

# 2022 Annual Report

## Auburn West Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Auburn West Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

To foster successful, resilient citizens with a commitment to lifelong learning through best practice, continuous growth, innovative teaching and learning, and challenging intellectual inquiry.

## School context

Auburn West Public School provides inclusive K-6 education for a diverse community located on the western edge of the suburb, adjacent to Auburn Botanical Gardens. Current enrolment stands at 560 with 23 classes, including 98% of students from a non-English speaking background. In addition to English as an Additional Language or Dialect (EAL/D) teachers, community language programs in Arabic and Turkish support students in their learning. The school receives additional funding to implement innovative programs that aim to ensure equity, social and resourcing goals are addressed. Students, staff, parents and the wider community work together to promote excellence, where *'effort is the key'*.

Students at Auburn West Public School are at the centre of all school decision making. The school community works together to ensure *'Every student is known, valued and cared for'*. The Learning Support Team facilitates programs, including Positive Behaviour for Learning (PBL) and deploys resources to support the wellbeing and academic performance of all students, allowing them to *'connect, succeed and thrive'*. Students are provided with a range of extra-curricula and learning opportunities which seek to support and extend their learning. Examples include: PSSA, school sport, STEM, technology, creative and performing arts, student leadership and Tournament of Minds.

Staff at Auburn West Public School are professional, collaborative and caring. Wellbeing and capacity development are priorities. Professional learning is differentiated and targeted to the range of career experiences for all staff. The Executive leadership team is augmented by two Deputy Principal Instructional Leaders through the Early Action for Success (EA4S) program. Instructional leadership and co-teaching are a focus across the school as leaders work with teachers to meet the challenge of continual improvement through reflection and implementation of well researched practices, the analytical monitoring of student performance data and transforming pedagogy into innovative practice.

The school has completed a situational analysis and has identified three areas of strategic focus - student growth & attainment, wellbeing & engagement, leadership & agency - which build on the work and improvement achieved in the previous school planning cycle. The initiatives and programs of the strategic directions will see the realisation of the school's vision including a focus on continuous growth and improvement, high expectations, self-regulated learners, goal setting, inquiry learning and creativity, student voice and leadership and parental engagement. The school initiated and fosters a number of professional partnerships to assist in delivering its vision and strategic plans.

## 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student learning outcomes in reading and numeracy, staff will further develop and refine evidence-based quality teaching and learning practices and curriculum differentiation that are responsive to the needs of all students. Students become self-regulated learners who can monitor and reflect on their own progress and work with teachers to direct future learning.

### 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.

- Numeracy
- Reading
- Transitions and continuity of learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$97,794.00

**Literacy and numeracy:** \$15,000.00

**AP Curriculum & Instruction:** \$240,913.60

**Refugee Student Support:** \$7,796.64

**English language proficiency:** \$10,500.00

**Low level adjustment for disability:** \$4,000.00

**Integration funding support:** \$1,000.00

### Summary of progress

In 2022 the SD1 Numeracy initiative has utilised the DoE's curriculum reform resources to plan for and implement high impact professional learning for all K-6 teachers to unpack the new K-2 Maths syllabus, to develop understanding of the pedagogical focus of the syllabus and to ensure all staff are aware of the online resources that support the syllabus implementation. The Kinder team have programmed mathematics from the new syllabus and have developed a strong understanding of the kinder content. In term 4, time was scheduled to allow the Kinder team to complete the curriculum review maths modules on MyPL. In 2023, this same structure will be timetabled for all other staff to complete the modules. Our online mathematics learning subscription (Mathletics) has been successful in engaging students and families through online learning at home. New mathematics resources for all K-6 classroom kits and general resources for sharing across grades, have been purchased.

In 2022 the SD1 Reading initiative has ensured a continued focus on context based best practice at AWPS. Our five-weekly integrated units K-6 are an established structure within the school with our professional learning calendar embedding the process that ensures units are written and linked to a KLA with a culminating task that highlights student transfer of knowledge and skills taught. Our focus in this initiative on instruction in quality talk, vocabulary and writing are also embedded in the English units. Moderation of the culminating task and/or student writing occurs in teams and drives the planning stage for the next unit. This year, moderation has relied on syllabus outcomes and the National Literacy Learning Program (V3) to ensure consistent teacher judgement due to the limited availability of ACARA and NESA samples as listed in our SIP activities. Online subscriptions for reading have been strongly supported both in classroom learning centres and with our families, with anecdotal evidence of families accessing this resource for their children while absent from school.

