

2022 Annual Report

West Pennant Hills Public School



Introduction

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

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

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School vision

At West Pennant Hills Public School, we strive to *inspire young learners* within an innovative, future focused and inclusive school culture that values and celebrates life-long learning and where they are known, valued and cared for.

To achieve academic excellence, dynamic and committed staff work in collaboration with each other, students and parents to deliver explicit and engaging learning experiences to build strong foundations in literacy and numeracy.

To maintain a positive learning environment and high expectations, teachers, parents and students work in partnership to ensure that every student is able to connect, succeed and thrive.

School context

At West Pennant Hills Public School, we acknowledge the traditional owners of the land to the east the Guringai people and to the west the Dharug people. We pay our respect to elders past, present and emerging.

West Pennant Hills Public School, officially opened in 1850, is located in the rapidly developing residential area in Sydney's north west Hills district of Sydney. Surrounded by main roads, the school is a safe hub for learning within the community. Many residents of West Pennant Hills have and continue to have a strong connection and association with the school over its long history. The school has a student population of 606, including 39% who have English as an additional language or dialect. Diversity and inclusion is highly valued.

West Pennant Hills Public School has a tradition of academic excellence with high standards and high expectations embracing the whole child and their development through a comprehensive range of learning programs that feature a strong focus on literacy and numeracy, integration of technology and extra-curricular opportunities such as bands, choirs, sport, dance, robotics, debating and public speaking. Students enjoy a nurturing, stimulating and inclusive environment where they develop their skills and capacity to become responsible productive life-long learners. Dynamic and committed staff work collaboratively to enhance student well-being, encouraging each student to achieve their full potential. The school is well supported by an active parent community. The P&C operates a wide variety of additional services for the students, parents and community, including the Creative Arts, Bands and Strings' program, the canteen, school banking and uniform shop.

West Pennant Hills Public School has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

1. Student Growth and Attainment

When analysis was conducted against student outcome measures, it was evident that the school needed to improve student achievement, growth and performance in literacy and numeracy. This will be strengthened by a whole school approach to improving explicit, differentiated teaching and improved processes for data collection, monitoring and usage.

2. Student and Parent Engagement and Wellbeing

An analysis of our wellbeing and engagement data indicated that sense of belonging for students is an area of ongoing focus. The school's focus will be on improved systems to support attendance, a clear process for collection, analysis and use of data to monitor and refine a whole school approach and improved implementation of communication and collaboration with students and parents to improve belonging and learning at WPHPS. As a school we will strive to strengthen our engagement and build relationships with our Aboriginal, Torres Strait Islander and Multicultural parents.

3. High Expectations and Continuous Improvement

Feedback from parents and staff indicated that the school needs increased collaborative and support processes to improve teaching and learning as well as work to ensure that students understand what they are learning, what they need to learn next and why it is important.

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in Literacy and Numeracy through high quality explicit teaching, curriculum planning and data analysis.

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.

- Effective Classroom Practice: Explicit Teaching
- Assessment: Whole School Monitoring of Student Learning

Resources allocated to this strategic direction

Professional learning
QTSS release
New Arrivals Program
Integration funding support

Summary of progress

Literacy Success

During 2022, all stages continued with the implementation of the 'Literacy Success' initiative, embedding explicit quality teaching practices to enhance the teaching of literacy and continued to work collaboratively with colleagues and the Literacy consultant to develop stage literacy programs and lesson planning which is closely linked to the English Syllabus. This resulted in a whole school approach to the teaching of literacy and the use of common metalanguage being utilised in all K - 6 classrooms. Explicit quality teaching practices are evident across all teaching and learning programs for Literacy.

K-2 also worked on connecting with the new English syllabus to ensure the teachers are au fait with it to ensure a smooth transition in 2023.

Instructional Leadership

The leadership team continued to work shoulder to shoulder with each of their team members to further embed Literacy Success explicit teaching strategies, improve effective classroom practice and ensure consistent and explicit teaching across their stage. This ongoing commitment to trust-based supportive working relationships between stage supervisors and their classroom teachers resulted in improved academic performance as indicated in the 2022 NAPLAN data.

The 2022 NAPLAN data shows:

Overall, 66% of all students achieved in the top two bands in NAPLAN Reading. This is an uplift of 4% on 2021 results. Overall, a continuing upward trend with our Reading results in both Year 3 and 5, with our average Year 3 reading score surpassing our average SSSG Year 3 reading score. Overall, a continuing upward trend with our Grammar and Punctuation results, with our average Year 3 score surpassing our average SSSG score. While there were some good results in the writing and spelling areas, we should put more focus towards improving our explicit writing and spelling programs, particularly in Stage 2.

