

2022 Annual Report

Parramatta West Public School



2843

Introduction

The Annual Report for 2022 is provided to the community of Parramatta 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

Parramatta West Public School
Auburn & Young Sts
Parramatta, 2150
<https://parramattw-p.schools.nsw.gov.au>
parramattw-p.school@det.nsw.edu.au
9635 9347

Message from the principal

The Annual Report for 2022 is provided to the community of Parramatta 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 school 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.

As principal I often encourage staff and parents to reflect on what we use to measure the success of our school. There are many measures:

- The way a teacher assists a student to learn a new skill in reading or mathematics.
- A student achieving personal best in a sport or performing arts activity.
- Seeing the joy on the face of a child when he or she receives positive feedback about an area of learning that he/she has been struggling with for years.

At Parramatta West, we continue to do well on state and national performance measures. Student results in NAPLAN and other assessment tasks are consistently of a high standard. Our students as a cohort are amazing, no matter the measure we apply. Achieving excellent results is important and we will continue to strive for excellence each year.

Our school provides outstanding opportunities for students to excel. At Parramatta West Public School, we pride ourselves on the sense of purpose shared by the school community and the strong partnership that exists between school and home. We offer a strong and positive values program that encourages and supports all students to succeed. Our continued focus on the systematic and explicit teaching of literacy and numeracy and on integrating exciting new technologies into everyday classroom practices ensures that Parramatta West Public continues to provide the best possible education for K-6 students.

When you combine academic excellence, adults who love and care about children and opportunities designed for children to flourish together, the results are clear - we have a truly successful school. When you think about why our school excels, one-word surfaces, 'connectedness'. Parramatta West is a highly successful school because of the way parents, community and staff connect to maximise opportunities for students.

School vision

At Parramatta West Public School, our school is committed to creating innovative, connected and collaborative lifelong learners.

Our vision is to offer a collaborative culture embedded in high impact classrooms focused on leveraging student growth and attainment.

We are committed to educating a multicultural community, where students are encouraged to become healthy, well rounded, global citizen who contribute to the creation of the common good in today's knowledge based, dynamic, interdependent world.

School context

Parramatta West Public School is located in the suburb of Parramatta and is part of the Western Sydney educational area with an enrolment of 970 students. The school has 92% of its community identifying as coming from Non-English Speaking Backgrounds.

Parramatta West Public School has undergone a recent redevelopment. Which has seen the establishment of a new future focused development on the school site along with the refurbishment of current learning spaces to meet the future focused learning space philosophy.

The school offers a variety of support programs, in addition to our English as an Additional Language/Dialect (EALD) we have Learning and Support teachers (LaST) and Teacher Librarians. The school is fortunate to have a number of bilingual Student Learning Support Officers (SLSO) as well as newly established Community Hub in partnership with Community Hubs Australia.

The teachers at Parramatta West Public School are committed to planning for the ongoing learning of students in their care by creating ongoing learning opportunities that are engaging, differentiated and develop a deep knowledge and understanding of the curriculum. Students are encouraged and supported to realise their full potential as confident and creative individuals focused on a future of success and positive wellbeing.

The whole school community is committed to providing a welcoming school environment where students are nurtured, guided, challenged and inspired to learn and create.

Parramatta West Public School has completed a situational analysis with input from all sectors of the school community. This analysis has provided the school with three areas of focus for this Strategic Improvement Plan.

Strategic Direction 1: Student Growth and Attainment

A particular focus will be to achieve the system negotiated target areas of improvement in reading and numeracy that demonstrates student growth and achievement.

Strategic Direction 2: Collaborative Culture

High impact professional learning and collaborative practice are a priority for Parramatta West Public School. The focus will be on refining collaborative processes based on best practice providing a high support and high challenge learning environment for all.

Strategic Direction 3: High Impact Classrooms

Parramatta West Public School will be taking a whole school approach to ensure that the most effective evidence based teaching practice and strategies optimise learning for all students. All teaching strategies will be evidenced' based resulting in demonstrated growth for all students, across a range of abilities

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student growth in literacy and numeracy through effective and consistent use of data, assessment practices and analysis. This will drive purposeful teaching pedagogy and student improvement.

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.

- Assessment
- Data informed practice

Resources allocated to this strategic direction

Socio-economic background: \$11,890.48

QTSS release: \$14,939.92

Professional learning: \$12,500.00

Summary of progress

In 2022, there was a continued focus on strengthening the capacity of school leaders in implementing high quality curriculum and assessment practices, high impact professional learning and data informed practice. The formation of a K-6 Data Team allowed for a more thorough investigation into external assessments over the course of the year and implications for improvement.