The Read Up! initiative in 2022 has been successful and achieved the milestones that were set to be completed for this year. The year began with the relaunch of Read Up!, with an assembly inviting parents to be informed about what the program entails. Then followed a 'pyjama day' where students were invited to come to school in their comfy clothes and bring a book of their liking to 'drop everything and read'. A Read Up! committee was then formed, leading the charge of having the book homes installed around the school. Read up was launched at the kindergarten transition, explaining to parents what it is and what our future vision is for the school. Read Up! allowed for local schools to network and work together to develop programs to allow students, school and community to become better readers and bring back the joy of reading. The Read Up! committee purchased books to be distributed free to homes as part of the 'Books in Homes' initiative, hosted assemblies with children's authors talking about what reading means to them. Most recently, Year 5 took part in the Read Up! writing competition against other schools. Students had to write a narrative that would be turned into a short film and the best writer would win the opportunity to re-create their story as a film with the help of an author. Auburn West Public school was the winner and now will partake in a two-day creative workshop with camera crews, to make their stories into film.

In 2022, Strategic Direction 1: Student growth and attainment in Transitions and Continuity of learning we have been successful in utilising 2021 transition data to ensure a continued approach to student learning in students' new 2022 classes. We are currently in the process of collating data to pass on to students' 2023 classes. We have successfully held three sessions of Beginning School Well with a select group of 14 students. We hosted three transition to school sessions for our 2023 Kindergarten students with 100% of enrolled students attending at least one of these sessions.

### 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
<b>Numeracy</b> - 7.4% uplift of students achieving in the top two bands in NAPLAN numeracy.	In 2022, the uplift target was not reached and we continue to have 10% of student achieving in the top 2 bands of NAPLAN.
<b>Numeracy</b> - Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above 50.1%.	Growth not recorded due to this cohort not completing NAPLAN in Year 3 in 2020, due to Learning From Home.
<b>Reading</b> - 8.1% uplift of students achieving top two bands in NAPLAN reading.	In 2022, the uplift target was not reached and there was a reduced percentage of students (17%) achieving in the top 2 bands for Reading.
<b>Reading</b> - Increase the percentage of students achieving expected growth in NAPLAN reading to be above 50.9%.	Growth not recorded due to this cohort not completing NAPLAN in Year 3 in 2020, due to Learning From Home.
<b>Transitions and continuity of learning</b> <ul style="list-style-type: none"> <li>Increased partnerships with local preschools assist with identification of preschool students to participate in Kindergarten transition programs.</li> <li>All newly enrolled students trial AWPS induction process.</li> <li>100% of students graduate into their next grade cohort with literacy, numeracy and PDHPE transition data.</li> </ul>	<p><i>Kindergarten Transition promotion to pre-schools and the local community</i> - Kindergarten AP and LAsT made visits to local pre-schools sharing school readiness talks with the local community. Learning and Support Team made several observation of student requiring additional learning support in preparation for enrolment in 2023. Anecdotally, 80% of enrolled pre-school students attended our Kindergarten Transition Program.</p> <p><i>Enrolment Induction Processes</i> - Kindergarten enrolment processes occurred as planned. Beginning School Well and Transition sessions were maintained and had 80% attendance.</p> <p><i>Transition to next grade</i> - 100% of students will transition to next grade in 2023, with individual Literacy and Numeracy data.</p>

## Strategic Direction 2: Wellbeing and engagement

### Purpose

To ensure that all students are able to connect, succeed and thrive, there will be a planned approach to whole school wellbeing that supports student's cognitive, physical, social, emotional and spiritual development and fosters positive and engaged relationships with all members of the school community.

### 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 and Engagement
- Attendance
- Sport and Physical Health

### Resources allocated to this strategic direction

**Socio-economic background:** \$69,356.00

### Summary of progress

Attendance:

In 2022, the Learning Support Team (LST) used attendance data to monitor, review, analyse and respond to student attendance patterns in partnership with parents and carers. Whole school professional learning provided all teachers with greater confidence to more accurately mark rolls and monitor student attendance. Students of attendance concern are flagged in Sentral; LAMP sheets are kept by classroom teachers to monitor attendance, and fortnightly attendance data is monitored by the Learning Support Team. Regular communication with parents occurs to support improved attendance. Additional consultation with the Home School Liaison Officer takes place as needed. Attendance improvement and support meetings are held with families.

