

# 2022 Annual Report

## Wollongong West Public School



3477

# Introduction

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

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

## School contact details

---

Wollongong West Public School

Crown St West

Wollongong, 2500

<https://wollongwst-p.schools.nsw.gov.au>

[wollongwst-p.school@det.nsw.edu.au](mailto:wollongwst-p.school@det.nsw.edu.au)

4229 2096



## School vision

At Wollongong West Public School we aspire to be a community of learners with a culture of continuous improvement.

We will empower students to engage in a meaningful curriculum as successful and resilient learners, creative and curious individuals and active and informed global citizens with dignity, purpose and options.

Our school will be a place where diversity is our strength and every child is known, valued and cared for.

## School context

Wollongong West Public School is a vibrant and dynamic primary school that has served the West Wollongong community for over 90 years.

Our school celebrates and values our diverse community, with 11% of students being Aboriginal and 47% of students learning English as an Additional Language/Dialect. The predominant home languages of our families are English and Arabic. Our school fosters a culture of inclusivity with students with diverse learning needs celebrated in all classes, including our three support classes catering for children with autism and children in need of additional emotional support. Our school receives equity funding to support the needs of our diverse learners.

Our localised wellbeing framework supports a positive, therapeutic and trauma informed learning environment where all children are supported to connect, succeed and thrive. Strong relationships between all community members are central to our school.

Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong educational programs across all key learning areas. Extra curricular activities offered at our school include band, choir, dance troupes, sporting gala days and public speaking competitions.

Students are engaged in personalised learning experiences to support each child's growth and achievement. Teachers employ an enquiring mind as they learn and grow as collaborative educators through evidenced based teaching practices developed through high quality professional learning experiences supported by our strong instructional leadership program.

Our school is an active member of the Wollongong Community of Schools, Wollongong Literacy Leadership team and the Network of Inquiry and Innovation.

Our school treasures our supportive wider community, encompassing our Parents & Citizens Association, broad parent body and local community members, including the Northern Illawarra Aboriginal Education Consultative Group, local churches and other community organisations.

Standing proudly at the base of Mount Keira, traditionally a women's learning place of the Dharawal nation, our school has natural playground spaces, vast sporting grounds, an indoor swimming pool and plentiful outdoor learning areas including a permaculture garden.

Future directions for our school include:

### **Collaboration**

- to increase growth and attainment for our students in reading, writing and numeracy
- to strengthen evidenced-informed teaching practice
- to build a culture of deep inquiry

### **Curriculum**

- to deepen knowledge about what and how to teach
- to design quality assessment tasks to draw accurate conclusions and inform teaching

### **Connection**

- to strengthen relationships to support learning and wellbeing, including at transition points

- to increase student attendance rates
- to embed authentic relationships between the curriculum and local Aboriginal knowledge



## 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	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	Excelling
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

To grow a professional learning community which is focused on continuous improvement and commitment to data informed, collaborative and evidence-based pedagogical teaching practice. Every child will achieve improved learning outcomes and above expected growth in literacy and numeracy and gaps in student achievement will decrease.

### Initiatives

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

- Collaboration

### Resources allocated to this strategic direction

**Socio-economic background:** \$85,875.00

**QTSS release:** \$44,704.00

**Literacy and numeracy intervention:** \$36,200.00

**Aboriginal background:** \$5,928.00

### Summary of progress

In 2022, a priority was improving literacy and numeracy student outcomes through a targeted focus on strengthened teacher capacity.

A distributed instructional leadership model supported mentoring to plan for, deliver and assess student learning and evaluate teaching practice. Spirals of Inquiry provided the opportunity for teachers to determine a problem of practice in the teaching of reading to investigate and put in place actions. Monthly spirals sessions involved engagement in professional dialogue, targeted professional learning, analysis of student learning data, sharing of and reflecting on videos of teaching practice and capturing and analysing student voice through instructional rounds. Regular stage and whole school data talks supported consistency in teacher judgment of student achievement and growth within and across stages through a detailed analysis of what students are currently able to do in reading, writing and numeracy. Action plans were then developed to support the articulation and acting upon of next learning for students.