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
System negotiated targets NAPLAN Top Two Bands: <ul style="list-style-type: none">• An uplift of 6.6% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.	NAPLAN results demonstrate a downward trend of 3.6% in 2022. Extensive data dives have taken place to prioritise numeracy focus areas for 2023 in order to improve these results.
An uplift of 2% of students achieving expected growth in NAPLAN numeracy to be above the system- negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none">• An uplift of 7.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading.	NAPLAN results demonstrate a downward trend of 2.8% in 2022. Extensive data dives have taken place to prioritise reading focus areas for 2023 in order to improve these results. Data analysis indicates that Year 3 reading results have remained stable in the top two bands, whereas Year 5 results indicate a decrease of students in the top two bands for reading.
An uplift of 3% of students achieving expected growth in NAPLAN reading to be above the system- negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Collaborative culture

Purpose

Our purpose is to develop and refine a collaborative culture to provide high support and high challenge for students, teachers and the community. High impact professional learning will foster continuous improvement, underpinned by strengthened partnerships.

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.

- High impact professional learning
- Collaborative practice

Resources allocated to this strategic direction

Professional learning: \$65,000.00

Summary of progress

In 2022, High impact professional approaches, inclusive of the Collaborative Curriculum Communities (CCC) and Cycle of Inquiry approach were developed and implemented across K-6 teams. These approaches supported the professional growth of teachers with regard to identified needs, aligned with curriculum and assessment practices and shared Professional Development Goals (PDP) goals.

All staff engaged in high impact professional learning focused on curriculum reform and new syllabus implementation.

The Ready Set Connect Initiative continued our involvement with a dynamic professional learning network of local primary and high schools to support the transition point from Year 6 to Year 7.

During 2022, the refinement of co-teaching practices was impacted by staffing changes and complexities. Some professional learning was undertaken by staff to establish co-teaching pods and shared goals. Regular and sustained professional learning opportunities were limited within co-teaching spaces throughout the year.

The introduction of the Sentral for Parents App has been successful and will continue to be utilised in 2023 to refine communication processes and collaboration with the community.

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
An uplift of 3% of students attending >90% of the time.	50.4% of students are attending school more than 90% of the time. This is a 27.6% decrease since 2021.
75% of school based professional learning is scheduled through MyPL. High impact professional learning school self-assessment tool reflects 50 % of all elements at Sustaining and Growing or above.	In 2022, school staff have completed four professional learning opportunities that were scheduled through MyPL, inclusive of Data Team workshops, Curriculum Reform school based Professional Learning (PL), K-2 micro learning units for English and Mathematics. This would equate to 20% of school based professional learning activities. The High Impact Professional Learning Self assessment tool reflects 100% of all elements at Sustaining and Growing or above.
An uplift 4% of staff reporting positive collaborative practices.	Tell Them From Me data shows a slight decrease in staff reporting collaborative practices, from a score of 8.4 (84%) to 8.3 (83%).

Strategic Direction 3: High impact classrooms

Purpose

Our purpose is to prioritise the delivery of high-quality explicit teaching that is research-driven and targeted to the needs of our students. Students are able to describe learning intentions and success criteria.

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.

- Quality teaching
- Visible learning

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$240,913.60

Professional learning: \$24,200.00

Summary of progress

In 2022, a continued focus was placed on embedding What Works Best research evidence and visible learning principles into all classroom spaces. Working in partnership with the Assistant Principal Curriculum and Instruction Team, classroom teachers strengthened classroom practice in literacy and numeracy; with priority placed on early numeracy approaches, mathematics problem solving, phonics and reading instruction, writing using the Seven Steps approach and grammar. The Multi Categorical (MC) Support Team also strengthened their assessment practices, through participation in the Literacy and Numeracy Precursor Trial.

During 2022, the K-6 Mathematics Team completed their professional learning courses. Due to staffing changes, the team will reform in 2023 to develop a school-wide action plan and expertise.

The Visible Learning Team was not established due to staffing changes and complexities. This will become an area of focus in 2023.

