

2022 Annual Report

Willoughby Public School



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Introduction

The Annual Report for 2022 is provided to the community of Willoughby 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 Willoughby Public School we aim to cultivate socially-aware learners who are critical and creative thinkers, within a safe, respectful and responsible learning community.

School context

Willoughby Public School is located in the Northern Sydney and has a student enrolment of 985. The school culture is reflected in the school wide expectations of being safe, respectful responsible learners. The culture is inclusive with students, staff, parents and the wider community working together to promote school excellence.

Our school is supported by a vibrant multi-cultural community, and our school Community Language Program supports students in maintaining and developing further communicative competence in their community language. 39.6 % of our students have a language background other than English, and require some level of EAL/D support. Our students come from a wide range of socio-economic backgrounds.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG and Aboriginal Education and Wellbeing Officer.

The whole school community, involving students, staff, parents was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across the school.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support.

Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine area of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will maintain a focus on all staff having a shared understanding of strategies for explicit teaching and assessment and how to implement these practices. Teachers are able to identify and measure how the use of these evidence based strategies impact on their students' learning. There is a shared language and collective understanding of the language from What Works Best, Visible Learning and the School Excellence Framework across staff.

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.

- Explicit Teaching
- Assessment

Resources allocated to this strategic direction

Integration funding support: \$66,796.00

Low level adjustment for disability: \$136,139.70

Socio-economic background: \$13,676.89

Literacy and numeracy intervention: \$77,400.23

Summary of progress

Team leaders collaborated as stage partners to lead the co-design of curriculum alignment and the improvement of explicit teaching pedagogies for English and mathematics.

Team leaders led curriculum design by aligning scopes, programs and assessments at stage level. After implementation leaders provided feedback on the assessments to the leadership team for the improvement of the K-6 assessment scope. NESA led a workshop on the moderation of student worksamples as assessment and modelled using this information to determine the next steps in learning. As a result, there was an increase in assessment moderation for Semester 2 reports. Leaders led a deep dive into the explicit teaching pedagogies of feedback and quality Learning Intentions and Success Criteria (LISC) learned through the school-wide Corwin Visible Learning program. Teachers spent time understanding, designing, testing, and reflecting on how these pedagogies are applied contextually to the learning needs and skills of their students. Teachers in co-teaching spaces used these pedagogies as an area of growth through peer feedback. Leaders of English and mathematics led the roll out of professional learning for the new syllabus. This was achieved by school-wide participation in MyPL online courses, collaborative professional conversations at team meetings and co-teaching practices.

The Instructional Leadership team triangulated the data from Progressive Assessment Test (PAT), NAPLAN, Check In and school-based assessments for student attainment. In reading an average of 65% of students in Years 2-4 achieved above stanine 5. This is consistent with NAPLAN achievement levels of 63.6% in the top two skill bands and Check Ins. Year 5 had 20% more students with 82% achieving above stanine 5. This is consistent with a steady increase of Year 5 Check In vocabulary data over an 18 month period. In numeracy, PAT showed between 55%-65% students in Years 2-4 achieving stanine 5. This is consistent with NAPLAN achievement levels of 59% in the top two skill bands. Year 5 experienced 70% of students achieving at stanine 5 and above.

The Instructional Leadership team triangulated the data from Progressive Assessment Test (PAT) and school-based assessments for student growth. Overall, in reading, students in Years 1-5 experienced between 80%-96% positive growth. In numeracy, students in Years 1-5 experienced between 83% - 94% positive growth. Stage One doubled their value add. The comparative student performance data for NAPLAN is not available due to its cancellation in 2020.

Next year in this initiative / strategic direction we will focus on moderating student's assessments because it will increase teacher's knowledge, skill and confidence to determine the next steps for their students. We will also focus on explicit teaching strategies for High Potential Gifted Education (HPGE) students because high expectations are linked with higher performance for all students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands in NAPLAN Reading by 7%.	63.6% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be see toward the lower-bound target.
Increase the percentage of students achieving in the top 2 bands in NAPLAN Numeracy by 8%.	59.92% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be see toward the lower-bound target.
Increase the percentage of students meeting expected growth or above expected growth in NAPLAN Reading by 4.5%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Increase the percentage of students meeting expected growth or above expected growth in NAPLAN Numeracy by 4.5%	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
A range of evidence validates judgement at sustaining and growing for effective classroom practice in explicit teaching and assessment.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice and assessment.