During Term 4, on time arrival has been an attendance focus. On time arrival, rather than 100% attendance, became the focus in late 2022 to reflect health advice around Covid 19. On time arrival was tracked, celebrated and rewarded. Each week, five students per class were chosen to receive canteen reward vouchers. As of Week 4, 345 vouchers had been handed out. Students are excited to receive vouchers and are motivated to arrive on time.

Sport and Physical Health:

All classes participate in a fortnightly sport and fitness program in partnership with Dance Fever Multi Sport, providing all students with participation in sport programs, and opportunities for team teaching and professional development for 100% of classroom teachers. While PSSA programs have been interrupted, 118 students attended an alternative PCYC program, participating in newcombe ball, oztag and soccer. Students not participating in a PSSA program have benefited from the engagement of a professional sport and fitness trainer, who provides weekly programs during 3-6 sport, working with up to 307 students providing specialist lessons in athletics, soccer and circuit training. School sports carnivals included students in Years 2-6 attending the annual Athletic's Carnival, Years 1-6 the Cross Country carnival and Years 2-6 in the annual Swimming carnival. Specialist programs have included a weekly after school basketball program with the Western Sydney Wolves, which 100 students attended, and Year 3 swimming, which took place in Term 4, replacing the program that cohort missed in 2021 due to COVID restrictions. 26 students were identified as high potential and gifted in sport, and have participated in representative trials for Rugby League, AFL, Basketball, Touch Football, Soccer, Netball, Softball, Rugby league under 11s and Rugby league under 12s. Of those students, 6 attended the state championships.

Wellbeing: Inclusive, Engaging and Respectful Schools policies

Staff familiarisation of the Inclusive, Engaging and Respectful Schools policies has taken place during the year, with implementation of the Inclusive Education Policy and the Student Behaviour Policy and Procedures to support the Student Behaviour Strategy implemented school wide in Term 4.

Wellbeing: Positive Behaviour For Learning

The Positive Behaviour for Learning (PBL) program continues to ensure preventative and positive strategies support student behaviours across the school. Along with weekly PBL lessons and a whole-school, tiered approach to school expectations, rewards and consequences, the PBL team have conducted a Spiral of Inquiry to investigate potential



improved classroom behaviour after break times using mindfulness programs that are part of the Life Skills Go Peaceful Kids program. The PBL team have also included student voice in reward programs, conducting student surveys and implementing student suggestions in the rewards program. The PBL team conducted a parent information session and distributed a PBL Parent Handbook to new Kindergarten parents during the Kindergarten transition program. Whole staff PBL professional learning sessions were held at the beginning of the year, and PBL induction programs are conducted for new staff, SLSOs and professional experience preservice teachers. PBL data is collected and analysed on a four week cycle, and BOQ data collected from committee members and executive staff annually.

#### Wellbeing: Learning Support Team

In 2022, the Learning Support Team supported ongoing adjustments for students K-6. These adjustments were targeted to meet the specific needs of students in consultation with teachers, APs, SC, IL, APC&I and parents. Approximately 160 students are monitored by the LST across the school. Access Requests were submitted for 22 students requiring placement in support classes, SSP settings or in need of additional funding. 14 of these were for preschool students starting school in 2023.

During Semester 1 and 2, 144 Personalised Learning and Support Plans (PLaSPs) were written by class teachers in consultation with the Learning Support Team, identifying focus areas, learning goals and strategies to achieve these goals and assessments. This reflects the ongoing demand for low level adjustments for students with disabilities. PLaSPs were evaluated and modified in week 5 in terms 2, 3 & 4. Seventeen Behaviour Support Plans (BSP) were completed to cater for identified behaviour needs in the classroom and on the playground. Approximately 40 students diagnosed or identified with high needs have individual management plans that are supervised by the LST. These students were part of the Spiral of Disability focus. Parent meetings were held in conjunction with class teachers, team leaders and LST members to discuss adjustments and support for students with a PLaSP and/or BSP and the LST liaise with a number of external agencies including allied health professionals, NDIS support workers, behaviour specialists, FACS workers and other community agencies as required to support students and families with specific additional needs.

