

# 2022 Annual Report

## West Wallsend Public School



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# Introduction

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

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

## School contact details

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West Wallsend Public School

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## School vision

### **Every Student Matters Every Day.**

At West Wallsend Public School, we believe in providing a safe, secure and supportive learning environment where students are challenged to reach their true potential and become confident, creative learners.

## School context

West Wallsend Public School is a wonderful community focused public school housed in heritage buildings and located within an outer Lake Macquarie/Newcastle suburb with a rich history based on coal mining. We serve the West Wallsend, Holmesville and Seahampton areas and we are well supported by our P&C Association and strong community links and partnerships.

West Wallsend Public School has a growing population due to a new housing estate in the suburbs of Holmesville and West Wallsend. The current enrolment is 256 students and 19% of the students identify as Aboriginal or Torres Strait Islander. Our school has one non-teaching Principal, two assistant principals, eight classroom teachers plus various full-time and part-time support staff.

Our aim is to maximise learning opportunities and outcomes for all students in a purposeful, stimulating and supportive learning environment with a focus on quality literacy and numeracy. The school has a strong focus on early intervention and individualised evidence-based programs. West Wallsend Public School caters for a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

Community engagement is a critical factor for improving the progress, achievement and wellbeing of our students. We are committed to establishing genuine and meaningful relationships with our community and a strong partnership with our local Aboriginal Education Consultative Group (Kumaridha AECG).

A thorough situational analysis was undertaken in consultation with the whole school community and the local AECG. Through this process we developed our next four year strategic improvement plan with a focus on three strategic directions, student growth and attainment, collaborative practice and high expectations and engagement.

## 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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Ensure every student grows in their learning through explicit, consistent and informed teaching which is adapted to meet individual student learning needs.

### Initiatives

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

- Data Informed Practice
- Explicit Teaching

### Resources allocated to this strategic direction

**Socio-economic background:** \$84,066.94

**AP Curriculum & Instruction:** \$180,685.20

**Low level adjustment for disability:** \$102,474.97

### Summary of progress

In 2022, our data-informed practice focused on the implementation of a revised assessment schedule. Changes were made in term 4 inline with DoE and Progressive Achievement Tests (PAT) assessments. The data from these assessments informed teaching and learning programs, targeting areas of focus to meet the needs of students. The explicit teaching of warm ups and number talks were identified from student data and programming for staff development. The information drawn from the analysis was used to inform next action of teaching sprints with shoulder to shoulder support from executive staff. Staff received support in the form of coaching and mentoring from the APCI and the executive team. This differentiated support to ensure the consistent implementation of evidence-based practice will continue in 2023. Along with the close monitoring of the progress of whole school, student cohorts and individual students and the refinement of the assessment schedule. Updates to the assessment schedule will be informed by DoE assessments that align to the implementation of the new English and Mathematics syllabus. The achievement of this initiative included the attainment of the systems-negotiated target in Numeracy.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NAPLAN top two bands - Reading</b> Achievement of 2022 system-negotiated targets: Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 11%.	<ul style="list-style-type: none"><li>• 2022 NAPLAN data indicates 24.59% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.</li></ul>
<b>NAPLAN top two bands - Numeracy</b> Achievement of 2022 system-negotiated targets: Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 13.1%	<ul style="list-style-type: none"><li>• 2022 NAPLAN data indicates 19.35% of students in the top two skill bands for numeracy indicating achievement of the system negotiated target.</li></ul>
Increase in the percentage of students achieving expected growth in NAPLAN reading.	<ul style="list-style-type: none"><li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Progressive Achievement Tests (PAT) and Checkin Assessments indicates ongoing focus is required in pedagogy and classroom practice.</li></ul>

Increase in the percentage of students achieving expected growth in NAPLAN numeracy.

- Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Progressive Achievement Tests and Checkin Assessments indicates ongoing focus is required in pedagogy and classroom practice.

## Strategic Direction 2: Collaborative practice

### Purpose

Effective collaboration to sustain quality teaching practice through sharing of evidence-informed practices, knowledge and problem solving to improve student outcomes.

### 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.

- Coaching and Mentoring
- Collaborative Planning

### Resources allocated to this strategic direction

**Socio-economic background:** \$116,921.00

**QTSS release:** \$46,198.24

**Professional learning:** \$15,578.06

**Per capita:** \$60,390.45

### Summary of progress

Our focus for 2022 was on refining collaboration to embed evidence-based processes and practices that enable and extend staff and student development. Teachers were provided High Impact Professional Learning and additional support by executive staff in modeling and coaching to implement warm-ups and visible learning techniques of learning intention and success criteria (LISC). Effective feedback was provided to build the capacity of all staff through observations and providing opportunities for teachers to work collaboratively.

