

2021 Annual Report

William Stimson Public School



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Introduction

The Annual Report for 2021 is provided to the community of William Stimson 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

Our school is a connected, consulted, collaborative community, committed to providing inclusive, student-centred learning opportunities that ensure students continually improve and achieve their educational potential.

School context

William Stimson Public School has a population of 535 students including seven multi-categorical support unit classes. It is located in the Cowpasture Educational Network in South Western Sydney, on Dhurug Country, in the Fairfield Local Council Area. First Nations people account for 1% of student enrolment. Our school has a teaching staff allocation of 39 and an executive team made up of a Principal, 2 Deputy Principals and 4 Assistant Principals. Additional staff are employed to support Wellbeing and EALD programs as well as support the improvement of teaching and learning practice across the school. There is a non-teaching staff of 14 which includes 7 permanent SLSOs for our Support Unit and additional SLSOs across the school supporting student academic, social, emotional and behavioural growth.

Our school community is culturally diverse, with 42 language backgrounds represented, our predominate languages include Arabic, Assyrian, Chaldean, Spanish, Vietnamese and Italian totalling an EALD percentage of 86.4%. We have a refugee population of 66 students who are supported through New Arrival and Vocabulary Acquisition Programs. We have a range of school programs that support learning, social, emotional and behavioural outcomes for all students, including Community Language Italian, extensive wellbeing support and specialist support such as speech and a variety of other therapy programs.

William Stimson Public School has a strong commitment towards literacy and numeracy growth driven by a school funded Instructional Leader and a collaborative and consultative leadership team. External literacy and numeracy consultants are engaged to deliver quality evidence-based professional learning, ongoing improvement of practice and build the capacity of all staff. High expectations for teaching, learning and student growth are a focus in all Key Learning Areas and we encourage staff and student collaboration through collaborative planning and the use of flexible teaching and learning spaces.

As a result of a rigorous self-evaluation process, William Stimson Public School has identified Strategic Directions for improvement including - Growing Strong Foundations in Reading and Numeracy (Growth and Attainment), Knowing our Students, Strengthening our Community; and Strong Teachers, Strong Leaders.

Our school prides itself on offering a wide range of extra curricula activities for students to enhance their skills in areas of personal interest including specialist sporting programs, cultural and creative groups and a range of high potential academic opportunities. The school values positive community relationships and has an active and supportive Parents and Citizens' Association. The school is highly regarded in the broader community and staff and parents have high levels of aspiration for every child to achieve their very best.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Data Driven Practices
- Personalised Learning

Resources allocated to this strategic direction

QTSS release: \$112,118.00

Socio-economic background: \$224,236.00

English language proficiency: \$280,853.43

Refugee Student Support: \$21,611.51

Low level adjustment for disability: \$125,558.04

Literacy and numeracy intervention: \$70,634.34

Literacy and numeracy: \$18,072.11

Summary of progress

In Strategic Direction 1, the following activities have been of focus for 2021:

Data Driven Practices

The Instructional Leader (IL) role was established with a defined role statement and planned structure to support K-2. Mentoring of beginning teaching staff and modelling best practice was consolidated in Terms 1 and 2. IL assisted staff with structures to support modeled, shared and guided practice, enabling staff to identify, teach, observe and evaluate student learning at point of need. IL delivered Professional Learning (PL) on School Development Days (SDD) and throughout the terms during PL sessions on the Literacy and Numeracy Progressions with 100% of staff participating. IL has built capacity by working directly shoulder to shoulder with 20 staff across K-2 in Terms 1, 2 and 4 - Term 3 was interrupted due to COVID-19.

Our K-2 staff had the benefit from access and mentorship from Rebecca McEwan, who headed up the Phonics Targeted Assistance Program (TAP). 100% of staff continued to have their understandings of how to deliver quality, rich, on-point literacy instruction developed and strengthened through PL sessions with Jann Farmer Hailey, our Literacy Consultant. This occurred through delivery of beginning teacher workshops, stage coaching models and masterclass opportunities for our IL and Assistant Principals. 100% of staff also continued to be supported by Numeracy Consultant, Carol Spencer and had complete personal access to her subscription-based website - A Teaching Place, A Learning Place. The work with these consultants has seen a deepening and strengthening of quality practice in Literacy and Numeracy as they have tailored the PL to be reflective of staff need and focused on the syllabus and the Literacy and Numeracy Progressions.