In-class Numeracy Support

The introduction of a targeted in class numeracy support has resulted in the introduction of the Additive Strategies Learning Support program, providing in class differentiation, small group targeted support, and supplementary tuition to students who had been identified as 'at risk' or 'high potential' in the areas of Number - Additive Strategies based on current school-based data.

Stage 1 student data indicated that all students demonstrated growth in the learning program with:-

3 students achieved one level of learning growth 5 students achieved 2 levels of learning growth 4 students made 3 levels of learning growth and 1 student made 4 levels of learning growth.

After only one Term of the program, Early Stage 1 student data indicated that a number of ES1 students demonstrated some level of growth with:-

- 2 students demonstrated 2 levels of growth

- 1 student demonstrated 1 level of growth and
- 4 remained at the same level.

Data Teams

The continued implementation of Stage Literacy and Numeracy data teams has effectively facilitated the establishment of consistent and sustainable school wide practices for assessment enabling teachers to collate, analyse and interpret student data to monitor student growth, inform future teaching directions and initiate intervention strategies. The creation of student data walls provided staff with a point of continual focus. Teachers collectively engage in discussions around where students are achieving or requiring support or extension. Teachers are challenged to know all of their students, how they learn, how they are tracking and how best to support their learning needs. The impact of this initiative has been that, collectively within data teams, teachers used student progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement. The Action Plan enables clear planning of both a stage based and requested LST response to data patterns.

Implications

To move towards achieving our progress measures we will continue with the implementation of the whole school Literacy Success initiative. Ongoing reflection on adapting programs to accommodate higher expectations as students move through the school with improved knowledge and skills is important.

In 2023 the intense PL focus will shift from literacy to numeracy. Stage teams will engage in intensive professional learning and regular stage planning in collaboration with a Numeracy specialist to ensure that explicit quality teaching strategies in the teaching of numeracy are embedded into effective class practice.

We will continue to schedule dedicated weekly data team meetings, engage in whole school data team presentations at the end of each term and continue to undertake further professional learning around data skills and use, ensuring the focus at all times is on systematic and reliable assessment information that informs teaching leading to measurable 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
<p>Top Two Bands - Reading</p> <p>Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system negotiated target in reading of 70.6%.</p>	<ul style="list-style-type: none"> • Overall, 66.27% of all students achieved in the top two bands in NAPLAN Reading, indicating progress toward the lower-bound target. This is an uplift of 4% on 2021 results. • 70.2% of Year 3 students achieved in the top two bands in NAPLAN Reading. • 62.2% of Year 5 students achieved in the top two bands in NAPLAN Reading.
<p>Top Two Bands - Numeracy</p> <p>Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system negotiated target in numeracy of 57.9%.</p>	<ul style="list-style-type: none"> • Overall, 52.80% of all students achieved in the top two bands in NAPLAN Numeracy indicating progress toward the lower bound target.. • 59.8% of Year 3 students achieved in the top two bands in NAPLAN Numeracy indicating achievement of the lower-bound target. • 45.6% of Year 5 students achieved in the top two bands in NAPLAN Numeracy.
<p>Expected Growth - Reading</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system negotiated target of 72.4%.</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<p>Expected Growth - Numeracy</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

system negotiated target of 66.9%.

Strategic Direction 2: SD 2 - Student and Parent Engagement and Wellbeing

Purpose

To ensure that all students are able to connect, succeed, thrive and learn.

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.

- A Planned Approach to Wellbeing
- Parent and Community Engagement / Diversity and Inclusion

Resources allocated to this strategic direction

Aboriginal background

Summary of progress

Attendance:

In 2022, attendance data was regularly monitored, analysed and used to inform planning. Whole school and personalised attendance approaches led to improved attendance rates for all students including those at risk. 2022 saw the implementation of the 'Impactful Messaging Initiative' which was well received by parents. In 2023, we will continue to monitor attendance through targeted strategies and initiatives to improve how teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Wellbeing:

Throughout 2022, the school continued its commitment to and implementation of a range of initiatives to further enhance existing wellbeing practices to maintain and improve student engagement and sense of belonging. These include Chaplaincy Program, therapy dog, SRC, PBL and school improvement projects. The 'Tell Them From Me' data demonstrated an improvement of 2.49% in sense of belonging at school demonstrating movement toward the school's lower bound system-negotiated target. The implementation of a 'Well-being Week' enabled students and staff to focus on building their resilience skills and strategies. The relaunch and renovation of the Chaplaincy space created a safe space for students to seek support and counsel with the Chaplain. The number of students, parents and staff seeking support continued to grow in 2022. SRC students collaborated with school executive to champion student initiatives including the painting of the doors in the student toilets. Expectations of behaviour continue to be explicitly, consistently, and supportively applied across the school through the PBL program, with the continued promotion of positive, respectful relationships among students and staff to support optimal conditions for student learning across the whole school.