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
60% of K-6 teachers have the elements of what works best research evidenced in their teaching practice.	95% of K-6 teachers were observed to have the elements of What Works Best research evidence in their teaching practice.
40% of teaching practice and learning spaces have visible learning principles embedded.	95% of teaching practice and learning spaces were observed to have visible learning principles being implemented.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$8,706.92</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Support students and families with adjustment to a new culture and learning environment. • Support the work of the Community Hub as appropriate. • Provide interpreter services to newly arrived families ensuring needs of family are fully understood. • Support community members through school-based support and via the Community Hub. <p>The allocation of this funding has resulted in the following impact: The school engages internal expertise and external agencies to support the implementation of a range of learning support and wellbeing programs that address the needs of English as an Additional Language or Dialect (EAL/D) and Language Background Other Than English (LBOTE) students. These programs are partnered with the Community Hub and supported by bilingual School Learning Support Officer (SLSO) support. Interpreting and translation services are integrated into school procedures and the engagement with the LBOTE community is prioritised.</p> <p>After evaluation, the next steps to support our students will be: Refugee Student Support funding will continue to engage the services of a bilingual SLSO to support initiatives for newly arrived families.</p>
<p>Integration funding support</p> <p>\$166,376.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Parramatta West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Teacher and SLSO Professional Learning (PL): Downs Syndrome/Vision Impaired/Behaviour/Autism. • Teacher/Learning and Support Teacher (LAST) collaboration for the development of Personnel Learning Plans (PLP), behaviour plans, risk assessments. • SLSO support designated to students in classroom learning and playground social interactions . • SLSO supports teachers to develop visual/auditory learning stimulus to support learning. <p>The allocation of this funding has resulted in the following impact: Students with Integration Funding Support receive tailored support to meet identified needs. Processes of professional learning, consultation and review are in place to ensure goals are achieved.</p> <p>After evaluation, the next steps to support our students will be: To maintain targeted support and the processes which determine the allocation of resources and interventions.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Parramatta West Public School who may be</p>

<p>\$113,545.48</p>	<p>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 informed practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Data Team is established to assist with the analysis of external assessment data. • Wellbeing coordinator plans SLSO programs to support literacy and numeracy interventions. • Wellbeing coordinator oversees literacy and numeracy consultation with teachers and the learning and support team. <p>The allocation of this funding has resulted in the following impact: Capacity building for a team of teacher leaders to engage in data analysis around various external assessments. This allows increased transparency of data and associated implications for staff. Additionally, funding used for the maintenance of a Wellbeing Coordinator role has led PLPs across the school setting, with 79% success rate for SMART goals.</p> <p>After evaluation, the next steps to support our students will be: To maintain a Data Team and Wellbeing Coordinator role for effective analysis of external assessments as well as the implementation of literacy and numeracy interventions across the school.</p>
<p>Aboriginal background</p> <p>\$12,347.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Parramatta West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Monitors student attendance with personal contact with families to enhance attendance patterns. • Focus support to improve Friday attendance for First Nations students. <p>The allocation of this funding has resulted in the following impact: Attendance and engagement data is being monitored and tracked each term, leading to interventions and support for improvement via the Wellbeing Coordinator role. Attendance for Aboriginal and Torres Strait Island (ATSI) students is steady on average, with tailored interventions aligned with particular students and families.</p> <p>After evaluation, the next steps to support our students will be: Continued tracking and monitoring of ATSI student attendance and engagement data. This can be strengthened through systems and structures that will support the sharing of this data with the leadership team and relevant stakeholders.</p>
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Parramatta West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>English language proficiency</p> <p>\$700,000.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Teachers design essential learning in collaboration with teachers and assess student achievement along EAL/D progressions. • EAL/D team shared Personal Development Plan (PDP) goal "To build our capacity in using EAL/D pedagogy to improve student learning outcomes in numeracy." • EAL/D position allows flexibility for professional learning opportunities. • Allocated hours within the Curriculum Support Framework to facilitate engage in cycles of inquiry and external professional learning linked with identified numeracy focus. • Engagement of six permanent full time employees through department entitlement \$689526. • Engagement of School Learning Support Officers \$10474 <p>The allocation of this funding has resulted in the following impact: The EAL/D model of support allows for holistic and targeted support for the 82% of EAL/D learners within the school. Students are making progress through the emerging level phases with focus and analysis required to determine a lack of expected movement for some students. EALD specialists engage in regular and ongoing professional learning to build capacity in EAL/D specific pedagogy with a focus on supporting EAL/D learners in numeracy.</p> <p>After evaluation, the next steps to support our students will be: The implication of this data that more intentional focus is required to consider how we move student from emerging levels of English through to developing and beyond. This may correlate with students moving from the middle bands in NAPLAN and see further movement into the top two bands.</p>
<p>Low level adjustment for disability</p> <p>\$192,896.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Parramatta West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Learning and Support Teacher (LAST) supports teachers to develop PLPs, risk assessments & behaviour plans. • LAST provides support and advice to teaching staff on differentiation and behaviour management strategies. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in the following impact: A thorough process of support and advice for staff regarding students that are identified with literacy, numeracy or social needs. The consultation process involves observation, behaviour analysis, consultation with class teachers, SMART goal setting, crisis management or proactive plan development. The use of Learning Support Team (LST) priority assessment indicates a process of identification and prioritisation. Additionally, SLSO programs are planned and targeted to address identified needs. SLSO support is allocated to both IFS and non-funded students.</p> <p>After evaluation, the next steps to support our students will be: Learning Support Team processes can continue to be implemented to identify, prioritise, consult and advise for identified students requiring support. Similarly, student need remains significant, and funding allocated to support students in the mainstream setting with SLSO assistance is necessary and likely to remain a priority in 2023.</p>

