

2022 Annual Report

Liverpool West Public School



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Introduction

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

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School vision

Our vision is to continuously improve our school with an unwavering commitment to providing the highest quality education to uplift the performance of all students. We strive to create a well-connected community that fosters life-long learners and prepares our students for success in a rapidly changing world. By prioritising excellence, collaboration, and innovation, we aim to inspire our students to reach their full potential and become leaders who positively impact their communities.

School context

Liverpool West Public School is a richly diverse and vibrant P-6 school on Darug land in south western Sydney and acknowledges connections to the Cabrogal clan of the Darug nation. The school provides quality educational programs for the current enrolment of 677 students including 33 students who identify as Aboriginal and/or Torres Strait Islander. 87% of students have a language background other than English and between 16%-20% of students are newly arrived and/or have refugee experiences. The school has a FOEI (Family Occupation and Education Index) of 164 and caters for diverse needs inclusive of students enrolled in Coota Gulla - a designated Aboriginal preschool - and students in the four support unit classes.

All teachers are committed to developing and implementing quality teaching and learning programs, based on ongoing assessment and evaluation. The NSW Quality Teaching Framework is one important tool accessed to design lessons with a strong focus on high expectations. All teachers have met the professional requirements for teaching in NSW public schools and are fully supported by a strategic professional learning model.

The school prides itself on driving important developments, including the implementation of the High Potential and Gifted Education policy. Other priorities in the school's Strategic Improvement Plan include a strong emphasis on differentiated, evidence-based teaching and learning, maximising upon already strong parent engagement and support in partnering to improve student learning outcomes.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student performance and drive improvement of student outcomes through a whole school approach, including effective teaching and assessment strategies, and data analysis to inform differentiated classroom practice for 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.

- Literacy and Numeracy
- Curriculum Differentiation

Resources allocated to this strategic direction

Literacy and numeracy: \$61,776.08

AP Curriculum & Instruction: \$301,142.00

Professional learning: \$56,204.45

Socio-economic background: \$183,198.11

Aboriginal background: \$7,200.00

Per capita: \$3,734.43

Summary of progress

Literacy and Numeracy

Analysis of NAPLAN data, internal data, teacher reflection and classroom observations indicated a need to target numeracy. Collaborative planning and differentiated teacher professional learning focused on evidence-based pedagogy, planning and programming to analyse student data, set goals and share resources. We narrowed our focus in Semester 2 to prepare for the implementation of the new syllabus documents in 2023. We also targeted support for Aboriginal students in early intervention, literacy, numeracy and cultural awareness raising.

The implementation was supported by prioritising professional learning cycles and securing human resources to ensure all teachers were present. Teachers shared positive feedback and demonstrated enthusiasm to transfer knowledge into classroom practice, as evidenced by exit slips gathered at the conclusion of each session. The implementation was also supported by resourcing English and mathematics, and the Darug language program was successfully implemented despite challenges with engaging First Nations families and COVID cohorting demands.

The impact of the professional learning cycles was seen in the high number of teachers requesting to teach kindergarten through to Year 2, excited and confident to implement the new syllabi. We achieved or exceeded set goals across literacy and numeracy 90% of the time in Terms 2, 3 and 4.

In 2023, we will implement the K-2 syllabi and focus on engaging in professional learning based on the 3-6 syllabus documents to prepare for the implementation in 2024. We will also shorten the timeframe between each cycle to once a fortnight to sharpen our focus and provide timely support to teachers. To ensure the success of our Aboriginal strategies, we recognise the importance of further engaging our First Nations parents, carers and community in student education partnerships.

Curriculum Differentiation

Staff participated in multiple teacher professional learning sessions aimed at enhancing their grasp of the Differentiation Adjustment Tool (DAT) to cater to the needs of high potential and gifted students across all areas. They displayed a greater understanding of the tool, implementing appropriate adjustments in programming. Evidence indicates that staff have enhanced their knowledge and confidence in using the DAT to cater to the specific learning requirements of high potential students.

Teachers differentiate curriculum delivery to cater to students of varying achievement levels and provide appropriate support of challenge. Most students exhibit an understanding of their learning needs for continuous improvement. Student feedback demonstrated varied responses to these differentiated activities, including requests for more, those unexpected students that engaged and students who were considered as high potential not engaging at all.

