes in reading through effective classroom practices • Improving student outcomes in numeracy through effective classroom practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Targeted students are provided with evidence-based interventions, QuickSmart, Mini-Lit, Macq-Lit and Multi-Lit to increase learning outcomes. • Employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. <p>The allocation of this funding has resulted in:</p> <p>Students experiencing difficulties in their learning and are significantly below expected stage outcomes have an IEP developed by the class teacher, in collaboration with parents/carers, this is reviewed each semester. Identified students have made progress on the Individual Education Plan goals by being supported to effectively engage in classroom program by the employment and effective timetabling of Student Learning Support Officers (SLSO's). Students requiring significant supports with their learning are identified through school wide learning and support processes. 18 students were targeted for speech therapy and all students who attended regularly made good progress with their identified goals in receptive and expressive language. All students participating in Mini Lit made improvements to their reading level. 59% of students made greater than 15 points growth between pre and post tests, with remaining students referred for further assessment/s and/or paediatrician review. All students participating in Macq-Lit made improvements in reading level and significant gains in sight word recall. 75% of students completed the program reading at stage appropriate levels. Students who attended regularly made the most growth in the Macq-Lit program. Students participating in QuickSmart numeracy saw a 5.6 gain between pre and post tests on the PAT-M Assessment, with an effect size for the group of 0.756. ATSI students participating in QuickSmart had a 9.65 gain between pre and post tests on the PAT-M Assessment, with an effect size for the group of 1.414. On the Division OZCAAS test, there was paired data for 7 QuickSmart students. The average decrease in response time for QuickSmart students is 4.116 seconds. The effect size for this result is 2.460, which indicates a substantial improvement. In terms of accuracy, the QuickSmart students' average scores on Division for this school have increased by 34.414 percentage points. This effect size shows a substantial improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuation of in class Student Learning Support Officers (SLSO's), Mini Lit, Multi Lit, Macq-LitQuickSmart and Speech Therapy programs. Ongoing review of students accessing these targeted programs.</p>
<p>Early Action for Success (EaFS)</p> <p>\$205,815.60</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Werrington Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Instructional Leader to support literacy and numeracy programs. • Lead professional learning opportunities available through the Numeracy

<p>Early Action for Success (EAfS)</p> <p>\$205,815.60</p>	<p>Strategy.</p> <ul style="list-style-type: none"> • Employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students. • Employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation. <p>The allocation of this funding has resulted in:</p> <p>Through Instructional Leadership, all staff participated in ongoing professional learning as part of the "Big Ideas in Number" project, embedding and developing conceptual understanding of mathematics through quality teaching and learning programs. Instructional Leaders led professional learning and worked intensively with staff, predominantly K-2, to build evidence based quality teaching practice in the areas of literacy and numeracy to ensure positive student outcomes in literacy and numeracy. Week 20 reading data showed 62% of students in Year Two reading at or above expected levels compared to 46% of students in Kindergarten. 35.9% of students In Year Three achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. 23.53% of students in Year Three achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target. 40% of Year Three ATSI students achieved in the top two bands in NAPLAN reading, compared the state score of 28.1%. 20% of Year Three ATSI students achieved in the top two bands in NAPLAN numeracy, compared the state score of 15%.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The Early Action for Success project will cease at the end of 2021 and transition to Assistant Principal Curriculum and Instruction staffing allocation across all primary schools. Assistant Principal Curriculum and Instruction roles will see the work of Instructional leaders expand to be inclusive of K-6 rather than K-2.</p>
<p>QTSS release</p> <p>\$98,551.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Werrington 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 initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. • Assistant Principals provided with additional release time to support classroom programs. • Implementation of instructional rounds to strengthen quality teaching practices. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in:</p> <p>QTSS allocation has provided nearly 0.2 FTE release per team each week. This has allowed for the implementation of the activities listed above, specifically the opportunities for greater collaboration. However, this was significantly impacted during semester 2 due to COVID and throughout the year in securing staff. Staff feedback, review of classroom programs and participation of the school in Curriculum and Policy monitoring, have highlighted the improvement to classroom programs and has ensured that they meet NESA requirements.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>QTSS release</p> <p>\$98,551.72</p>	<p>Investigate different opportunities and creative ways to implement Quality Teaching Rounds. Utilise existing staffing creatively to provide greater opportunities for teams to collaborate, plan and review data.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Werrington 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <p>The provision of additional LST team staff to assist in supporting students with identified needs in literacy and numeracy, with a focus in students experiencing difficulty with reading.</p> <p>This saw an improvement for year five in reading by 4.4 points and Year Three by 3.4 and in numeracy Year Five 3 points and Year Three 3.7 points, when compared to statistically similar groups in check in assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This funding will cease in 2022 and be replaced with 1.2FTE Assistant Principal Curriculum and Instruction positions.</p>
<p>COVID ILSP</p> <p>\$246,816.18</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"> • Phonological Awareness program. • In-class support. • QuickSmart Numeracy Catch Up program. <p>The allocation of this funding has resulted in:</p> <p>Targeted students supported by in class support, and/or specific programs such as Phonological Awareness and Quick Smart Catch Up Program.</p> <p>Phonological Awareness program - Testing of students upon their return in Term 4 has shown that most students have retained their skills despite the program being interrupted during lockdown. Students who have not made the expected progress are identified with additional learning needs and continue to be supported by Learning Support Team processes.</p> <p>In-class support, Comparison of Check In data for terms 2 and 4, has shown that the students accessing the CILSP have followed the same trend as the rest of the cohort in comprehension and vocabulary.</p> <p>Key staff were trained in QuickSmart Catch Up program.</p> <p>Staff completed SENA tests and analysed Check in Data to select suitable students for the program. Students were chosen from the middle bands of the Check In assessment.</p> <p>Implementation</p> <ul style="list-style-type: none"> • QuickSmart Catch Up - 12 students were targeted for support for three sessions each week, across Semester 1. • QuickSmart catch up re-started in Term 4, Week 5. With students placed in