A large focus of the work the IL had undertaken with predominantly K-2, but also 3-6 staff, has been the consistent tracking of their students' performance against the Literacy and Numeracy Progressions. This data was collected on a 5 weekly cycle following their 5 weekly teaching sequence and critically analysed to determine its validity and inform where our teaching focus needed to be for the following sequence. Although we experienced the disruption of Term 3, due to COVID-19 and having to manage maintaining continuity of learning remotely, the tracking of this data so regularly has had an incredible impact on the quality of instruction being delivered and the improved learning outcomes of our students. Executive supported this by managing and facilitating Consistent Teacher Judgement (CTJ) across the whole school, including reviewing 5 weekly cycles of data and regular PL with Literacy and Numeracy consultants to boost capacity of leaders and create experts in curriculum areas.

Personalised Learning

The establishment of significantly larger Wellbeing and EAL/D teams than what our FTE provides has assisted our ability to personalise the learning for our students.

Teams regularly collected and tracked data on the Learning Progressions, in 5 weekly cycles, and analysed this data to set future directions for learning to improve student outcomes in Literacy and Numeracy. Classroom teachers were supported in a collaborative process through professional learning and shoulder to shoulder teaching in classrooms to enhance teaching and learning practices. The inclusion of support teachers and non-teaching staff, using equity funds, enabled quality teaching and support to take place in a variety of settings, including whole class, small group intervention and one to one support. These processes and practices ensure a whole school approach is implemented to meet the needs of our identified students.

Staff understand that teaching and learning programs are dynamic, and now show evidence of consistent and reliable student assessment and continuous tracking of student progress and achievement. They also show that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning. Processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessments and analysis of student progress and achievement data is regularly completed and that teachers respond to this data at individual, grade, stage and whole school levels. A centralised system is utilised for analysing and reporting on students and school performance. This analysis is used to inform collective decisions about student learning and progress towards improvement measures.

The Speech program supporting practice in kindergarten and individual support for our Support Unit Students was successfully implemented in Term 1 and 2 and in a remote model for Terms 3 and 4 whilst we battled with the impact of COVID-19.

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 in Years 3 and 5 achieving in the top two bands (or equivalent) in NAPLAN reading by a minimum of 3% towards the upper bound system-negotiated target.	NAPLAN reading results for our Year 3 and 5 students achieving in the top two bands indicate an uplift of 9.06%.
Increase the proportion of students in Years 3 and 5 achieving in the top two bands (or equivalent) in NAPLAN numeracy by a minimum of 2% towards the upper bound system-negotiated target.	NAPLAN numeracy results for our Year 3 and 5 students achieving in the top two bands indicate an uplift of 0.16%.
Increase the percentage of students achieving expected growth by a minimum of 4% in NAPLAN reading towards the upper bound system-negotiated target.	The percentage of students achieving expected growth in NAPLAN reading decreased by 4.06% when considering the 2019 actual measure.
Increase the percentage of students achieving expected growth by a minimum of 6% in NAPLAN numeracy towards the upper bound system-negotiated target.	The percentage of students achieving expected growth in NAPLAN numeracy increased by 24.49% beyond the upper bound system-negotiated target.
100% of students' data tracked against the Understanding Texts Sub-Element of the Literacy Progressions and evidenced in all teaching and learning programs.	IL - 20 staff worked shoulder to shoulder with the Instructional Leader. 100% of students' data tracked against the Understanding Texts Sub-Element of the Literacy Progressions. Staff feedback consultancy - 100% of staff utilising professional learning to deliver quality literacy practice. 100% of classroom teaching staff have evidence in their literacy program.
100% of students' data tracked against the Quantifying Numbers Sub-Element of the Numeracy Progressions and	IL - 20 staff worked shoulder to shoulder with the Instructional Leader. 100% of students' data tracked against the Quantifying Numbers Sub-

evidenced in all teaching and learning programs.	<p>Element of the Numeracy Progressions .</p> <p>Staff feedback consultancy - 100% of staff utilising professional learning to deliver quality numeracy practice.</p> <p>100% of classroom teaching staff have evidence in their numeracy program.</p>
<p>School Excellence Framework- Learning Domain - Assessment Element - Sustaining and Growing</p> <p>School Excellence Framework- Teaching Domain - Data Skills and Use Element (Data Literacy Theme) - Sustaining and Growing</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at:</p> <ul style="list-style-type: none"> • Assessment - Delivering • Data Skills and Use - Sustaining and Growing
Establish baseline data for Aboriginal students in Years 3 and 5 achieving in the top three bands (or equivalent) in NAPLAN reading	Data capture for the one Aboriginal student in Year 5 indicates the student achieved Band 5 in NAPLAN reading however they achieved in the top three bands for all other aspects of literacy.
Establish baseline data for Aboriginal students in Years 3 and 5 achieving in the top three bands (or equivalent) in NAPLAN numeracy.	Data capture for the one Aboriginal student in Year 5 indicates the student achieved Band 5 in NAPLAN numeracy.