All classrooms where spelling/word study lessons were observed, had individual feedback given. Areas across the whole school requiring further development identified included:

- further PL on the component of orthographic mapping.
- discussions on walls that teach orthographic mapping

Whole school internal and external data was collated and entered into excel spreadsheets. Teachers' analysed data and identified students requiring intervention and programming of identified needs for the teaching and learning of spelling/word study. Analysis revealed focus on phonemes in K-2, 3-6 students had difficulty using and applying orthographic, morphology and etymology rules.

The collaboration allowed the staff to improve in pedagogical practice and build their capacity to work together. Further development of collaborative practice will occur in 2023 with extended professional learning, coaching and mentoring.

### 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
Strengthen sustaining and growing in the theme of coaching and mentoring in the element of 'Learning and Development'	Whole school to provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers. Extra support was to provided to beginning teachers as we strengthen sustaining and growing.
Strengthen sustaining and growing in the theme of collaborative practice and feedback in the element of 'Learning and Development'	Collaborative practice was supported with a time allocation for stage teachers on a rotational basis. The executive team were provided with professional learning to support collaborative practice among their teams.

## Strategic Direction 3: High expectations and engagement

### Purpose

High expectations and effective, explicit, evidence-based teaching to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

### 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.

- Educational Aspiration
- Wellbeing and engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$55,968.00

**Low level adjustment for disability:** \$7,000.00

**Professional learning:** \$5,000.00

### Summary of progress

The activities in this strategic direction provided opportunities for educational aspiration through the LEED Project and establishing the APCI SCoS by supporting leaders to build knowledge and skills in assessment and data literacy. We also trialed ways of engaging with the community to actively inform parents of their child's learning progress.

The LEED Project supported school leaders to build knowledge and skills in assessment and data literacy and foster confidence to measure what we value, beyond external assessment protocols. Working with the LEED team, professional learning for the leadership team was provided that ensured the right data, in the right format was used the right way to empower everyone with the information needed to make decisions and take actions that leads to improved student outcomes.

The establishment of a APCI SCoS network connected leaders to share and support each other to increase in-class student engagement. APC&I network team is focused on shared instructional leadership practices, creating a positive shift in working collaboratively within the network team to implement consistent practices across the SCoS leading to clear improvement.

Trialed face to face and phone conferences with parents to update their child's learning progress in both semesters and attendance data from conferences showed a decline in attendance of parents for face to face compared to phone conferences. The school will solicit feedback from parents to review the preferred mode for interviews to best support. This commitment to a learning culture is evidenced by trialing parent conferences via different methods.

For overall attendance, the gains in the increase of attendance data are yet to be seen. The school will continue to engage the school community across these initiatives.

### 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
Moving from sustaining and growing in the theme of " High expectations" within the element " Learning Culture".	There is a commitment within the school community that all students make learning progress, demonstrating achievement of the annual progress measure. The school is building on effective partnerships with parents and students to support clear improvement aims and planning for learning.
Moving from sustaining and growing in the element of ' Community engagement' within the element 'Educational Leadership'.	Parents and community members have had limited opportunity to engage in a range of school-related activities. The school continues to regularly solicit and address feedback on school performance from students, staff, parents and the broader school community, demonstrating achievement of the annual progress measure.



<p>Trending upward percentage of students in the school who report positive scores for the three wellbeing indicators of the expectations for success, advocacy and sense of belonging to be at or above the system-negotiated target of 88.2 %.</p>	<p>Trending upward percentage increased across the three wellbeing indicators. 17% increase in both advocacy 81%, and belonging 62%, with success being above the system negotiated target with an increase of 94%, demonstrating achievement of the annual progress measure.</p>
<p>Increased (uplift) percentage of students who attend school =&gt;90% of the time to be at or above the system-negotiated target of 85.3%.</p>	<p>The attendance percentage was 54.98% which is below our annual trajectory lower bound of 79.38%, demonstrating working towards the achievement of the annual progress measure.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$13,836.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• additional staffing for targeted interventions to support student learning</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Support provided in class and data informed teaching for small group tuition.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Clear point of need goal setting with student and parents through three way conferencing.</p>
<p>Integration funding support</p> <p>\$213,710.00</p>	<p>Integration funding support (IFS) allocations support eligible students at West Wallsend Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for students in literacy, numeracy and social skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Inclusive policy review to ensure the best possible outcomes for all students.</p>
<p>Socio-economic background</p> <p>\$256,955.94</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at West Wallsend Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• Explicit Teaching</li> <li>• Coaching and Mentoring</li> <li>• Educational Aspiration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through LEED project to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Socio-economic background</p> <p>\$256,955.94</p>	<p>supporting activities that improved outcomes for students in both literacy and numeracy across the whole school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing data analysis to drive the teaching and learning across the whole school.</p>
<p>Aboriginal background</p> <p>\$42,789.30</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at West Wallsend Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of an ASLO to support students and families in literacy/numeracy and cultural goals driving the PLPs</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support families in their PLP goals, improved outcomes in literacy and numeracy and building leadership capacity.</p>
<p>Low level adjustment for disability</p> <p>\$109,474.97</p>	<p>Low level adjustment for disability equity loading provides support for students at West Wallsend Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Educational Aspiration</li> <li>• Wellbeing and engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for students in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Support students ensuring explicit teaching and learning is provided at the point of need for students.</p>
<p>Professional learning</p> <p>\$20,578.06</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 Wallsend Public School.</p>