To continue to move towards achieving our progress measures, in 2023, the school will be introducing a new PBL Awards book to enable students and teachers to monitor student awards across their time at our school, continue to build the SRC as a vehicle for student voice and continue to implement Well-being Week in Term 3 across the whole school.

Parent and Community Engagement:

The school was committed to maintaining a school climate that promoted a sense of community and ensured that all parents had opportunities to engage with staff and learn about what happens during the school day. Research has shown that opportunities for parents to connect with student learning results in more positive home talk about school, improved student outcomes and school attendance.

Throughout 2022, opportunities to connect included:

Meet the teacher presentations in the hall K-2 Literacy Parent Presentation Stage 1 Parent Helper Program Parent Teacher Interviews Education Week Open Day.

Analysis of Tell Them From Me data indicates:

- a mean score of 7.4 in the area of Two-way Communication with Parents for the subset 'Parents feel welcome'. This represents an increase of 0.4 on 2021 data.
- a mean score of 6.6 in the area of Two-way Communication with Parents for the subset 'Inclusive school'. This represents an increase of 0.3 on 2021 data.
- a mean score of 7.7 in the area of Two-way Communication with Parents for the subset 'School supports positive

behaviour'. This represents an increase of 0.2 on 2021 data.

- a mean score of 6.9 in the area of Two-way Communication with Parents for the subset 'School supports learning'. This represents an increase of 0.1 on 2021 data.
- 72% in the area of Social-Emotional Outcomes for the subset 'Sense of belonging'.
- 88% in the area of Social-Emotional Outcomes for the subset 'Positive Relationships'. This is 3% above the NSW Govt Norm of 85%.
- a school mean of 6.8 for Eight Drivers for Student Learning for the subset 'Parent Involvement'. This represents an increase of 0.2 On 2021 data.
- a school mean of 8.3 for Eight Drivers of Student outcomes section for the subset 'Inclusive School'. This represents an increase of 0.2 on 2021 data and is 0.1 above the NSW Govt Norm of 8.2.

To continue to move towards achieving our progress measure, in 2023, we will continue to implement a range of initiatives to further develop school culture and promote a sense of community among students, staff and parents.

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>Attendance:</p> <p>Increase the proportion of students attending more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 91.2%.</p>	<ul style="list-style-type: none"> • The proportion of students attending more that 90% of the time decreased by 36.87%. The actual result was 50.66%. This data was significantly impacted by the public health orders in place during Semester 1. • The overall attendance rate for WPHPS for 2022 was 89.8%, 4.9% above Principal network of schools & 5.6% above SSSG schools.
<p>Wellbeing:</p> <p>Increase TTFM Wellbeing data (belonging, expectations) to be moving towards the lower bound system-negotiated target of 91.2%.</p>	<p>Analysis of Tell Them From Me data indicates:</p> <ul style="list-style-type: none"> • 83.38% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is an increase of 0.68% on last year. • 73.25% of students report a positive sense of belonging at school. This is an increase of 2.49% demonstrating movement toward the school's lower bound system-negotiated target. • 96.69% of students report high expectations for success. This is an increase of 0.96% demonstrating movement toward the school's lower bound system-negotiated target.
<p>Parent and Community Engagement</p> <p>Improvement to be moving towards the NSW Govt Norms as measured by by the Tell Them From Me surveys in the areas of Two-way Communication with Parents, School Supports Learning, Eight Drivers of Student Outcomes and Social-Emotional Outcomes.</p> <p>Improvement as measured by the School Excellence Framework to be moving towards Excelling in the following themes:</p> <ul style="list-style-type: none"> • A Planned Approach to Wellbeing • Parent Engagement • Instructional Leadership • Community Engagement 	<p>Analysis of Tell Them From Me data indicates:</p> <ul style="list-style-type: none"> • a mean score of 7.4 in the area of Two-way Communication with Parents for the subset 'Parents feel welcome'. This represents an increase of 0.4 on 2021 data. • a mean score of 6.6 in the area of Two-way Communication with Parents for the subset 'Inclusive school'. This represents an increase of 0.3 on 2021 data. • a mean score of 7.7 in the area of Two-way Communication with Parents for the subset 'School supports positive behaviour'. This represents an increase of 0.2 on 2021 data. • a mean score of 6.9 in the area of Two-way Communication with Parents for the subset 'School supports learning'. This represents an increase of 0.1 on 2021 data. • 72% in the area of Social-Emotional Outcomes for the subset 'Sense of belonging'. • 88% in the area of Social-Emotional Outcomes for the subset 'Positive Relationships'. This is 3% above the NSW Govt Norm of 85%. • a mean score of 62% in the area of Social-Emotional Outcomes for the subset 'Participate extracurricular activities'. This is 7% above the NSW Govt Norm of 55%. • a school mean of 6.8 for Eight Drivers for Student Learning for the subset 'Parent Involvement'. This represents an increase of 0.2 On 2021 data. • a school mean of 8.3 for Eight Drivers of Student outcomes section for the subset 'Inclusive School'. This represents an increase of 0.2 on 2021 data and is 0.1 above the NSW Govt Norm of 8.2. • a school mean of 7.6 for Eight Drivers of Student outcomes section for the subset 'Leadership'. This represents an increase of 1.1 on 2021 data and is