Strategic Direction 2: Knowing our Students, Strengthening our Community

Purpose

In order to build strong foundations for students and for them to connect, thrive and succeed at school; we will continue to develop strong partnerships with our community and learning partners that support every child to feel known, valued and cared for.

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.

- Wellbeing
- Engagement and Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$117,135.66

Per capita: \$91,163.57

Integration funding support: \$117,749.00

Aboriginal background: \$6,735.53

Low level adjustment for disability: \$47,716.24

Summary of progress

In Strategic Direction 2 the following activities have been of focus for 2021:

Wellbeing

All stakeholders shared the responsibility to enable our students to connect, succeed and thrive in 2021.

Our initiatives to increase the percentage of students attending school 90% or more of the time had greater impact during Semester 1 than it did in Semester 2 due to the impact of COVID-19 and learning from home. School-wide attendance procedures were refined by executives and implemented to support teachers in managing absences effectively. Attendance continues to be regularly discussed at team meetings and followed up on by teachers initially then executives if necessary. Attendance was strongly monitored and additional processes developed throughout the learning from home period and return to face to face to ensure focus was maintained on improved student attendance. Students whose attendance was of concern, school-based interventions were implemented and monitored. If these processes were unsuccessful then contact was made with the Home School Liaison Officer (HSLO) to develop attendance improvement plans.

Positive Behaviour for Learning (PBL) continued to be a focus of how we 'grow' the whole child. Emphasis on the 3 qualities of respect, responsibility and resilience ensures our students have a very balanced and equitable approach for their support. PBL continues to be embedded in the school as part of the day-to-day expectations, routines and structures.

Engagement and Partnerships

Flexible staffing arrangements were a key component to our success throughout 2021. Through the employment of additional SLSOs in both our mainstream and Support Unit, we were able to support the individual needs of students to ensure safe and successful transition into schooling as well as the transition from Year 6 to Year 7. Under the guidance of our Learning and Support Teacher (LaST), our SLSOs worked closely with teaching staff and specialist interventionists such as Speech pathologists and Occupational therapists to plan support for students and work together to achieve their goals.

The additional staff employed to work on our Wellbeing Team and our EAL/D Team also provided opportunities to ensure students had access to a much wider range of expertise. Students with additional needs, whether they were social, emotional, academic or behavioural, have been able to access the specific support they need to connect, succeed and thrive.

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 Wellbeing for students from 88% to 90% based on the Tell Them From Me survey responses for years 4-6 students. (Uplift of 2%)	Tell Them From Me survey responses indicate that we almost succeeded in meeting our annual progress measure of 90%. The actual data was 89.79%.
Increase students attending school 90% or more of the time from 72.82% to 75.00%. (Uplift of 2.18%)	The data indicates that we almost succeeded in meeting our annual progress measure of 75% of students attending school 90% or more of the time. The actual data was 74.36%.
Identify baseline data for staff wellbeing through Tell Them From Me Survey and staff forums.	This was done partially in 2021. Staff forums proved a very effective way of gaining data about the wellbeing of staff. The Tell Them From Me Survey however, is quite limited and not a reliable source for this type of data capture.
Identify baseline data for authentic community participation in school learning, feedback and activities.	This was not done in 2021 and will be a focus in 2022.
School Excellence Framework - Learning Domain - Wellbeing Element - Caring for Students Theme - Excelling School Excellence Framework - Learning Domain - Learning Culture Element - Attendance - Excelling	Self-assessment against the School Excellence Framework shows the school currently performing at: <ul style="list-style-type: none"> • Wellbeing - Excelling • Learning Culture - Excelling

Strategic Direction 3: Strong Teachers, Strong Leaders

Purpose

In order to build a culture of evidence-based teaching practice, collaboration and continuous improvement, we will foster a culture of high aspirations that values all teachers as leaders.

Initiatives

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

- Collaboration
- Leadership

Resources allocated to this strategic direction

Summary of progress

In Strategic Direction 3 the following activities have been of focus for 2021:

Collaboration

Collaborative Executive Team structures ensured collective efficacy resulting in individual professional learning and improvement for staff linked to Performance and Development, School Excellence Framework, Leadership Capability Framework and School Improvement Plan priorities.

Staff have accessed PL on Collaborative Practice as a result of our Transition Strategy and working closely with Schools Leading Educational Change (SLEC).

Leadership

As a school, we continued to build a culture of observation, feedback and reflection. 100% of staff engaged in PL focused on quality evidence-based leading, teaching and learning (done remotely due to restrictions caused by COVID-19).