The LST facilitated a range of specialist programs in 2022. These included a Speech and Language Program provided by "Have a Chat" Speech Pathology. During 2022, Speech/ Language assessments were completed for all Kindergarten students and an additional 36 students in Years 1-6. Class teachers and executive followed up with parent meetings to discuss results as required. Targeted speech/language intervention was provided for approximately 20 identified students each week in semester 1 and 25 in semester 2. A social and emotional learning program was initiated in Semester 1 and facilitated by the School Counsellor and School Psychologist. Small groups met regularly to engage in activities to develop social skills. The students in these groups participated in a range of activities designed to build self-esteem, co-operation and collaboration. The LST facilitated individualised support for Students with Specific Needs with two full time School Learning Support Officers (SLSO) and eleven part time SLSOs employed to work with students in classrooms and on the playground.

#### Wellbeing Transition programs:

All students enrolling in Kindergarten at AWPS are invited to attend Orientation sessions in Term 4. These sessions encourage students and families to become familiar with the school environment, kindergarten classrooms, AWPS staff as well as other students. Orientation allows staff to flag children who demonstrate the need for additional support. Year 6 students with additional learning needs were offered extra opportunities to visit high schools prior to official Orientation Days. Meetings to discuss these students were organised with the high school LST for the exchange of information in order to support students moving to high school.

### 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
<b>Sport &amp; Physical Health</b> - Student TTFM surveys reflect a growth in student participation in sport from a baseline mean of 86% to 88%.	92.44% of TTFM respondents reported through school added questions that they participate in regular school sport programs, ranging in scope from weekly in-school sport, year group based fitness programs, annual carnivals, specialised PCYC and basketball programs, and weekly PSSA.
<b>Attendance</b> - 3.4% uplift of students attending >90% of the time.	Attendance uplift has not been achieved. The school has a rate of 42.7% of students attending school greater than 90% of the time, lower than the 2021 baseline of 69.4%. This reflects continuing rates of Covid 19 amongst the school community, along with a greater number of families travelling overseas for extended periods as international borders opened.



<ul style="list-style-type: none"> <li>• The school's self-assessment in the Wellbeing for School Excellence Framework theme of attendance maintains sustaining and growing.</li> </ul>	<p>A self-assessment determination of sustaining and growing has been made by school staff. Processes exist to monitor, review and analyse student attendance and the data is regularly monitored and analysed by the Learning and Support Team. Members of the LST collaborate with classroom teachers to target improved attendance. Whole school improvement programs including celebration of on-time arrival is in place. For students at risk, the Deputy Principal and Assistant Principal, Learning and Support consult with classroom teachers and regularly contact families of concern.</p>
<ul style="list-style-type: none"> <li>• Improvements in school self-assessment across the three domains of the Sport and Physical Activity: School Health Check (organisation; teaching and learning; and partnerships) from a baseline of delivering to sustaining and growing.</li> </ul>	<p>Staff survey results indicate that in all themes across the three domains there has been improvements in the School Health Check from delivering to either sustaining and growing or excelling.</p>
<p><b>Wellbeing</b> - Student TTFM surveys reflect a growth in students identifying positive levels of wellbeing with an uplift of 3%.</p>	<p>Student wellbeing surveys identify positive levels of wellbeing at 84.36%, lower than the annual trajectory lower bound of 91.69%.</p>

## Strategic Direction 3: Leadership and agency

### Purpose

In order to maximise the development of strong foundations for academic success in all key learning areas we will promote student agency and voice through positioning students, staff and parents as partners in learning whereby students are able to deliver their best and continually improve as learners, leaders, creative and critical thinkers.

### 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.

- Student Agency
- High Potential Gifted Education

### Resources allocated to this strategic direction

**Socio-economic background:** \$18,500.00

### Summary of progress

#### Student Agency

The expansion of the Student Representative Council (SRC) to include SRC Alumni by application, SRC students elected by classmates and the Student Leadership team elected by the student cohort has seen an increase in SRC participation rates; student engagement in proposing ideas for school improvement and school decision making. The third annual Student Leadership Conference took place in Term 2 for students in the SRC, SRC Alumni, House Captains and Student Leadership Team resulting in strong feedback from students on how they felt about leadership and the opportunities to contribute to school improvement. The Passport to Leadership program documentation was completed and is ready for full implementation in 2023. Students K-6 continue to engage more with their own learning and articulate their success through a Student Learning Journey comment on their report, setting of regular learning goals and participation in 3-way Learning Conversations with their teacher and parent.