COVID ILSP

\$246,816.18

new groups based on classes due to COVID restrictions. All students have maintained a high level of engagement in the program and are motivated by the star system of achievement on the FABS computer component. Students are directly engaged in their goal setting and are keen to reflect on their progress through daily analysis of their results. QuickSmart lessons are conducted under a routine which is systematically followed. Lessons are also partially directed by students as they are able to have some input on what they would like to work on based on what they are finding difficult in class. Students have reported they have increased levels of confidence around maths and mathematical processes.

After evaluation, the next steps to support our students with this funding will be:

For 2022, school assessment and other assessment records will determine priorities for this program with students in stages one and two, initially targeted in Semester 1. The initial focus being on ensuring students literacy skills are at expected level, then transitioning to supporting targeted students in numeracy. Semester 2 the focus will be for Stage 3 students and students across the school who are not meeting expectations and not receiving another interventions.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	219	221	227	242
Girls	218	223	237	236

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.5	91.6	92.6	91.3
1	93.2	91.8	93.8	90.4
2	92.7	90.9	91.2	92.8
3	92.4	93	93.5	91.5
4	92.6	93.4	92.4	89.4
5	91.4	91.2	93.7	90.2
6	89.5	93.7	90.2	90
All Years	92.3	92.2	92.5	90.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	21.4
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	9.26

*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	627,830
Revenue	6,217,748
Appropriation	6,126,149
Sale of Goods and Services	39,124
Grants and contributions	51,639
Investment income	736
Other revenue	100
Expenses	-6,535,025
Employee related	-5,909,905
Operating expenses	-625,120
Surplus / deficit for the year	-317,277
Closing Balance	310,553

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	173,620
Equity Total	725,622
Equity - Aboriginal	63,355
Equity - Socio-economic	394,770
Equity - Language	84,380
Equity - Disability	183,118
Base Total	4,332,133
Base - Per Capita	120,532
Base - Location	0
Base - Other	4,211,601
Other Total	622,210
Grand Total	5,853,585

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

In 2021, the opinions of staff, students and parents were sought using school based surveys and the Tell Them From Me surveys.

Students in Years 4, 5 and 6, participated in an online survey that asked questions relating to school climate and student engagement. A score of 0 indicates strong disagreement, 10 indicates strong agreement.

The results of this survey is as follows:

- 90% of students indicated that Students that value schooling outcomes, this is compared with to the NSW government norm of 96%;
- Advocacy at school 7.6, compared to the NSW state norm of 7.7, this is a slight increase from 7.4 in 2020;
- Positive teacher-student relations 8.4, compared to the NSW state norm of 8.4, this is also a slight increase from 8.3 in 2020; and
- Positive learning climate 6.8, compared to the NSW state norm of 7.2 this is an increase from 6.2 in 2020.

During term 3 and 4 of 2021 we sought feedback from parents via a - Partners in Learning Survey. A score of 0 indicates strong disagreement, 10 indicates strong agreement.

Parents and carers reported similar levels of satisfaction in all areas compared to the state norm, with specific highlights in the following areas.

- I feel welcome when I visit the school 7.3;
- The school's administrative staff are helpful when I have a question or problem 7.7.
- Reports on my child's progress are written in terms I understand 7.6, a slight increase from 2020 or 7.4;
- My child is encouraged to do his or her best work 7.5;
- Teachers expect my child to pay attention in class 7.7; and
- My child is clear about the rules for school behaviour 8.4.

During term 3 and 4 of 2021 we sought feedback from staff via the Tell Them From Me - Focus on Learning. A score of 0 indicates strong disagreement, 10 indicates strong agreement.

Staff reported levels of satisfaction in most areas that compare to the state norm, with specific highlights in the following areas.

- School leaders have provided guidance for monitoring student progress. 8.0
- I work with school leaders to create a safe and orderly school environment. 8.6
- I discuss learning problems of particular students with other teachers. 8.9
- I talk with other teachers about strategies that increase student engagement. 8.4
- I set high expectations for student learning. 8.8
- I monitor the progress of individual students. 8.6
- My assessments help me understand where students are having difficulty. 8.1
- I use results from formal assessment tasks to inform my lesson planning. 8.4
- I use two or more teaching strategies in most class periods. 8.3
- When I present a new concept I try to link it to previously mastered skills and knowledge. 8.5
- I discuss with students ways of seeking help that will increase learning. 8.4
- I establish clear expectations for classroom behaviour. 9.4

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.