<p>Parent and Community Engagement</p> <p>Improvement to be moving towards the NSW Govt Norms as measured by by the Tell Them From Me surveys in the areas of Two-way Communication with Parents, School Supports Learning, Eight Drivers of Student Outcomes and Social-Emotional Outcomes.</p> <p>Improvement as measured by the School Excellence Framework to be moving towards Excelling in the following themes:</p> <ul style="list-style-type: none"> • A Planned Approach to Wellbeing • Parent Engagement • Instructional Leadership • Community Engagement 	<p>0.5 above the NSW Govt Norm of 8.2.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at</p> <ul style="list-style-type: none"> • excelling in the theme of A Planned Approach to Wellbeing in the element of Wellbeing. • sustaining and growing in the theme of Parent Engagement in the element of Reporting. • sustaining and growing in the in the theme of Instructional Leadership in the element of Educational Leadership.
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Purpose

Increased understanding of High Expectations and a continuous improvement culture through explicit systems for collaboration and feedback.

Initiatives

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

- Collaboration and Feedback for Staff
- Student Feedback

Resources allocated to this strategic direction

Professional learning
Refugee Student Support
Socio-economic background
English language proficiency
Low level adjustment for disability
Literacy and numeracy intervention
Integration funding support
Literacy and numeracy

Summary of progress

Professional Learning and Development:

Throughout 2022, staff at continued to engage in sustained high impact professional learning specifically focusing on explicit teaching strategies in literacy and numeracy, Data Teams, data analysis, the new K-2 syllabus and Learning Walks as a model of collaborative learning. All class teachers participated in stage-based Learning Walks to visit and observe evidence related to an agreed literacy focus. These learning walks provided staff with the opportunity to participate in collaborative learning and engage in professional dialogue around teaching and learning and quality teaching with colleagues. The leadership team continued to demonstrate their commitment to further develop and deepen their leadership and mentoring capacity through a learning partnership with an external provider.

In 2022, the school developed, introduced and enhanced explicit systems to facilitate and maintain high expectations to ensure ongoing school wide improvements in teaching practice. Initiatives included the establishment of the Practicum Teachers Committee, the ongoing implementation and monitoring of the school-based induction program for newly appointed teachers and a strong Performance and Development process. All teaching staff were provided with detail information regarding the Performance and Development (PDP) procedures, requirements and expectations at the start of the school year. Each supervisor worked closely with their stage teams to negotiate and identify professional goals as part of the PDP process.

Each Assistant Principal continued to work shoulder to shoulder with individual class teachers to support and embed consistent explicit teaching strategies, support the implementation of effective classroom practice and promote a culture of high expectations across all classrooms.

To move towards achieving and maintaining identified progress measures we will:

- revise existing Performance and Development procedures and timelines to ensure all staff continue to strive for continued improvement through active engagement in the PDP process.
- schedule learning walks for all class teachers with a focus on Literacy Success strategies of writing.
- continue professional learning with a focus on whole school consistent explicit teaching of numeracy

High expectations and continuous improvement:

Teachers continued to build their capacity to effectively interpret and analyse student data to inform planning, identify required interventions and make appropriate teaching adjustments. Throughout 2022, teachers engaged in data conversations at regular data team meetings to ensure that each student was known and their progress was closely monitored and tracked. Each term, data teams completed a Learning Support request for intervention and or support based on student data. The Learning Support team continued to provide a consistent approach to the early identification of students needing additional support. This team reviewed student data to allocate additional interventions and

resources, work with class teachers to design Individual Education Plans, support teachers to differentiate programs and collaboratively plan to ensure all students continue to make progress and achieve their potential. In consultation with senior executive, the Learning Support team continued to provide a range of differentiated support programs including MiniLit, MultiLit, extension groups for writing and mathematics, in-class numeracy and LST teacher support as well as targeted small group withdrawal Literacy and Numeracy programs.

The English as an Additional Language/dialect program continued to provide additional learning assistance for students from a language background other than English. These students' progress was monitored through completion of the EAL/D progressions.

The continuation of instructional leadership release for each Assistant Principal has embedded the whole school Literacy Success initiative, supported continuous improvement in effective classroom practice and embedded a strong focus on student progress.