Strategic Direction 2: Collaborative Practices

Purpose

We aim to ensure there is a collaborative and systematic approach to collect, analyse and use evidence to inform teachers and students of their next steps across a range of well-being and learning. Collaboration is most successful when it is frequent and ongoing. Effective collaboration requires teachers to recognise their own expertise and feel comfortable in offering it, while also being open to accepting the advice and feedback of others.

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 Data Practices
- Effective Collaboration

Resources allocated to this strategic direction

QTSS release: \$187,665.99

Professional learning: \$58,000.00

Summary of progress

The leadership team collaborated to identify and grow the distributed and instructional leadership practices across the school. Ongoing reflection and dialogue enabled the team to understand the unique school context and the conditions that create a climate of distributed and instructional leadership. There is a shared language for collaboration, collective efficacy, teacher parity and moderation that are consistently applied across the school.

Leaders analysed the pathway and quality of professional discussions across the school. The understanding led to teams setting PDP goals and priorities that align with SIP. This fostered a sustained focus of professional dialogue resulting in strong check in results that match team priority and increased student growth measured in PLAN 2 and NAPLAN.

Pathways for specialist staff in learning support and EAL/D were created to collaborate and share data with teaching teams. This created a system where the support needs of all students were understood and shared by the grade team and school leaders.

Various forms of student data accessed by teaching teams were audited to determine purpose, coherency, and gaps by the leadership team. Data audit evidenced all leaders using data to lead their team's collaborative work. The use of data to plan, assess and evaluate programs is consistently applied within teams. Quantitative data is most frequently used to inform learning programs and qualitative data was more consistent with personalised learning.

The gap between achievement levels on school-based assessments and standardised test achievement levels led to whole school professional learning in the moderation of student work. This learning improved the quality of professional dialogue through teacher collaboration. Teachers reported increased confidence and knowledge of student achievement when allocating grades for reports. The practice of moderating student work resulted in an average increase of 20% more children in Semester 2 achieving at high or outstanding as reported to parents.

Deputy Principals undertook a case study of co-teaching in the innovative learning environments. The case study found most teachers working in the open learning spaces reported the collective efficacy was strong and experienced high levels of job satisfaction. The formal implementation of focused feedback in these coteaching partnerships was less effective as the feedback was occurring in real time. An action derived from the study was the design of an innovative system of collaboration that amplifies the talent of teachers and builds on the strong culture of collective efficacy in coteaching.

Next year, in this initiative / strategic direction we will focus on implementing the innovative system of collaboration, because it will grow teachers' agency in their own learning. We will focus on purposefully and strategically analysing qualitative student data because it provides a holistic and, a more frequent measure, of the impact of pedagogies on student learning progress.

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
The leadership team comprehensively analyses student progress data and effectively communicates findings to staff.	Student assessment data, both quantitative and qualitative, and adjusted teaching and learning programs in literacy and numeracy, show evidence of leaders engaging in data analysis.
All teachers engage in professional discussion to improve their knowledge of teaching and learning in their classrooms.	All coteaching staff, 50% of teachers, engaged in reflective professional discussions daily. All classroom teachers, 85% of teaching staff, participated in weekly professional discussions that reflect and improve on teaching practice.
A range of evidence validates judgement at sustaining and growing for effective classroom practice in collaboration and instructional leadership.	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing for collaborative practice and feedback. Self-assessment against the School Excellence Framework shows the school is currently performing at delivering for instructional leadership.
A range of evidence validates judgement at sustaining and growing for data skills and use.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills use in teaching.

Strategic Direction 3: Learning Culture

Purpose

We commit to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding and to make sense of their world. Our community of learners understand, articulate and exhibit the characteristics of an assessment capable effective learner. They know what they are learning, how they are learning, how they are doing, and where they will go next, and can interpret assessment results and act on this understanding. They will think and act as learners using a variety of strategies and feedback to improve in learning. All learners show at least one year's growth in a year's worth of learning.

Initiatives

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

- Wellbeing
- Visible Learning

Resources allocated to this strategic direction

Literacy and numeracy: \$44,000.00

Summary of progress

Nurturing a learning culture continues to be a school-wide focus at WPS through the implementation of wellbeing systems and the development of pedagogical strategies. The umbrella systems of Positive Behaviour for Learning (PBEL) and Learning and Support (LS) work in partnership with teachers, students, and their families ensuring every student is known and cared for. The Corwin Visible Learning suite inspires teachers to grow in their professional capacity to design and deliver a curriculum of high expectations so every student grows every year.

Parent and student voice is useful data that feeds back to the PBEL team on its impact. Evidence of students successfully moving through the award levels aligned with a significant decrease in negative incident data shows the behaviour expectations are clearly and consistently communicated throughout the school community. The URSTRONG program, a parent initiative, is developing a shared language of friendship. This school-based data correlates with Tell Them From Me data that 93% children experience positive behaviour at school and consistently feel safe and culturally inclusive.