Professional learning \$20,578.06	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Coaching and Mentoring</li> <li>• Educational Aspiration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal Curriculum and Instruction to unpack evidence-based approaches to teaching spelling, vocabulary and the teaching of writing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Robust analysis of both internal and external data to identify areas of need. Coaching and mentoring identified further development in the professional learning cycle to improve student outcomes in focus areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  .Process for planning/tracking/ evaluating professional learning inline with school strategic priorities and individual PDP goals.</p>
QTSS release \$46,198.24	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at West Wallsend Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Coaching and Mentoring</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  mentoring to build capacity of teaching and non-teaching staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  to provide release for executive staff to work shoulder to shoulder in classrooms building a collective efficacy</p>
COVID ILSP \$154,186.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Small group tuition tracked through PLAN providing intense evidence based targeted teaching and learning</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023 we will continue to provide targeted intervention teaching and learning</p>
AP Curriculum & Instruction	Assistant Principals, Curriculum and Instruction support strong instructional

\$180,685.20

leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Explicit Teaching

**Overview of activities partially or fully funded with this Staffing - Other funding include:**

- To provide high support and guidance to enhance teacher growth and development in literacy and numeracy
- Working shoulder to shoulder with colleagues to improve classroom practice

**The allocation of this funding has resulted in the following impact:**

Tailored professional learning for whole school initiatives and individual PDP goals.

Working in partnership with middle leaders to plan changes required for effective curriculum implementation

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

Implementation of the new literacy and numeracy syllabus K-2.

Lead and support the teaching, assessing and reporting of literacy and numeracy using the new syllabus

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	115	113	125	140
Girls	119	123	114	116

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.8	93.8	94.1	92.3
1	93.4	93.0	94.6	89.4
2	93.9	93.5	93.3	90.5
3	94.9	92.3	92.1	89.2
4	92.1	93.8	91.5	87.2
5	91.1	93.8	91.5	88.8
6	90.5	90.1	92.2	89.0
All Years	93.1	92.9	92.8	89.6
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	8.22
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

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 (\$)
<b>Opening Balance</b>	719,366
<b>Revenue</b>	3,434,568
Appropriation	3,374,933
Sale of Goods and Services	64
Grants and contributions	57,555
Investment income	1,916
Other revenue	100
<b>Expenses</b>	-3,276,999
Employee related	-2,834,985
Operating expenses	-442,014
<b>Surplus / deficit for the year</b>	157,569
<b>Closing Balance</b>	876,935

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	213,710
<b>Equity Total</b>	409,220
Equity - Aboriginal	42,789
Equity - Socio-economic	256,956
Equity - Language	0
Equity - Disability	109,475
<b>Base Total</b>	1,995,138
Base - Per Capita	60,390
Base - Location	0
Base - Other	1,934,747
<b>Other Total</b>	462,395
<b>Grand Total</b>	3,080,463

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

The school participated in The Tell Them From Me surveys in semester 1 and 2. Students from year 4,5,6 were surveyed as well as teachers and parents in an online format.

**Student** data across Advocacy at school showed percentage of positive to be above state and just below similar schools. Trends over time also showed that we were above state and similar schools for Expectations of Success. In the measure of Sense of belonging we are trending slightly below. Our 2022 results showed a 17% increase in Advocacy and Sense of belonging with Expectations of Success resulting in 94% of students reporting Positive outcomes.

**Parent** responses have been trending slightly down over the last two years of feeling welcome and supporting learning at home. This shows that there has been a disconnect due to restrictions of visitors onsite and face to face meetings with parents. There has been a steady increase in parents' identifying that we are an inclusive school and recognise our strong wellbeing focus.

**Teacher** responses covered the eight drivers of student learning:

**Leadership**- They work with school leaders to create a safe and orderly school environment, and identified that school leaders could provide more useful feedback about their teaching.

**Collaboration**- Discussed assessment strategies and learning problems of particular students was shared, however there is a need for more sharing of learning goals with each other.

**Learning Culture**- In most classes the learning goals for the lesson was discussed but more written feedback to students on their work is needed.

**Data Informs Practice**- Most teachers felt that their assessments helped them understand where their students were having difficulty, however struggled with the ranking of A to E.

**Teaching Strategies**- Teachers agreed that when they presented a new concept they tried to link it to previously mastered skills and knowledge but again struggled to provide written feedback weekly.

**Technology**- Teachers helped students use technology to undertake research but there was a low student use to track progress towards their goals.

**Inclusive School**- Teachers also identified that we are an inclusive school and that they have clear established expectations.

**Parent Involvement**- Teachers share student learning goals with parents and more effort is needed to involve parents in creating learning opportunities.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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