To move towards achieving and maintaining identified progress measures, we will:

- continue to build on the Learning Support structures and processes to strengthen the expertise of all staff to differentiate for a range of student learning, behaviour and social emotional needs
- continue to monitor student progress through the Learning and Support team
- revisit High Potential and Gifted Education policy
- revisit Wellbeing Framework

Improved student feedback

Throughout 2022, the percentage of teachers incorporating WALT, WILF, WAGGOL, Learning Intentions and Success Criteria in their classroom as evidenced by classroom observations and teaching programs moved towards the school identified target of 90%. Teachers across all grades worked with their students to establish learning goals and routinely checked in with their students monitoring their progress towards achieving their individual learning goals. Teachers regularly reviewed learning with their students to ensure that their students had a clear understanding of lesson expectations, what they were learning and how to move forward and improve. The executive team developed a whole school approach to goal setting with a clear, consistent proforma.

To move towards achieving and maintaining identified progress measures we will:

- implement the whole school approach to goal setting.
- continue to collaboratively develop a strong focus on Learning Intentions and Success Criteria
- focus on formative assessment strategies within the new numeracy program with differentiated learning to ensure students are learning in their zone of proximal development

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>Explicit Teaching</p> <p>The percentage of teachers incorporating WALT, WILF, WAGGOL, Learning Intentions and Success Criteria in their classroom as evidenced by classroom observations and teacher surveys is moving towards the school identified target of 90%.</p>	<ul style="list-style-type: none"> • Analysis of classroom observations, teacher surveys and program supervision indicate an increasing number of teachers incorporating WALT, WILF, WAGGOL, Learning Intentions and Success Criteria in their classroom. <p>Analysis of Tell Them From Me data indicates:</p> <ul style="list-style-type: none"> • a school mean of 7.9 for Eight Drivers of Student outcomes section for the subset 'Data informs practice'. This represents an increase of 0.2 on 2021 data. This is 0.1 above the NSW Govt Norm of 7.8 • a school mean of 7.0 for Drivers of Student outcomes section for the subset 'Explicit teaching practices and feedback'. This represents an increase of 0. on 2021 data.
<p>Learning Culture</p> <p>Minimum of 7.9 in the school mean for TTFM Eight Drivers of Student outcomes section for the subset 'Explicit Teaching Practices and</p>	<p>Analysis of Tell Them From Me data indicates:</p> <ul style="list-style-type: none"> • a school mean of 7.0 for Eight Drivers of Student outcomes section for the subset 'Explicit Teaching Practices and Feedback'. This represents an increase of 0.1 on 2021 data. • a school mean of 8.0 for Drivers of Student outcomes section for the subset 'Expectations for success'.

<p>Feedback'.</p> <p>Minimum of 7.6 in the school mean for TTFM Drivers of Student outcomes section for the subset 'Explicit Teaching Practices and Feedback'.</p> <p>Minimum of 8.7 (NSW Govt Norm) in the school mean for TTFM Drivers of Student outcomes section for the subset 'Expectations for success'.</p> <p>Minimum of 7.8 in the school mean for TTFM Eight Drivers for Student Learning for the subset 'Learning Culture'.</p> <p>Minimum of 7.6 (7.5 is NSW Govt Norm) in the school mean for TTFM Four dimensions of classroom and school practices for the subset 'Challenging and Visible Goals'.</p>	<ul style="list-style-type: none"> • a school mean of 7.9 for Eight Drivers for Student Learning for the subset 'Learning Culture'. • a school mean of 7.6 for Four dimensions of classroom and school practices for the subset 'Challenging and Visible Goals'. This represents an increase of 0.3 on 2021 data. • a school mean of 7.9 for Four dimensions of classroom and school practices for the subset 'Overcoming Obstacles to Learning'. This represents an increase of 0.3 on 2021 data.
<p>Collaboration, Feedback and Evaluative Practice</p> <p>Minimum Improvement to 4.0 as measured by the What Works Best survey on the Theme: Collaboration</p> <p>Minimum Improvement to 3.6 as measured by the What Works Best survey on the Dataset: Evaluative Practice: Individual</p> <p>Minimum Improvement to 3.6 as measured by the What Works Best survey on the Dataset: IICD Collaboration</p> <p>Minimum Improvement to 4.0 as measured by the What Works Best survey on the Theme: Effective Feedback</p>	<p>Analysis of Tell Them From Me data indicates:</p> <ul style="list-style-type: none"> • a school mean of 7.9 for Eight Drivers of Student outcomes section for the subset 'Data informs practice'. This represents an increase of 0.2 on 2021 data. This is 0.1 above the NSW Govt Norm of 7.8 • a school mean of 7.0 for Drivers of Student outcomes section for the subset 'Explicit teaching practices and feedback'. This represents an increase of 0. on 2021 data. • a school mean of 7.8 for Four dimensions of classroom and school practices for the subset 'Planned learning opportunities'. This represents an increase of 0.3 on 2021 data. This is 0.2 above the NSW Govt Norm of 7.0. • a school mean of 7.6 for Four dimensions of classroom and school practices for the subset 'Quality feedback'. • a school mean of 7.8 for Four dimensions of classroom and school practices for the subset 'Collaboration'. This represents an increase of 0.3 on 2021 data. This is 0.2 above the NSW Govt Norm of 7.8.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,375.36</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"> • Collaboration and Feedback for Staff <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in the following impact: student progress demonstrating growth on the EAL/D learning progressions. EAL/D students are more confident and prepared to take risks with their language use. collaborative planning between EAL/D teacher and class teacher in differentiating the classroom program to accommodate the needs of all EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: to employ an EAL/D teacher for increased time to support any refugee students to clarify learning in their home language on a needs basis</p>
<p>New Arrivals Program</p> <p>\$14,225.00</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 West Pennant Hills 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"> • Effective Classroom Practice: Explicit Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$68,634.00</p>	<p>Integration funding support (IFS) allocations support eligible students at West Pennant Hills 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"> • Assessment: Whole School Monitoring of Student Learning • Collaboration and Feedback for Staff <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have