It is evident that while the professional learning has impacted staff, it is currently too early to gather data on student

impact. Additionally, staff feedback indicates a need for continued professional learning to introduce the remaining adjustments in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The proportion of students achieving expected growth in Reading to increase by 5%.	Due to students not participating in NAPLAN in 2020, growth could not be calculated.
The proportion of students in top two bands for Reading to increase by 8% (System Negotiated Target).	Data indicates that 19% of Year 3 students and 9% of Year 5 students are in the top two skill bands (NAPLAN) for reading which is a decrease against baseline data. The impact of COVID has been a significant factor in this decrease.
The proportion of students achieving expected growth in Numeracy to increase by 5%.	Due to students not participating in NAPLAN in 2020, growth could not be calculated.
The proportion of students in top two bands for Numeracy to increase by 8% (System Negotiated Target).	Data indicates that 5.6% of Year 3 students and 5.1% of Year 5 students are in the top two skill bands (NAPLAN) for Numeracy which is a decrease against baseline data. The impact of COVID has been a significant factor in this decrease.
All Aboriginal students achieving at or above expected growth in Reading and Numeracy.	Due to students not participating in NAPLAN in 2020, growth could not be calculated.
To increase the % of students achieving 'C' or above in English by 5%.	The percentage of students achieving a 'C' or above in English has exceeded the 5% target growth. This growth has been predominantly due to students moving from the bottom two grades to achieving a 'C'.
To increase the % of students achieving 'C' or above in Mathematics by 5%.	The percentage of students achieving a 'C' or above in Mathematics has exceeded the 5% target growth. This growth has been predominantly due to students moving from the bottom two grades to achieving a 'C'.

Strategic Direction 2: Engagement and Learning Culture

Purpose

To provide a positive quality learning culture underpinned by high expectations, meaningful challenge and innovative practice that meets individual student needs, increases student engagement and develops autonomous learners.

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.

- Learning Culture
- Engagement

Resources allocated to this strategic direction

Socio-economic background: \$29,585.11

Summary of progress

Learning Culture

Three professional learning sessions for all staff for each of the domains social-emotional, creative and physical, as identified in the High Potential and Gifted Education policy, were held. Teachers applied their newly acquired knowledge to identify high potential in their students, Feedback demonstrated that staff felt confident to very confident in their ability to use indicators and learning characteristics to identify students with high potential.

Comments from teachers about particular students, who, in the past, were identified as having behaviour concerns or who did not appear to have high potential, now reflect open consideration as possible students with high potential. It became apparent through professional learning and teacher discussions that teachers were more informed about and confident with addressing the needs of these students.

Due to time constraints, staff did not complete the planned professional learning on the intellectual domain and identifying underachievers. We were not able to implement a means to capture data of high potential and gifted students across all domains.

The impact so far is teachers having an open outlook about students who may have high potential and therefore feeling more confident in differentiating student learning to extend students. This was evident through teacher feedback collected at the end of every professional learning session, during whole staff reflection meetings and during informal discussions.

Professional learning will continue in 2023, to look at assessing and identifying student needs in the intellectual domain and identifying underachievers.

Engagement

This is the first year of full-time learning at school after 2 years of mixed modes of learning at school and learning from home. COVID restrictions have impacted on student attendance throughout 2022. 7-day isolation periods were in place until 14 October 2022 which impacted many students who tested positive for COVID during this time. SCOUT data showed that there has been a 3% increase in the attendance rate between Semester 1 and Semester 2. Staff are celebrating students who are at school every day ready to learn through recognition, including rewarding through vouchers, class parties, and bonus auction money.

The Inclusive, Engaging Respectful schools pack was used to update school processes and procedures, and made explicit to staff and students. There was an increase of staff usage of the Learning Support Team referral process ensuring more students were given appropriate support.

The 2023 focus will be reviewing current practices and accessing staff, students and the community for innovative ideas to further improve attendance. Updating student expectations that aligned to new build and accessible areas in existing build will also be a priority.

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 proportion of students attending school for 90% of the time or more from a baseline of 71.7% to at least 74.9%. (System Negotiated Target).	While attendance overall has improved (by 3%), for students attending 90% or more of the time, progress has yet to be made.
To have achieved Sustaining and Growing or above for Statements 1.2 and 1.4 in the High Potential and Gifted Policy (HPGE).	Progress is continuing in the implementation of the High Potential and Gifted Education policy. For statements 1.2 and 1.4 we are currently at the delivering stage.
To increase results of the student 'Tell Them From Me' survey in High Skill/High Challenge by 5-8% from 2021 data.	Data indicates that progress is yet to be made through this measure.