#### Future Directions:

- *Application process for future 'Alumni' participants in SRC*
- *Launch and implementation of Passport to Leadership*

#### High Potential Gifted Education

The HPGE committee led whole school professional learning in introducing the HPGE policy to staff and began the process of creating an awareness of HPGE practices at a stage level when planning, evaluating and assessing class teaching and learning programs. A student survey designed to identify areas of extra-curricula interest was provided to students. Areas of interest for students included: cooking, visual arts and dance. Outside of school students are engaged in a range of sports and language schools. Planning to include HPGE in the class (2022-2023) transition process was not able to be finalised for inclusion this year. The School Principal completed a 2 day HPGE Leadership professional learning program. Data from HPGE Policy Attributes and Teaching Practices surveys conducted as part of this program will be used in future planning.

#### Future Directions:

- *Continue work on identification of HPGE students*
- *Initiate and staff extra-curricula programs to meet the areas of interest identified by students*
- *Complete the HPGE Policy Attributes and Teaching Practices Evaluation Tool*
- *Transition data for HPGE included in 2023-2024 class formation process*

### 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

<p><b>Student Agency</b></p> <ul style="list-style-type: none"> <li>• TTFM - students who are interested and motivated indicators: 87% + 3% = 90%</li> <li>• TTFM students with a positive growth orientation indicators: I set challenges 66% + 4% = 70%</li> <li>• TTFM - student explicit teaching practices and feedback indicators: 85% + 4% = 89%</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students who are interested and motivated</i> - data not available in 2022 as the TTFM Shortened Survey did not include this question. The school will return to the full student survey in 2023.</li> <li>• <i>Students with a positive growth orientation</i> - Semester 2 2022 TTFM (185 responses from Year 4, 5 &amp; 6 classes) showed school mean of 76% (State norm 79%) as compared to target of 70%. In Semester 1 2022 (192 responses from Year 4, 5 &amp; 6) showed school mean of 79%.</li> <li>• <i>Students acknowledge explicit teaching and feedback from their teachers</i> - Semester 2 2022 TTFM survey school mean of 7.9 as compared to target of 8.5. In Semester 1 the school mean was 7.8</li> </ul>
<ul style="list-style-type: none"> <li>• Wellbeing (individual learning needs) = Sustaining and Growing</li> <li>• Curriculum (differentiation) = Sustaining and Growing</li> <li>• Assessment (student engagement) = Sustaining and Growing</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing (individual learning needs) = Sustaining and Growing</li> <li>• Curriculum (differentiation) = Sustaining and Growing</li> <li>• Assessment (student engagement) = Sustaining and Growing</li> </ul>
<p><b>High Potential Gifted Education -</b></p> <p>100% of teachers are trained in understanding and are using the HGPE policy.</p>	<p>100% of teachers have participated in professional learning implemented by the HPGE team, who themselves had completed on-line training modules. Further development is required at a school level to see HPGE policy implemented into school practice.</p> <p>The school principal completed 2 day HPGE leadership training, which included surveying staff on .....</p>
<ul style="list-style-type: none"> <li>• School identifies green + students to engage in learning opportunities that extend and challenge them in key learning areas.</li> </ul>	<p>This process will be implemented during 2023.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$14,900.82</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/d specialist provides intensive language support through withdrawal classes. Focus on quality talk and vocabulary development through the discussion of quality texts. Due to staffing impacts, EAL/d staff were required to teach mainstream classes &amp; this impacted on the amount of additional specialist support provided.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Identified students will receive support as required, staff will continue to utilise EAL/d Learning Progression and ESL Scales to plan for and track student progress and achievement.</p>
<p>New Arrivals Program</p> <p>\$11,949.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Auburn West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/d specialist provides intensive language support through withdrawal classes. Focus on quality talk and vocabulary development through the discussion of quality texts. Due to staffing impacts, EAL/d staff were required to teach mainstream classes &amp; this impacted on the amount of additional specialist support provided.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students will receive support as required, staff will continue to utilise EAL/d Learning Progression and ESL Scales to plan for and track student progress and achievement. Traffic light sheets identify EAL/d students phases and NAP students</p>
<p>Integration funding support</p> <p>\$99,964.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Auburn West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transitions and continuity of learning</li> </ul>