<p>Integration funding support</p> <p>\$68,634.00</p>	<p>high-level learning needs</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals with learning being monitored by the Stage Data Teams. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEPs reviews and data team monitoring of progress to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$9,705.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at West Pennant Hills Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration and Feedback for Staff <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the High Potential and Gifted writers initiative. <p>The allocation of this funding has resulted in the following impact: students identified as High Potential and Gifted in the domain of writing and mathematics worked with specialist teachers to further extend their writing/mathematics skills and engage in writing/mathematics related enrichment activities. Student improvement is evidenced by work samples and through external data like NAPLAN where the majority of students in these HP&G groups performed well.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide enrichment opportunities for students identified as HP&G for Writing and Mathematics and other enrichment programs including Night of Notables and/or Learning Adventures.</p>
<p>Aboriginal background</p> <p>\$2,917.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at West Pennant Hills 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"> • Parent and Community Engagement / Diversity and Inclusion <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • initial consultation around the development of a school Reconciliation Action Plan (RAP) • purchase literacy resources to support learning and understanding of Aboriginal Cultures.

<p>Aboriginal background</p> <p>\$2,917.19</p>	<p>The allocation of this funding has resulted in the following impact: the development of a more authentic PLP process and the identification of meaningful and achievable student goals. Teachers and students alike have a deeper understanding and appreciation of Aboriginal culture.</p> <p>After evaluation, the next steps to support our students will be: for Aboriginal students and their parents to engage with the streamlined PLP process to identify authentic and meaningful student learning goals for the new year. Teachers to have a deeper cultural awareness and understanding of the needs of their Aboriginal students and improved capacity to deliver differentiated and personalised support as required.</p>
<p>English language proficiency</p> <p>\$70,339.12</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at West Pennant Hills 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"> • Collaboration and Feedback for Staff <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: student progress demonstrating growth on the EAL/D learning progressions, with 22.7% of students at Consolidating, making at or above expected growth and 28% of students at Developing, making at or above expected growth. EAL/D students are more confident and prepared to take risks with their language use. collaborative planning between EAL/D teacher and class teacher in differentiating the classroom program to accommodate the needs of all EAL/D students. completed the first two modules of the 'Using the EAL/D Learning Progressions'.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on improved collaborative planning processes, the identified next step is to transfer this practice to addressing more collaboratively the specific needs of EAL/D students. Ongoing professional learning will enable staff to complete the third module of the 'Using the EAL/D Progressions'. targeted professional development will be provided to teachers to the support the implementation of new Department of Education Policy with regards to reporting..</p>
<p>Low level adjustment for disability</p> <p>\$110,086.41</p>	<p>Low level adjustment for disability equity loading provides support for students at West Pennant Hills 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"> • Collaboration and Feedback for Staff <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a Learning and Support Teacher to work with individual and small groups of students • development of a needs-based learning and support program in which specialist staff collaborate with classroom teachers to build capacity in