<p>Professional learning</p> <p>\$136,700.00</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 Parramatta West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice • High impact professional learning • Collaborative practice • Quality teaching • Visible learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Establishment of a K-6 Data Team for external assessment analysis and sharing. • Ready Set Connect initiative and implementation of literacy strategies. • Collaborative practice professional learning and support. • Team leaders facilitate and lead professional learning that addresses a problem of practice and their shared PDP team goal. • Deputy Principal and Assistant Principal Curriculum and Instruction (AP C&I) develop and lead professional learning school wide, targeted for classroom teachers and Leadership Team. • K-6 Mathematics Strategy Team continues to engage in the Mathematics Strategy sustained High Impact Professional Learning (HIPL) - Starting Strong (K-2) and Working with Big Ideas (3-6). • K-6 Mathematics Strategy Team continues to engage in the Mathematics Strategy sustained HIPL - Starting Strong (K-2) and Working with Big Ideas (3-6). <p>The allocation of this funding has resulted in the following impact:</p> <p>The newly established Data Team has engaged in professional upskill and has effectively analysed and summarised external data sources for the wider school. Post evaluative data sources indicate the members of the Data and Leadership teams found a collaborative inquiry approach to be highly effective and developed confidence in NAPLAN, Check In, Phonics Screener analysis. Each analysis has led to implications for 2023. The continuation of a representative team to engage in the Ready Set Connect (RSC) initiative has established a clear line of sight between the RSC program and English Programming for Stage 3. Professional learning has continued to support co-teaching and collaborative practice as well as the establishment of new partnerships for 2023. The HIPL Cycle of Inquiry approach implemented to address PDP shared goals and curriculum reform has supported key elements such as collective learning, consensus, savvy use of data and clear focus questions. The AP C&I framework of support, focused on demonstration lessons, reflection and increased capacity building in high impact themes has effectively supported targeted groups in mainstream and support classes.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Data team representatives will be called upon to analyse external data sources at various points in time with the purpose of sharing executive summaries to the wider school in 2023. Priority conditions for improvement identified target areas have been identified and will form a focus for strategic planning in 2023. The Ready Set Connect Initiative will not continue in 2023, however new learning will be sustained within future Stage 3 English planning structures. A Professional Learning (PL) Plan will be established and implemented across the year to refine co-teaching practices and explore innovative learning spaces. Professional learning approaches will be scheduled accordingly to meet the needs of the staff and identified PL focus areas and aligned with the AP C&I model of support. K-6 Mathematics Team reestablished and reformed for 2023; when an Action Plan and PL plan will be developed accordingly. Similarly, the visible Learning team will be established, and a professional learning plan will be developed in 2023.</p>
--	--

<p>QTSS release</p> <p>\$175,829.13</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Parramatta West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Deputy Principal works with executive to ensure High Impact Professional Learning is used to guide their teams through spirals of professional learning. • Support the implementation of HIPL policy and planning tools to drive spirals of inquiry in teams. • 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 the following impact: Strength in the area of collaboration, within the Tell Them From Me survey. While there was a slight decrease of 0.1 from 2021, this remains strong over time and significantly higher than the state. Within the domain of leadership, the school remains higher than the state but is trending downwards since 2021. The breakdown of indicators shows strength in leadership within areas such as 'leaders creating a safe and orderly working environment, school leaders helped me improve my teaching and school leaders have helped me provide new opportunities for students.</p> <p>After evaluation, the next steps to support our students will be: To fund an 'off class' Deputy Principal to ensure conditions are created for collaborative practice through professional learning and teams as well as smooth functioning systems and processes to lead the school.</p>
<p>COVID ILSP</p> <p>\$162,840.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Providing targeted, explicit instruction for student groups in literacy and numeracy, comprehension and problem solving strategies. • Providing intensive small group tuition for identified students who were identified using a variety of data. <p>The allocation of this funding has resulted in the following impact: Improved student outcomes in the identified and targeted areas of reading comprehension and mathematics (in the strand of measurement and problem solving). This growth can be seen through NAPLAN and check-in data, as well as through formative assessments.. Student and teacher surveys have also shown that students have improved their confidence and engagement in these areas.</p> <p>After evaluation, the next steps to support our students will be: The continuation of a cyclic approach to small group intervention with focus areas determined through the analysis of 2022 Check-In and NAPLAN data. Adjustments will be made to suit identified areas of need and selected cohorts of students the program will be monitored through the Learning and Support Teacher.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	474	468	469	479
Girls	408	417	388	432