Capacity building teaching and learning structures provided opportunity for K-6 leadership consistency, transparent expectations and ongoing staff development.

Gains in the strengthening of our staff culture where everyone is a leader and teachers focus on reflective professional inquiry, building on their strengths, changing practice and mindset, resulting in quality leadership opportunities for staff and students. Staff continue to be provided opportunities to take up formal mentoring, coaching and / or aspirational opportunities.

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 staff engage in professional learning of co-teaching and collaboration models.	100% of staff engaged in the professional learning of co-teaching and collaboration models.
Increased opportunities for staff to engage in and work shoulder to shoulder with school leadership roles.	Opportunities to take on various leadership roles were offered. These opportunities ranged from staff formally applying for leadership positions, joining working parties or simply heading up a curriculum team.
School Excellence Framework - Teaching Domain - Effective Classroom Practice Element - Lesson Planning	Self-assessment against the School Excellence Framework shows the school currently performing at: <ul style="list-style-type: none">• Effective Classroom Practice - Delivering

Theme - Sustaining and Growing School Excellence Framework - Leadership Domain - Education Leadership Element - Instructional Leadership - Sustaining and Growing	<ul style="list-style-type: none"> • Educational Leadership - Sustaining and Growing
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$21,611.51</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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students • engage with external providers and specialist to provide intensive language support to identified EAL/D students <p>The allocation of this funding has resulted in: 100% of refugees and new arrivals being supported in their transition to school. Families accessing additional support from external agencies as needed. Increased participation and engagement in mainstream classrooms through the key transition initiatives for refugee and new arrival students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide the support needed for our refugee and new arrival students to ensure successful transition to schooling. To sustain the connections with networks within our learning community and external to the school. Our Executive and key EAL/D staff members to undertake further professional learning to strengthen their understandings of quality EAL/D pedagogy.</p>
<p>Integration funding support</p> <p>\$117,749.00</p>	<p>Integration funding support (IFS) allocations support eligible students at William Stimson 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"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Students with specific needs (learning, social, emotional or behavioural) access the support they require through the employment of additional mainstream Student Learning Support Officers (SLSOs). PLSPs, Personalised Learning Pathways (PLPs), visual supports and manipulative resources are provided to personalise the support for students. Opportunities for staff to access specialist support to collaboratively plan with and build their capacity to meet the needs of students with additional and complex needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide a personalised approach to students' support and</p>

<p>Integration funding support</p> <p>\$117,749.00</p>	<p>their learning.</p>
<p>Socio-economic background</p> <p>\$341,371.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at William Stimson 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"> • Data Driven Practices • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support small group intervention program implementation • equitable access to specialist resources • employment of additional staff to support Wellbeing implementation in Stage 3 • employment of additional staff to ensure smaller class sizes <p>The allocation of this funding has resulted in: Providing targeted, small group intervention opportunities that are flexible and responsive to students' needs. Opportunities to reinforce the professional learning being delivered by qualified consultants in literacy and numeracy leading to improved student learning. Additional SLSOs being employed flexibly across our Support Unit to support student need, behaviour, social and emotional wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide targeted, small group intervention opportunities that are responsive and personalised to students' needs. To continue to employ additional staff to maintain the successful model we are operating.</p>
<p>Aboriginal background</p> <p>\$6,735.53</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at William Stimson 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: 100% of Aboriginal and Torres Strait Islander (ATSI) students having a PLP developed through consultation with families and local organisations. ATSI students making progress with their goals as identified in their PLPs. Student Learning Support Officers (SLSOs) trained to support individual student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Aboriginal background</p> <p>\$6,735.53</p>	<p>To continue strengthening authentic integration of Aboriginal perspectives into all areas of the curriculum.</p> <p>To investigate opportunities for more connection with community leaders.</p>
<p>English language proficiency</p> <p>\$280,853.43</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at William Stimson 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in:</p> <p>Employment of teaching positions as per FTE.</p> <p>Employment of additional staff to provide support to our EAL/D learners.</p> <p>100% of staff trained in all aspects of the EAL/D Learning Progressions.</p> <p>Quality resources being purchased to support differentiated learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To consolidate the professional learning delivered by an EAL/D specialist, Cindy Valdez Adams, to ensure classroom teaching programs reflect the diversity of learners in our classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$173,274.28</p>	<p>Low level adjustment for disability equity loading provides support for students at William Stimson Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in:</p> <p>Employment of teaching position Learning and Support Teacher, (LaST) as per FTE.</p> <p>Employment of additional staff to provide support to our learners with additional and complex needs.</p>