Internal and external data sources show improved student learning outcomes across literacy and numeracy. 2022 NAPLAN results indicate a 28% uplift in the percentage of students achieving in the top two bands in NAPLAN reading from 2021 data and a 15% uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy from 2021 data. Check-in assessment and internal tiered data analysis further support improved student growth and achievement in literacy and numeracy.

In 2023, the employment of an Assistant Principal, Curriculum and Instruction and the strategic use of executive curriculum reform release will support the strengthening of the instructional leadership program to mentor teachers in planning and delivering quality literacy and numeracy teaching aligned to the new syllabus documents. Numeracy will be the focus for Spirals of Inquiry sessions to support progress towards the achievement of the lower band numeracy target. Stage and whole school data talks will continue for the areas of reading, writing and numeracy with a revised action plan template to provide greater clarity and accountability of future actions.

### 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
7% uplift in the percentage of students achieving in the top two bands in NAPLAN reading to achieve the system negotiated lower bound target.	2022 NAPLAN data indicates 59% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
7% uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy to achieve the	2022 NAPLAN data indicates 27% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.

system negotiated lower bound target.



## Strategic Direction 2: Thriving

### Purpose

For all students to thrive as collaborative learners, creative individuals, critical reflectors and effective communicators through engagement in a personalised, meaningful and authentic curriculum. Quality, innovative and differentiated teaching and assessing practices will meet the individual learning needs of all students.

### 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.

- Curriculum

### Resources allocated to this strategic direction

**Socio-economic background:** \$23,360.00  
**English language proficiency:** \$130,314.00  
**Low level adjustment for disability:** \$122,137.00  
**Refugee Student Support:** \$4,550.00  
**Integration funding support:** \$182,006.00  
**PMSTI funding:** \$57,460.00

### Summary of progress

In 2022, a priority was the delivery of a current, relevant and innovative curriculum that incorporates quality assessment in all forms and personalised learning experiences for every child.

The development of a more structured approach to the Collaborative Assessment of Student Work (CASW) process that involved the design of change over time documents in reading and writing supported increased clarity and consistency in the assessment of student work. This led to strengthened internal data that informed the development of targeted interventions to support at point learning experiences for every child. This was achieved through quality classroom teaching, the development of relevant Personalised Learning and Support Plans containing SMART goals and a range of targeted interventions, including COVID IL&SP and New Arrivals Program support. 1:1 i-pad use in all classrooms to support the quality teaching of literacy and numeracy was successful in developing skills in children to engage in online learning and external assessments. The Primary Mathematics Specialist Teacher supported the implementation of quality number talks school-wide leading to strengthened student flexibility in thinking and ability to articulate the use of mathematical strategies. Focused and sustained professional learning to support curriculum reform, including the development of scope and sequence documents, was undertaken to support readiness for the implementation of the incoming English and mathematics syllabus documents.

The design and use of change over time documents and a restructure of data talk formats increased teacher understanding of grade expectations and supported the collection of more accurate internal data in reading and writing. Internal data identifies the vast majority of students achieving expected growth in literacy and numeracy. External data sources, including NAPLAN and check-in assessments indicated that increased technology use strengthened student skills to access learning and assessment online. 2022 check in data indicated that students in Years 3, 4 and 5 bettered the state and statistically similar schools in reading and numeracy.

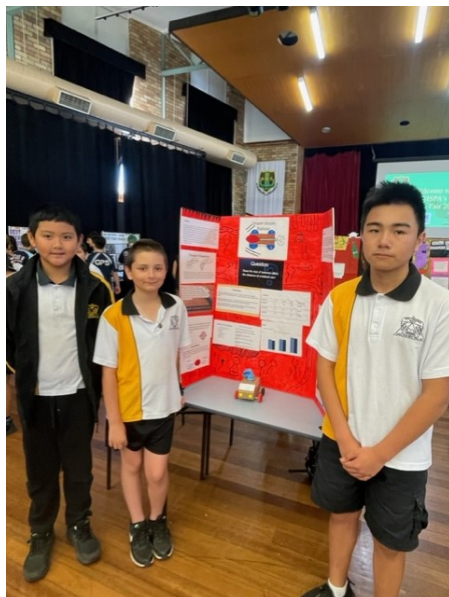
In 2023, the employment of an Assistant Principal, Curriculum and Instruction and Primary Mathematics Specialist Teacher will support the strengthening of quality and consistent assessment, with a focus on mathematics. This will include the development of a change over time mathematics document to support improved consistent teacher judgment and internal data reliability in mathematics. The strategic use of professional learning funding and executive curriculum reform release will support the implementation of the English and Mathematics syllabus documents. These allocations will be used for school executive staff to lead collaborative planning, provide demonstration lessons, undertake lesson observations including the provision of quality feedback and provide mentoring experiences to support teachers with the curriculum reform.