A significant shift in student's perceptions about themselves as a learner has been recorded through student interviews. The language of grit, thinking creatively and critically, and having ownership of learning references the WPS learning dispositions. Most students referred to learning behaviours such as learning from mistakes, never giving up, asking for help and work as a group demonstrates a changing mindset away from conforming behaviour of getting work right and putting hands up.

The referral system of learning and support was streamlined and consistently applied. Fortnightly adjustments meetings required teams to interrogate data on a macro level to adjust programs and micro level to personalise adjustments. Activating parent voice in Learning and Support increased in frequency and quality over the year. Parents of students with additional needs were systematically consulted on all classroom adjustments, personalised learning plans and accessing external supports through the DoE and NDIS providers.

Student and parent voice drove the school-based transition program, fostering student advocacy through the change process. The agency of parent voice led to the establishment of a Parent Care Group, a parent initiative designed to connect families living with neurodiversity and act as a community forum for inclusivity. The Parent Care Group were included in the Kindergarten Transition to School Program, connecting parents of neurodiverse children into the school community immediately.

The professional learning suite of CORWIN honed in on understanding student learning and how to design curriculum that facilitates high order conceptual understanding. All programs contain learning intentions and success criteria. There is evidence in some curriculum areas that the success criteria is structured using verbs that moves student learning from surface to deep to transfer. The fortnightly communication meeting celebrates examples of teachers implementing pedagogical strategies that are impacting their student's learning.

Next year, in this initiative / strategic direction we will focus on increasing a multidirectional culture of feedback because it creates agency and learning for all stakeholders. We will also embed the vocabulary of learning dispositions into school culture because it empowers learners to advocate, succeed and belong at school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
There is a systematic approach to use assessment to inform students, teachers and the community of their next steps. All students are assessment capable.	An audit of data practices and, student assessment and reporting documentation, show within teaching teams there is a systematic approach to use assessment to inform students, teachers and the community of students' next steps in learning. Learning and support documentation show 100% of adjustments and PLPs for students are planned, implemented and tracked in consultation with school leaders and parents and carers.
There is a systematic approach to developing classroom expectations in all settings that is known and understood by all community members. Data is informing the explicit teaching and learning of social skills.	The Tell Them From Me Parent survey shows classroom expectations are known and understood by all community members. Document analysis of social skills programs shows 100% lessons correlate to PBEL data.
A range of evidence validates judgement at sustaining and growing for effective classroom practice in behaviour and high expectations.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of behaviour and high expectations.
Increase students' attendance rate by 3.8%.	The number of students attending school greater than 90% of the time or more has decreased by 21.9%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$66,796.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Willoughby 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs 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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$13,676.89</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Willoughby 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in the following impact: Year groups 1-5 have students demonstrating over 86% students demonstrating growth in reading. Year 1 has an additional 20% demonstrate value add in reading. Year 5 82% demonstrate high achievement in PAT reading.</p> <p>After evaluation, the next steps to support our students will be: engage the 1.4 Assistant Principals Curriculum and Instruction to mentor reading pedagogy with a focus on fluency and vocabulary, to support our trajectory towards increased growth and attainment in reading.</p>
<p>Aboriginal background</p> <p>\$1,425.92</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Willoughby 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</p>

<p>Aboriginal background</p> <p>\$1,425.92</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • engaging improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • professional learning on acknowledgement and welcome to country. Teachers co-write acknowledgements and used with their class to start each day and to open school assemblies. <p>The allocation of this funding has resulted in the following impact: the provision of culturally inclusive learning environments. The school's Aboriginal students are proudly acknowledged and involved in acknowledging country at important school events. These students met their Personalised Learning Pathway goals. Staff have a good understanding of truth telling and Aboriginal cultural history. The learning programs reflect Aboriginal perspectives and culture as showcased and celebrated at NAIDOC week. Classroom morning routines, weekly assemblies and special events acknowledge Country.</p> <p>After evaluation, the next steps to support our students will be: continue staff professional learning of Aboriginal Education. Invite incursions into the school for students to participate in culturally inclusive workshops to further enhance learning and celebrate Aboriginal Culture. The use of funding will be adjusted throughout the year in response to student PLPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>English language proficiency</p> <p>\$200,610.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Willoughby 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: one third of Stage 2 children moving from Developing to Consolidating and therefore no longer needing intervention. In Early Stage One all children receiving intervention had progressed to Emerging and one student progressing to Developing.</p> <p>After evaluation, the next steps to support our students will be: to trial and evaluate innovative and authentic assessment methods such as video to record and measure student growth in learning.</p>
<p>Low level adjustment for disability</p> <p>\$136,139.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Willoughby 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>