<p>Low level adjustment for disability</p> <p>\$110,086.41</p>	<p>meeting the literacy and numeracy needs of identified students</p> <p>The allocation of this funding has resulted in the following impact: the overall number of students achieving in the top 2 bands for Reading was 66.27%. This was an uplift of 4% on 2021 results. the overall number of students achieving in the top 2 bands for Numeracy was 52.8%. the school achieved a more consistent approach to student learning support and interventions with a streamlined Stage Data Team request process for targeted learning support programs. additional support was provided for identified students through the employment of trained SLSOs to implement specific learning support programs.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will consolidate the new approach to providing additional support for identified students through the employment of trained SLSOs in the implementation of specific learning support programs as requested by the Stage Data Teams based on stage assessment results. To provide ongoing professional learning and support for teachers to further build their capacity to effectively differentiate and support the learning needs of students with specific learning needs.</p>
<p>Professional learning</p> <p>\$34,489.72</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 West Pennant Hills 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"> • Effective Classroom Practice: Explicit Teaching • Assessment: Whole School Monitoring of Student Learning • Collaboration and Feedback for Staff <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engagement of Literacy consultant to coordinate and deliver PL for all stage teams • Stage based planning sessions each term with Literacy consultant <p>The allocation of this funding has resulted in the following impact: increased capacity of all classroom teachers to embed explicit quality teaching practices to enhance the teaching of Literacy resulting in improved student outcomes as evidenced by Learning Walks. improved collaboration and collegial planning with in each stage team resulting in a more consistent programming and lesson delivery for all students.</p> <p>After evaluation, the next steps to support our students will be: a renewed focus on explicit teaching of Numeracy with continued stage based planning and professional learning each term in consultation with a Numeracy consultant with a focus on demonstration lessons and supported programming. for staff to engage in learning walks to continue to consolidate the whole school Literacy Success programming that is delivered across each stage. a whole school focus on the introduction of the new K-2 English and Mathematics Syllabuses and ensuring 3-6 are familiar with the new syllabus approach.</p>
<p>Literacy and numeracy</p> <p>\$41,489.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at West Pennant Hills Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy</p> <p>\$41,489.05</p>	<ul style="list-style-type: none"> • Collaboration and Feedback for Staff <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: the provision of additional in-class support and intensive program implementation to ensure students with identified learning needs continue to achieve their personal learning goals. the provision of additional support for class teachers to better cater for the needs of these students through differentiated teaching and learning programs as identified by Stage Data Teams.</p> <p>After evaluation, the next steps to support our students will be: the engagement of above establishment teaching staff and SLSOs to extend the implementation of targeted intensive intervention programs in Literacy and Numeracy.</p>
<p>QTSS release</p> <p>\$114,231.47</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at West Pennant Hills 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"> • Effective Classroom Practice: Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: the provision of additional release time for school executive supported the consistent implementation of whole school explicit Literacy initiative and enhanced the professional practice of all staff to improve the quality of classroom teaching within their stage.</p> <p>After evaluation, the next steps to support our students will be: the provision of additional release time for school executive to support the renewed focus on the consistent implementation of whole school explicit numeracy initiative and to enhance the professional practice and planning of all staff in their stage in a consistent and explicit manner.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at West Pennant Hills Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration and Feedback for Staff <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: the provision of additional intensive program implementation to ensure students with identified learning needs continue to achieve their identified learning goals. the provision of additional support for class teachers to better cater for the</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>needs of these students through differentiated teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: the engagement of above establishment teaching and non-teaching staff to extend the implementation of targeted intensive intervention programs in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$33,512.00</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"> • providing targeted, explicit instruction for student groups in literacy and/or numeracy • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <p>NUMERACY - The analysis of this data revealed that 85% of students demonstrated an improvement in their Multiplicative Strategies. The 15% that didn't demonstrate growth was due to student absence when post testing was conducted and therefore there was an absence of the final assessment data. Closer analysis of the post data collection showed that 0% of students regressed in their performance, 18% of students demonstrated minimal growth, 27% of students demonstrated moderate growth and 40% of students demonstrated significant growth. This 'pre' and 'post' data has also been plotted on Plan 2 and will be effective in tracking the continuing progress of the targeted students.</p> <p>LITERACY - Analysis of the data has indicated 94% of students demonstrated improvement in their comprehension. 6% of students did not have post test data due to illness when post testing was conducted. This can be further broken down as follows: 20% of students demonstrated no growth, 38% of students demonstrated minimal growth and 42% of students demonstrated moderate growth. This 'pre' and 'post' data has also been plotted on Plan 2 and will be effective in tracking the continuing progress of the targeted students - especially those that have been identified as needing continual monitoring (46% of students on the program).</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of effective literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been refined. The school will fund additional allocation of SLSO time to provide additional targeted LST support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	347	338	325	315
Girls	291	282	275	268

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	96.4	95.6	89.8
1	96.0	93.5	96.1	90.1
2	95.6	95.9	94.9	88.2
3	96.0	95.7	95.8	88.3
4	94.9	91.2	94.2	89.2
5	95.6	90.9	95.1	87.5
6	95.2	93.0	93.8	87.6
All Years	95.6	93.7	95.1	88.6
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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.04
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	4.06