### 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
Increased percentage of students achieving expected growth in NAPLAN reading, to be above 2021 data and trending towards the system negotiated lower bound target.	NAPLAN reading expected growth unable to be reported due to the suspension of the National Assessment Program in 2020. Expected growth is monitored by internal measures.
Increased percentage of students achieving expected growth in NAPLAN numeracy, to be above 2021 data and trending towards the system negotiated lower bound target.	NAPLAN numeracy expected growth unable to be reported due to the suspension of the National Assessment Program in 2020. Expected growth is monitored by internal measures.



## Strategic Direction 3: Belonging

### Purpose

For all community members to experience a strong sense of connection and belonging. The learning and wellbeing needs of every student will be supported through the fostering of authentic, respectful and informed relationships.

### 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.

- Connection

### Resources allocated to this strategic direction

**Aboriginal background:** \$8,750.00

### Summary of progress

In 2022, a priority was improving student wellbeing with an emphasis on Aboriginal students. and increasing parent/carers engagement in student learning to support strengthened attendance data.

A continued focus on the implementation of trauma informed practice and quality transition programs at all stages of schooling was maintained in 2022. Sustained planning was undertaken for the implementation of the Inclusive, Engaging and Respectful schools reform to inform and develop staff and ensure school compliance. Regular analysis of learning, attendance and wellbeing data of our Aboriginal students was a priority to maximise learning outcomes for our Aboriginal students. An Aboriginal mentoring program was implemented to support increased engagement in school and high expectations of self for our Aboriginal students. Increased parent/carers engagement was supported through student led conferences, showcase assemblies, strategic use of the Seesaw app, a parent cafe and community hub activities. A variety of initiatives were introduced and strengthened to support increased student attendance rates.

The Tell Them from Me Survey data demonstrated a significant increase in students reporting positive wellbeing at school. Instructional rounds data indicated that all students were able to identify an adult at the school who believed they would be successful. The vast majority of students could articulate how staff members showed this. Teachers are currently implementing the new Inclusive Education Policy and Student Behaviour Policy and school processes are aligned to the new reform. Student attendance rates dipped mid-year, largely related to COVID isolation guidelines. However strengthened attendance initiatives resulted in improved attendance rates in Semester Two.

In 2023, a priority will be the implementation of the incoming Restrictive Practices policy, which will have implications for our support classes. Staff professional learning to support student mental health will also be a focus in 2023 to address emerging student need. Connection with external personnel such as the AECG and local elders will be strengthened to support the learning, wellbeing, engagement and attendance of our Aboriginal students. Parental engagement will be increased through more focused use of the Seesaw app and increased opportunities to meet face-to-face with teachers to discuss learning to support improved student attendance.

### 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
3% uplift in the percentage of students above 90% attendance from baseline data to achieve the system negotiated lower bound target.	71% of students attended school 90% or more of the time.
3% uplift in the percentage of students reporting positive wellbeing (expectations of success, advocacy and sense of belonging) in the Tell Them From Me survey from baseline data to achieve the system negotiated lower	Increased percentage of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success by 9%.