<p>Low level adjustment for disability</p> <p>\$136,139.70</p>	<ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: the school achieved a more consistent approach to student learning support and interventions with an increased number of learning adjustments and subsequent collaboration between families, teachers and leaders.</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 provide additional support for identified students through the employment of trained SLSOs and the purchase of evidence-based literacy programs.</p>
<p>Professional learning</p> <p>\$58,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Willoughby 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 Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging pedagogical specialist from Corwin Professional learning to build capacity to teachers to improve the quality of lessons through the design of learning intentions and success criteria. • engaging a specialist to present professional learning that deepens teacher's understanding of the purpose, types and application of feedback. • curriculum leaders led teachers through the online professional development of the new K-2 English and mathematics syllabus. <p>The allocation of this funding has resulted in the following impact: that all programs contain learning intentions and success criteria with evidence of success criteria structured using surface to deep to transfer verbs. There is a shift in students' perceptions away from conforming behaviours to learning behaviours such as learning from mistakes, never giving up, asking for help and work as a group. Teachers have an understanding of the concepts underpinning the new syllabus.</p> <p>After evaluation, the next steps to support our students will be: to focus on increasing a multidirectional culture of feedback because it creates agency and learning for all stakeholders. We will also embed the vocabulary of learning dispositions into school culture because it empowers learners to advocate, succeed and belong at school.</p>
<p>Literacy and numeracy</p> <p>\$44,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Willoughby Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Visible Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher • updating reading resources to meet the needs of students

<p>Literacy and numeracy</p> <p>\$44,000.00</p>	<p>The allocation of this funding has resulted in the following impact: all K-2 students' phonological awareness skills assessed with adjustments to 2023 programs in response to the data. Kindergarten fully resources with decodables as in class texts and home readers to support phonics program.</p> <p>After evaluation, the next steps to support our students will be: resource Stage 1 with decodables to build on the strong phonological awareness program K-2 and phonic knowledge learning program in Early Stage 1. Engage specialist teacher to support the implementation of this resource.</p>
<p>QTSS release</p> <p>\$187,665.99</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Willoughby 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 Collaboration <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: Teachers use learning intentions, success criteria and have a strong focus on surface, deep and transfer learning. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: employing specialist staff in literacy and numeracy to lead improvement in reading with a focus on vocabulary and fluency.</p>
<p>Literacy and numeracy intervention</p> <p>\$77,400.23</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Willoughby 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • engagement of literacy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: engagement of additional SLSO staff and purchase the Macqlit program using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</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</p>

<p>\$17,939.00</p>	<p>the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in the following impact: Year 1 children, 13 in total and Year 2 children, 8 in total participated in the COVID intensive literacy groups. Year 2 children all achieved at grade level phonological awareness and significant improvements in phonic and word knowledge. Year 1 students achieved beyond grade level for phonological awareness and strong results in segmenting and blending CCVC and CVCC words. Year 1 students achieved beginning levels of Comprehension, Vocabulary and reading Processes and captured in PLAN 2.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy small group tuition using data sources and evidence-based intervention programs to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as strong performers transition back into classrooms. Providing additional small group intensives for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	508	466	457	430
Girls	539	537	525	509

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	81.8	95.9	93.6
1	96.2	89.3	95.5	91.1
2	96.5	88.8	95.5	92.5
3	95.5	91.0	95.7	92.6
4	94.9	87.7	95.0	92.7
5	95.5	90.4	94.8	90.9
6	95.4	93.7	93.7	89.7
All Years	95.6	89.1	95.1	91.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	36.41
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	6.87
Other Positions	0.4

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,495,689
Revenue	8,660,415
Appropriation	7,944,986
Sale of Goods and Services	168,705
Grants and contributions	524,540
Investment income	19,508
Other revenue	2,675
Expenses	-8,712,873
Employee related	-7,779,175
Operating expenses	-933,699
Surplus / deficit for the year	-52,459
Closing Balance	1,443,231

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	66,796
Equity Total	352,853
Equity - Aboriginal	1,426
Equity - Socio-economic	13,677
Equity - Language	200,610
Equity - Disability	137,140
Base Total	6,603,190
Base - Per Capita	250,739
Base - Location	0
Base - Other	6,352,451
Other Total	735,182
Grand Total	7,758,022

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

Willoughby Public School actively seeks and values feedback from families, students, and staff as part of its commitment to continued improvement. Feedback was collected via Tell Them from Me (TTFM) surveys, Visible Learning interviews and anecdotally throughout the year.