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.8	86.5	92.5	84.5
1	92.7	81.6	92.4	86.3
2	92.7	82.8	93.2	84.6
3	93.3	87.8	94.4	86.5
4	92.9	88.9	93.0	87.1
5	93.1	85.2	91.7	86.4
6	91.9	90.1	92.2	86.1
All Years	92.4	85.8	92.8	85.8
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

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)	6.6
Classroom Teacher(s)	39.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.4
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	8.87

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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

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 Actual (\$)
Opening Balance	1,231,219
Revenue	10,171,101
Appropriation	10,116,674
Sale of Goods and Services	7,439
Grants and contributions	33,768
Investment income	8,420
Other revenue	4,800
Expenses	-9,602,756
Employee related	-8,891,545
Operating expenses	-711,210
Surplus / deficit for the year	568,346
Closing Balance	1,799,565

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.

	2022 SBAR Adjustments (\$)
Targeted Total	175,083
Equity Total	1,018,788
Equity - Aboriginal	12,346
Equity - Socio-economic	113,545
Equity - Language	700,000
Equity - Disability	192,896
Base Total	6,916,571
Base - Per Capita	221,110
Base - Location	0
Base - Other	6,695,461
Other Total	1,018,847
Grand Total	9,129,289

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

Each year the school is required to seek the opinions of parents, students and teachers about the school. Parramatta West Public School has utilised the Tell Them From Me (TTFM) survey instrument to obtain data from Parents Staff and Students..

Parent data highlighted the following key findings

- Largest Increase 73% to 76% area: Parents support learning at home - Parents ability to encourage and motivate learning from home.
- Largest Decrease 76% to 68% area: Parents are informed - Parents feel informed about academic progress and school expectations.
- Parent participation 87% of parents have met with teachers 3 or more times
- Communication with parents 90% of parents find face to face formal and informal meetings of most value

Implications:

1. How might we consider ways to strengthen parents' ability to have learning conversations at home in simple ways? (talk protocols, videos, questioning)
2. How can we identify the families who have not connected to the Sentral App and support them to link in?
3. What might a reinvigorated Facebook platform look like to provide a window into student learning and provide support for parents to help at home?

After evaluation the next steps to support our parents will be:

To provide opportunities learning opportunities linked to curriculum, challenge. mindset and learning intentions. Continued support for the community in effective engagement with various communication channels including the use of the school App.

Student data highlighted the following key findings:

- Largest increase 37% to 44% area: Perseverance - The number of students who rate their perseverance as high is on the rise but remains below state average of 48%.
- Largest Decrease 87% to 83% area Growth orientation - the number of students who set themselves challenging goals and aim to do their best has decreased but remains above the state average of 79%.
- Year five girls dropped more than 20% in relation to growth orientation at a time when other groups were stable or rising there is a comparatively large group of girls with low perseverance levels, 10

Implications:

1. How might we reintroduce a focus on effective learning behaviours aligned with the school expectations?
2. Do we need to target certain students (e.g. individuals and/or cohorts) for tailored programs?
3. How can we best continue weekly playground messages?

After evaluation the next steps to support our students will be:

To investigate opportunities to support an deeper understanding of growth mindsets and challenge goals and to develop teaching and learning strategies based on evidence to sustain further growth in student learning outcomes.

Staff data highlighted the following key findings:

- Collaboration 88% of staff feel a strong sense of collaboration and pride about our school - there is a strength in teacher sharing of resources and engagement in critical talk about students.
- Leadership strengths in systems processes and opportunities for students weaker areas were opportunities for observation, feedback and support in stressful times
- Catering for diversity 65% of teacher felt confident to meet the need of student special needs.

Implications:

1. How might we filter the recent Aboriginal Education professional learning into teams?
2. Is there a need to link with the work of specialists to build knowledge and skills when working with students with special needs?
3. How might we plan for increased opportunities for observation and feedback, including school leaders.
4. How might our Facebook platform be revitalised to link learning with parents?

After evaluation the next steps to support our staff will be:

To provide increased opportunities for observation and feedback. Whilst enhancing critical reflection further work will be conducted with staff through high impact professional learning to further enhance skills and knowledge when working with students with special needs.

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.