*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	558,630
Revenue	5,887,108
Appropriation	5,321,284
Sale of Goods and Services	900
Grants and contributions	555,474
Investment income	9,351
Other revenue	100
Expenses	-5,943,143
Employee related	-5,109,197
Operating expenses	-833,946
Surplus / deficit for the year	-56,034
Closing Balance	502,596

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	57,812
Equity Total	193,048
Equity - Aboriginal	2,917
Equity - Socio-economic	9,706
Equity - Language	70,339
Equity - Disability	110,086
Base Total	4,262,701
Base - Per Capita	151,608
Base - Location	0
Base - Other	4,111,093
Other Total	429,254
Grand Total	4,942,815

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

Students

Students were surveyed through the online Tell Them From Me (TTFM) survey regarding social and emotional wellbeing at school. The survey includes students' sense of belonging at school, the extent to which students value schooling and their psychological investment in learning. A score of 0 indicates strong disagreement, 10 indicates strong agreement, with 5 as neutral (neither agree nor disagree).

Social-Emotional Outcomes for Students

62% of students participate in extracurricular activities. This is an increase of 13% on 2021 scores and 7% higher above NSW Govt Norms.

72% of students felt a high sense of belonging.

89% of students demonstrated positive behaviour. This is 6% above NSW Govt Norms.

82% of students demonstrated high level of effort.

Drivers of Student Outcomes

Effective learning time - 7.4

Explicit teaching practices and feedback - 7.0.

Positive teacher-student relations - 7.4

Expectations for success - 8.0

Parents

Parents were surveyed through the online Tell Them From Me (TTFM) survey. The 'partners in learning' parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's school work, and enlist parents to volunteer at school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour; as well as promotes a safe and inclusive environment. A score of 0 indicates strong disagreement; 10 indicates strong agreement; with 5 as neutral (neither agree nor disagree).

Parents feel welcome - 7.4. This is an increase of 0.4 point on the 2021 scores. This score is equal to Govt Norms.

Parents are informed - 5.8.

Parents support learning at home - 5.9

Support for learning - 6.9. This is an increase of 0.1 point on the 2021 scores.

Support for positive behaviour - 7.7. This is an increase of 0.2 points on 2021 scores and is equal with Govt Norms.

Safety - 7.4 This score is equal with Govt Norms.

Inclusion - 6.6. This is an increase of 0.3 point on 2021 scores.

Teachers

The Focus on Learning survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms - Effective schools and Dimensions of Classroom and School practices. A score of 0 indicates strong disagreement; 10 indicates strong agreement; with 5 as neutral (neither agree nor disagree).

Challenging and Visible Goals - 7.6. This is an increase of 0.3 points on 2021 scores. This is 0.1 above Govt Norms.

Planned Learning Opportunities - 7.8. This is an increase of 0.3 points on 2021 scores. This is 0.2 above Govt Norms.

Parent Involvement - 6.8. This is an increase of 0.2 points on 2021 scores. This is equal with Govt Norms.

Collaboration - 8.0. This is an increase of 0.3 points on 2021 scores. This is 0.2 above Govt Norms.

Data informs Practice - 7.9. This is an increase of 0.2 points on 2021 scores and is 0.1 above Govt Norms.

Teaching Strategies - 7.9. This is equal with Govt Norms.

The findings from these surveys are used by the school to determine future action for student, staff and community development. They are also used as a measure of the effectiveness of school policies, procedures and initiatives.

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.

Aboriginal Education - School statement

West Pennant Hills PS is committed to building respectful working relationships with Aboriginal students and their families. Together school and home will be working to promote a culturally safe learning environments in which Aboriginal students can achieve their potential.

The celebration of NAIDOC, embedding of Aboriginal perspectives across the curriculum and the purchase of quality Aboriginal resources combine to ensure that all students at WPHPS, Aboriginal and non-Aboriginal, develop a deeper understanding and knowledge of the heritage, culture and history of Aboriginal people.

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.

Anti-Racism - School statement

Our school continues to implement a variety of programs and activities that provide the diversity, skills and knowledge to meet the needs of all students to ensure an inclusive school community free from racism. Classroom teachers ensure that multicultural and anti racism education is embedded into their routine classroom practice.

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.

Multicultural and anti-racism education - School Statement

Approximately 33% of our student population come from Non-English speaking background. School programs are developed by staff to promote and strengthen all students' understanding of culture, cultural diversity, racism and citizenship within a democratic multicultural society.

Many programs have been implemented to support and promote multicultural education. These include English as an Additional Language/Dialect (EALD) strategies being implemented in the classroom by a specialist teacher. This teacher develops comprehensive programs that target the individual needs of students who identify as being from a Non English

speaking background. The aim is to increase the proficiency of these students to work and learn in English. Support is provided within their regular classroom, within small groups or on an individual basis.

We celebrate Harmony Day to highlight and promote multicultural education.