bound target.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$182,006.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wollongong West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students received integration funding support demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans (PLaSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms and the playground.</p> <p><b>After evaluation, the next steps to support our students will be:</b> formal tracking of student achievement of and progression towards SMART goals identified on PLaSPs to evaluate the suitability of SMART goals and the impact of interventions.</p>
<p>Literacy and numeracy</p> <p>\$7,020.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wollongong West Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• purchasing of reading resources, such as such as quality picture books, novels, decodable texts and guided readers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 59% of students achieved in the top two bands for reading in NAPLAN in 2022 and reading activities were supported by quality resources that meet diverse student need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> purchase of further reading resources, including decodable texts, novels and quality picture books, to support curriculum reform.</p>
<p>Professional learning</p> <p>\$22,120.00</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 Wollongong West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• release to participate in professional learning activities, aligned to the Strategic Improvement Plan, to build teacher and leader capacity.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

Professional learning \$22,120.00	<p>increased capacity of all teachers to embed effective practices in the explicit teaching of reading, writing and speaking and listening. This resulted in the school performing higher than statistically similar schools and the state in 2022 reading and mathematics NAPLAN. In addition, teachers reported readiness for the implementation of new English and Mathematics syllabus documents in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning to support teacher capacity when teaching English and mathematics and additional professional learning to support further curriculum reform.</p>
Refugee Student Support \$9,550.00	<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>• Curriculum</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the learning and wellbeing needs of students from a refugee background being effectively catered for by additional support from a bilingual School Learning Support Officer. Partnerships between the school and parents/carers were strengthened through connections with bilingual staff and the use of interpreters within communication processes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to strengthen connections between the school and families from a refugee background through the continued employment of bilingual staff and hosting of community events.</p>
Socio-economic background \$109,235.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wollongong West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Curriculum</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>• employment of an instructional leader to support strengthened teacher practice.</li> <li>• professional development of staff through Spirals of Inquiry and data talks to support student learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 28% uplift in the percentage of students achieving in the top two bands in NAPLAN reading from 2021 data and a 15% uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy from 2021 data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued professional development of staff through Spirals of Inquiry with a numeracy focus, and data talks with a reading, writing and numeracy focus, to support improved student learning outcomes.</p>
Aboriginal background	Aboriginal background equity loading is used to meet the specific learning

<p>\$14,678.00</p>	<p>needs of Aboriginal students at Wollongong West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Connection</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to participate in professional learning activities to support improved outcomes for Aboriginal students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 3% increase in the attendance rates of Aboriginal students from 2021 data and 50% of Aboriginal students performing at or above grade level in reading, writing and mathematics.</p> <p><b>After evaluation, the next steps to support our students will be:</b> embedding Aboriginal perspectives in teaching and learning programs aligned to new syllabus documents and termly monitoring of growth and achievement toward goals identified on Personalised Learning Pathways.</p>
<p>English language proficiency</p> <p>\$130,314.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wollongong West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</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>• provision of additional support in the classroom for EAL/D learners.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Attendance rates for students in the developing and consolidating phases of English learning matching non-EAL/D learners. 50% of students in the developing phase of English performing in the top two bands of NAPLAN for reading in 2022. 36% of students in the developing phase of English performing in the top two bands of NAPLAN for numeracy in 2022. No student in the developing phase of English had achieved in the top two bands in the three previous NAPLAN years.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuing the current model of co-planning and co-teaching to support targeted and differentiated learning experiences within the classroom for EAL/D students. In addition, improving teacher understanding of the EAL/D learning progressions to accurately track EAL/D student growth and tailor teaching accordingly.</p>
<p>Low level adjustment for disability</p> <p>\$122,137.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wollongong West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>