Students:

A major school focus over the past few years has been on implementing Visible Learning across the school. The school collected baseline data prior to the program commencing and has been conducting periodic check-ins with students. In 2022, there was a noticeable increase in students understanding and using success criteria in their learning. 88% of students (287 from 328 surveyed) responded that they made use of success criteria in their learning. A sample of responses is quoted below:

- *to get an idea of what we are expected to do.*
- *using it to double check your answers at the end to see if you got it correct and if you understand*
- *I use them as my goals to improve my learning so I can understand everything and become successful*
- *By looking at it and trying to work towards it.*
- *I check I have done everything required and did my best i can for the work. I use it as a check list as well.*
- *We use Success Criteria to know what our goal is when we finish the lesson. It might be to understand what we learned*
- *The success criteria is a goal for us. We want to be able to achieve that goal to learn more*
- *You can use the success criteria to check if you have everything you need in your work*
- *I make sure my work includes the success criteria to make my work the best it can be*
- *If I have success criteria I know what I have to work towards therefore it makes what I am trying to learn clear*

Other positive results from TTFM 2022 include:

- 91% of students reporting positive relationships at school.
- 93% of students with positive behaviour at school. This result correlates to the PBEL data (reduced incidence of negative behaviours across playgrounds and classrooms).

Parents:

A focus of the school has been to improve the relevance and value of the student reports we send home. Parent feedback regarding their children's progress reports being written in terms they understand scored highly (6.8, above the state norm of 6.6).

Our focus school wide PBEL and the URSTRONG program was reinforced by parents/carers' positive responses to statements:

- *My child is clear about the rules for school behaviour*
- *Teachers help students develop positive friendships.*

Parent/carer feedback regarding communication has been noted and the school has begun investigating a single platform for all communication, expected to be introduced in 2023.

When asked to list a positive or outline a success of the school, parent/carer responses included (sic):

- *Both our child's teachers have been very caring and supportive of our child with special needs and have given us regular updates on how he is going in class*
- *Teachers have listened to feedback about their style / impact on the child and adapted accordingly. My child's confidence has grown immeasurably in this year. Thank you*
- *My daughter's teach has been very communicative about my daughter's progress in school, often making time to discuss this in person. She seems to genuinely care about my daughter and has created a happy and welcoming environment in the school.*
- *Well organise school, nice, clean and safe environment. Good teachers and friendly staff, positif influences for students. Lots of sports, music and arts also recreational activities. School also encourage children for reading and writing. Overall, my child is happy and improved in academic, social and mental*
- *The school is very supportive of students, provide and maintain great teaching staff and extra support for students that need it. They are strong on school Motto about being respectful responsible and safe learner. Really happy with our school and its community.*
- *The school welcomes and encourages diversity. There are also many interesting activities throughout the year that engage the whole school and community.*
- *We are very happy that our son attends Willoughby Public School. We have found the teaching staff to be consistently dedicated and extremely aware of our son, his progress and even his friendship circle. We could not speak more highly of his current teacher and how wonderfully dedicated and kind she is to us and our son. We could not ask for more from Willoughby Public and would highly recommend the school to anyone considering sending their children there.*

Feedback anecdotally and via P&C regarding the introduction of student voice on semester reports was positive. Students commented on an area of strength and an area for improvement. This will be retained as a valuable part of our reports, moving forward.

Teachers:

Teachers provided feedback via the TTFM survey. 83% of teachers reported school leaders were **leading improvement and change** and a similar number were positive about **the communication of strategic vision**. 87% of teachers reported they **shared and implemented ideas about the ways to help students retain what they are learning**. This correlates to the purposeful work of our school leadership team implementing the visible learning program, leading explicit teaching and feedback focuses, and driving collaborative practice across the school.

Within the 8 Drivers of Student Learning, Willoughby Public School teachers scored above NSW Government Primary Norm in all areas. Of note were the areas of Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies and Technology, which all scored 0.4 above state norm scores.

Willoughby staff also achieved above state norms in the Four Dimensions of Classroom and School Practices. Data reinforces the successes of:

- Teaching team fortnightly adjustment meetings and regular case management meetings
- Collaborative team programming, assessment and moderation time
- What Works Best and Visible Learning explicit teaching and feedback focuses

Teacher feedback regarding time for collaboration with colleagues was positive and a survey of staff professional learning preferences will guide PL opportunities in 2023.

The school will continue to seek, evaluate, and act on feedback from students, staff and families in 2023.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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