<p>Low level adjustment for disability</p> <p>\$173,274.28</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue our comprehensive, and highly successful referral process - the Wellbeing Team currently utilises.</p> <p>To continue with the targeted, individualised support provided for identified students.</p> <p>A complete and thorough overhaul of moving our record keeping and histories to a MICROSOFT TEAMS platform.</p>
<p>Literacy and numeracy</p> <p>\$18,072.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at William Stimson 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Purchasing quality texts and resources.</p> <p>Purchasing subscriptions to online Literacy and Numeracy platforms for equitable access for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue with yearly subscription to online guided reading books through e-PM readers for K-2 as well as any student in Yrs 3-6 that may benefit from access to such a resource.</p> <p>To purchase additional Mathematics resources for K-6 to support the teaching of Mathematics, including the online teacher professional learning resource - A Teaching Place, A Learning Place - Carol Spencer, Mathematics Consultant.</p> <p>To purchase additional decodable texts to support the teaching of literacy in line with the new K-2 English Syllabus.</p>
<p>QTSS release</p> <p>\$112,118.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at William Stimson 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"> • Data Driven Practices <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 • 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>Employment of an Instructional Leader (IL) to demonstrate, coach and mentor evidence-based best practice.</p> <p>Staff being released from their classes to observe colleagues demonstrating quality curriculum delivery and build their capacity.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To coordinate networks of support within and across schools to provide opportunities for collaboration and sharing.</p>

<p>Literacy and numeracy intervention</p> <p>\$70,634.34</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at William Stimson 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"> • Data Driven Practices <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 • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in: Improved NAPLAN results for our Year 3 students in Reading, uplift of 6%. Improved NAPLAN results for our Year 5 students in Reading, uplift of 8%. Improved NAPLAN results for our Year 5 students in Numeracy, uplift of 3%.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ improvement interventionists to support explicit teaching and quality instruction in Literacy and Numeracy. To ensure every learning space has current, high quality resources in Literacy and Numeracy available for easy access.</p>
<p>COVID ILSP</p> <p>\$248,782.85</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"> • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: Employment of 2.5 teaching positions to identify students who require additional support in literacy and numeracy. Support provided through targeted, small group intervention - working through a 10 week cycle.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide this intense, strategic intervention model. Results are showing that this model has impact and we are seeing shifts in students' learning.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	302	281	280	274
Girls	258	245	250	255

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.1	92.8	95.1	93.5
1	94.3	91.8	89.5	94.6
2	94.3	93.2	92	91.3
3	94.4	92	92.3	93.6
4	92.8	93	92.3	92.1
5	92.1	93.2	91.9	92.3
6	94.1	91.5	91.4	92.7
All Years	93.8	92.5	92	92.9
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.45
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	13.36
Other Positions	0.6

*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	138,570
Revenue	7,475,576
Appropriation	7,339,213
Sale of Goods and Services	21,232
Grants and contributions	114,587
Investment income	245
Other revenue	300
Expenses	-7,520,597
Employee related	-6,970,012
Operating expenses	-550,585
Surplus / deficit for the year	-45,020
Closing Balance	93,550

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	139,361
Equity Total	808,970
Equity - Aboriginal	6,736
Equity - Socio-economic	341,372
Equity - Language	280,853
Equity - Disability	180,010
Base Total	5,355,329
Base - Per Capita	141,466
Base - Location	0
Base - Other	5,213,863
Other Total	592,535
Grand Total	6,896,195

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

Annually, schools are expected to seek the opinions of students, parents and carers, and staff about the school and its operation. In 2021, William Stimson Public School accessed a variety of resources to provide feedback from all key stakeholders.

Resources used were:

- Tell Them From Me Survey Suite - Students, Staff and Families
- Internal surveys
- Focus Group Conversations
- Class Dojo posts

Parent responses indicated they -

- feel welcome at school and are well-informed about school activities
- are well-informed about their child's progress, development and general wellbeing
- believe the school supports their child's learning and teachers encourage their child to do their best to maximise their fullest potential
- are in 'partnership' with the school
- feel their input is welcomed and valued

Student responses indicated -

- 80% of students feel accepted and valued by their peers and by others at their school
- 92% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- 85% of students have friends at school they can trust and who encourage them to make positive choices
- 89% of students try hard to succeed in their learning

Staff responses indicated -

- 87% of staff feel they promote a collaborative setting
- 87% of staff believe WSPS has a strong learning culture
- 87% of staff consider WSPS to be inclusive
- 85% of staff discuss with students ways of seeking help that will increase learning

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.