<p>Low level adjustment for disability</p> <p>\$122,137.00</p>	<ul style="list-style-type: none"> <li>• provision of additional support in the classroom in meeting the literacy and numeracy needs fo students with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 4% decrease in the number of students in the bottom two bands in NAPLAN 2022 for students in Year 3 and 6% decrease in the number of students in the bottom two bands in NAPLAN 2022 for students in Year 5.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuing the current model of co-planning and co-teaching to support targeted and differentiated learning experiences within the classroom for students with additional learning needs. In addition, student achievement of and progression towards SMART goals identified on PLaSPs will be tracked to evaluate the suitability of SMART goals and the impact of teaching and interventions.</p>
<p>QTSS release</p> <p>\$44,704.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wollongong West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</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>• employment of an instructional leader to support strengthened teacher practice in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 83% of students making above or expected growth in reading as indicated by internal tiered data and 89% of students making above or expected growth in mathematics as indicated by internal tiered data. The triangulation of NAPLAN, check-in assessment and internal tiered literacy and numeracy data reflect improved student learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the Assistant Principal Curriculum and Instruction supporting a model of distributed instructional leadership to lead improved teacher practice in the areas of literacy or numeracy. Executive staff providing coaching and mentoring support in planning, teaching, assessing and evaluating literacy and numeracy learning experiences.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wollongong West Public School who may be at risk of not meeting minimum standards.</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>• Collaboration</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>• employment of an instructional leader to support strengthened teacher practice in literacy and numeracy in K-2 classrooms.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> check-in assessment data indicating that students in Years 3, 4 and 5 bettered the state and statistically similar schools in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> engagement of additional teaching staff using other flexible funding to continue the co-teaching and interventionist model of support for students with additional learning needs. The employment of an Assistant Principal, Curriculum and Instruction to support a model of distributed instructional</p>

<p>Literacy and numeracy intervention</p> <p>\$36,200.00</p>	<p>leadership to lead improved teacher practice in the areas of literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$109,679.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of a teacher to deliver small group tuition in literacy and numeracy to identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> decrease in the number of students requiring Tier 1 and Tier 2 interventions in Years 3-6.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition, using internal and external data sources to identify specific student need.</p>





## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	88	111	109	104
Girls	93	90	84	87

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.1	87.9	90.3	86.1
1	88.9	94.3	91.0	82.9
2	92.8	92.5	86.7	86.5
3	93.6	91.8	91.9	88.2
4	91.2	93.2	90.9	86.6
5	92.3	91.3	91.5	82.4
6	92.8	91.9	84.5	86.6
All Years	91.8	91.7	89.9	85.3
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
Assistant Principal(s)	3
Classroom Teacher(s)	10.52
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
Teacher ESL	0.6
School Counsellor	0.8
School Administration and Support Staff	4.92

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	248,845
<b>Revenue</b>	3,857,337
Appropriation	3,735,612
Sale of Goods and Services	18,249
Grants and contributions	91,342
Investment income	1,938
Other revenue	10,196
<b>Expenses</b>	-3,823,700
Employee related	-3,567,866
Operating expenses	-255,834
<b>Surplus / deficit for the year</b>	33,637
<b>Closing Balance</b>	282,482

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 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	143,326
<b>Equity Total</b>	372,757
Equity - Aboriginal	14,701
Equity - Socio-economic	109,235
Equity - Language	130,314
Equity - Disability	118,508
<b>Base Total</b>	2,269,521
Base - Per Capita	52,896
Base - Location	0
Base - Other	2,216,625
<b>Other Total</b>	464,642
<b>Grand Total</b>	3,250,246

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

## Tell Them from Me survey

The Tell Them from Me survey was administered to parents/carers, students and teachers in November 2022. The following information was sourced:

Parent/caregiver identified strengths:

- school supports positive behaviour, in particular "my child is clear about the rules for school behaviour".
- parents feel welcome, in particular "I feel welcome when I visit the school".
- an inclusive school, in particular "teachers help students develop positive friendships".

Parent/caregiver identified area for development:

- school supports learning, in particular "teachers expect homework to be done on time".

Student identified strengths:

- students display positive behavior at school
- few students are victims of bullying
- staff hold high expectations of success

Student identified area for development:

- teachers use explicit teaching practices and provide feedback on learning

Teacher identified strengths:

- an inclusive school, in particular "I establish clear expectations for student behaviour".
- teaching strategies, in particular "I link new concepts to previously mastered skills and knowledge".
- learning culture, in particular "I monitor the progress of individual students".

Teacher identified area for development:

- technology, in particular "students use computers or other interactive technology to track progress towards their goals".

## Instructional rounds data

In November 2022, instructional rounds data indicated that 100% of students were able to identify two staff members who believed they were going to be successful and could identify ways in which these staff members demonstrated this belief.





# 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.