<p>Integration funding support</p> <p>\$99,964.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around supporting students with additional needs.</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teacher and SLSOs support students with IFS to make the necessary adjustments to cater for the specific learning, behavioural and physical needs across all settings including the classroom, playground, excursions and during sport. 8 students have a PLASP (Personalised Learning and Support Plan) developed around their specific needs and goals and were updated every term. Parents were informed of student plans and progress.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The LST will incorporate all aspects of IER to continue to support students effectively in the classroom and playground. As there are a number of new students who will access IFS in 2023 the LST will continue to review how these students are supported at school.</p>
<p>Socio-economic background</p> <p>\$1,485,650.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Auburn West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Reading</li> <li>• Attendance</li> <li>• Wellbeing and Engagement</li> <li>• Student Agency</li> <li>• High Potential Gifted Education</li> <li>• Transitions and continuity of learning</li> <li>• Sport and Physical Health</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff undertook professional learning for the new K-2 English and Mathematics syllabus led by AP C&amp;I and DP IL. Students were also supported in their learning through the purchase of additional resources for literacy and numeracy, technology, online subscriptions, CAPA, STEM and sport and fitness. The Books in Homes program continues to support and develop a lifelong love of literature and the Read Up program continues to engage students to connect with literature. Specialist staff were employed to support students in weekly Speech Therapy, literacy, numeracy and fitness programs. Funds were expended on supporting student leadership and agency programs, and as a result our student leadership conferences and SRC continue to develop strong student voice processes. PBL continues to support students to develop the skills to manage their emotions and behaviour; Star Badge treats and PBL prizes reward students throughout the year. However, the impact of staffing shortages meant that not all extra curricula programs were able to continue in 2022 as staff were deployed to other teaching roles; this also meant planned funds were not spent due to</p>

<p>Socio-economic background</p> <p>\$1,485,650.00</p>	<p>the difficulty in finding enough staff for all roles.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funding will continue to support Strategic Direction 1, 2 and 3 focus areas and the management of school-wide programs and activities.</p>
<p>Aboriginal background</p> <p>\$3,678.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Auburn West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Families were supported with funding to access school resources, excursions and uniforms. PLASPs were written to support student learning &amp; were communicated to the family.</p> <p><b>After evaluation, the next steps to support our students will be:</b> PLASPs will be updated in 2023 to support student learning outcomes.</p>
<p>English language proficiency</p> <p>\$510,018.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Auburn West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Transitions and continuity of learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Twice yearly data collection of EAL/D progression data &amp; documented on semester reports. Students were supported in class through differentiated teaching and learning programs however due to reduced staffing capacity EAL/D staff were allocated to on-class roles in 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of twice yearly data collection of EAL/D progression data and weekly EAL/d support for identified students.</p>
<p>Low level adjustment for disability</p> <p>\$574,744.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Auburn West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transitions and continuity of learning</li> </ul>

<p>Low level adjustment for disability</p> <p>\$574,744.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Approximately 160 students are monitored by the LST across the school. Access requests were submitted for 22 students requiring placement in support classes, SSP settings or in need of additional funding. 14 of these were for preschool students starting school in 2023. 144 PLASPs were written by class teachers in consultation with the Learning Support Team, identifying focus areas, learning goals and strategies to achieve these goals and assessments. This reflects the ongoing demand for low level adjustments for students with disabilities. PLASPs were evaluated and modified in week 5 in terms 2, 3 &amp; 4. Seventeen Behaviour Support Plans were completed to cater for identified behaviour needs in the classroom and on the playground. Approximately 40 students diagnosed or identified with high needs have individual management plans that are supervised by the LST.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The LST will continue to monitor student need for 2023. SLSOs will support students in the play and classroom as needed.</p>
<p>Professional learning</p> <p>\$50,838.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Auburn West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Throughout 2023 professional learning focused on K-2 syllabus understanding and implementation for all staff. Additional PL was provided through school-based learning opportunities, online learning and PL provided by consultants who work with our school identified through our strategic directions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 professional learning will focus on curriculum reform and PL outlined in our strategic directions as well as individual PDPs.</p>
<p>Literacy and numeracy</p> <p>\$361,293.70</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Auburn West Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul>



<p>Literacy and numeracy</p> <p>\$361,293.70</p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Transitions and continuity of learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Significant funds went spent on providing quality resources for our students to access in the classroom and online. All students have access to a number of online platforms to support learning that takes place in class. Resources were purchased to support new syllabus documents.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to purchased recommended texts and resources, as well as online subscriptions to support student learning outcomes.</p>
<p>QTSS release</p> <p>\$112,623.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Auburn West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Class sizes were reduced through funding an additional class above establishment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> It is anticipated that a significant number of students in Kindergarten will require support for additional needs, funding will be allocated to reduce class sizes in Kindergarten in 2023.</p>
<p>COVID ILSP</p> <p>\$200,421.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Implemented intensive small group tuition programs, meeting students' 'point of need' in literacy as identified through rigorous student assessments - 47 students were supported through this program. Due to staffing shortages we were unable to implement a wider ILSP program in 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staffing will be allocated to this program delivered by teachers and paraprofessionals for identified students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	290	291	292	290
Girls	314	302	299	273

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.8	91.2	88.5	84.9
1	87.6	87.1	90.4	81.3
2	89.1	88.6	90.1	83.8
3	89.4	90.4	91.3	82.3
4	91.4	87.7	89.4	84.4
5	87.8	89.4	89.1	83.0
6	91.2	89.2	89.4	80.3
All Years	89.7	89.1	89.7	82.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5.6
Classroom Teacher(s)	22.79
Learning and Support Teacher(s)	3.6
Teacher Librarian	1
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	4

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,964,645
<b>Revenue</b>	8,967,457
Appropriation	8,842,949
Sale of Goods and Services	48,094
Grants and contributions	67,627
Investment income	8,287
Other revenue	500
<b>Expenses</b>	-6,998,070
Employee related	-6,020,346
Operating expenses	-977,724
<b>Surplus / deficit for the year</b>	1,969,388
<b>Closing Balance</b>	3,934,033

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	106,068
<b>Equity Total</b>	2,373,940
Equity - Aboriginal	3,678
Equity - Socio-economic	1,300,000
Equity - Language	499,518
Equity - Disability	570,743
<b>Base Total</b>	4,305,900
Base - Per Capita	149,334
Base - Location	0
Base - Other	4,156,567
<b>Other Total</b>	1,181,809
<b>Grand Total</b>	7,967,717

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



## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Students, staff and parents participate in the annual Tell Them From Me (TTFM) survey. At Auburn West PS surveys have been conducted from 2014 - 2022 where results can be tracked over time.

The TTFM survey results for 2022 should be read within the context of a return to fulltime at school attendance following 2 years of 'disrupted' learning and working from home for students during the COVID health pandemic.

The 2022 TTFM **student** (November) survey (185 respondents) includes the following key findings for social-emotional outcomes and drivers of student outcomes (data expressed in percentages or against a ten-point scale):

- \* Students with a positive sense of belonging = 73% (63% in 2021)
- \* Students with positive behaviour at school = 81% (86%)
- \* Students with a positive growth orientation = 76% (79%)
- \* Students acknowledge teachers setting clear goals and providing feedback = 7.9 (8.1)
- \* Students acknowledge teachers setting high expectations = 8.5 (8.6)

The 2022 TTFM **parent** survey saw an increase to 57 respondents (35 in 2021) and based on a ten-point scale indicates the following perspectives of the parent community:

- \* Parents feel welcome at our school = 8.6 (7.7 in 2021)
- \* Two-way Communication with Parents = 8.4 (7.6)
- \* Parents Support Learning at Home = 7.7 (7.7)
- \* School Supports Learning = 8.6 (7.8)
- \* School Supports Positive Behaviour = 8.7 (8.0)
- \* Safety at AWPS = 8.6 (7.1)
- \* Inclusion at AWPS = 8.5 (7.3)

The 2022 TTFM **teacher** survey results from 20 respondents (34 in 2021) based on a ten-point scale of the following eight drivers of student learning, indicates teacher self-evaluation of school performance:

- \* Leadership = 7.6 (7.3 in 2021)
- \* Collaboration = 8.0 (7.7)
- \* Learning culture = 8.1 (7.6)
- \* Data informs practice = 7.5 (7.3)
- \* Teaching strategies = 8.1 (7.6)
- \* Technology = 6.8 (6.3)
- \* Inclusive school = 8.3 (7.7)
- \* Parent involvement = 7.5 (6.7)

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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