Strategic Direction 3: Inclusivity and Belonging

Purpose

To build a school community in which all members (students, staff, parents/carers, community members) are feeling valued and connected as informed partners in providing authentic opportunities for all to be involved in, and contribute to, student learning and wellbeing.

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.

- Community Learning
- Communication and Engagement

Resources allocated to this strategic direction

Socio-economic background: \$283,871.25

Low level adjustment for disability: \$3,498.30

Summary of progress

Community Learning

2022 saw the re-establishment of community programs, including strengthening external partnerships, and the re-introduction of whole school events, such as Book Parade, Multicultural Day and Mini Fair. Survey results indicated that our community was interested in re-establishing a parents and citizens association.

The role of the fulltime Community Liaison Officer and an additional school learning support officer were indispensable in reconnecting with our community after the adverse impact of COVID, including social distancing. They were easily accessible by phone and in person from being visible in the playground before and after school for informal interactions, calling families to personally inform them of the re-establishment of our community programs and assisting with the enrolment process, ensuring new families feel welcome. These relationships and that they are bilingual has also proved invaluable in supporting meetings between staff and families in order to support student wellbeing. Students, particularly new arrivals and refugee students, also seek out our Community Liaison Officer if they need particular support and he supports connecting them with appropriate staff to provide the appropriate response.

Parents and community coming into the school more often, including an increase in external partnerships entering the school, contributed to student learning and wellbeing.

The School Assessment Tool Reflection Matrix has been developed to assist members of the school community assess current family and community engagement practices. Liverpool West Public School uses this matrix as an approach to evaluate progress and implement strategies to strengthen community engagement. Using the descriptions of the Stages of Engagement, suggested examples and school data, there has been growth across 3 of the dimensions: 'Communicating', 'Building community and identity' and 'Recognising the role of the family'.

Communication and Engagement

The impact of COVID significantly and negatively affected staff and student engagement. The implementation of the 2022 activities was to create and enhance a positive school culture to re-engage the whole school community and increase sense of belonging, advocacy and high expectations.

Staff engaged with the Be Challenged program and students P-6 collaborated to create an artwork with Aboriginal perspective to be displayed in the new school. Three staff members were trained to manage the school website keeping it current, informing our school community.

Positive feedback from students and community members regarding Multicultural Day and Mini Fair was received on our school ClassDojo story from members of our community. There was an unprecedented number of students, with enthusiastic staff support, who wanted to perform dance items from their own culture. Equally, there were many students who joined groups which were not of their culture.

The Be Challenged activities were also very successful in strengthening connections between staff and provided staff with opportunities to engage with each other in less formal settings.

There have been positive impacts as a result of the activities initiated in 2022, however, in order to continue to foster open communication and positive engagement activities, such as these, need to continue.

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
Student wellbeing to be between 91.5%-96.5% (System Negotiated)	Data indicates a decrease in this measure.
To increase results of the student 'Tell Them From Me' survey in 'Sense of Belonging' by 5-8%.	Data indicates that progress is yet to be made through this measure.
To increase results of the parent 'Tell Them From Me' survey in 'Parents are informed' by 5-8%.	Data indicates that progress is yet to be made through this measure.
To increase results of the staff 'People Matter' survey in 'Inclusion & Diversity' by 5-8%.	There has been an 8% decrease, however, we are still 13% above the NSW public sector.
To have achieved 'Sustaining' in the against the School Assessment Tool Reflection Matrix.	The School Assessment Tool Reflection Matrix highlights that there has been there has been growth across 3 of the dimensions: 'Communicating', 'Building community and identity' and 'Recognising the role of the family'.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$32,393.08</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support. <p>The allocation of this funding has resulted in the following impact: on refugee students who were provided with additional support to transition into the Australian school system.</p> <p>After evaluation, the next steps to support our students will be: to continue supporting refugee students through the same process and provide support as needed.</p>
<p>New Arrivals Program</p> <p>\$23,237.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Liverpool West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 multi-lingual school learning support officers to support new arrival students with early English language acquisition. <p>The allocation of this funding has resulted in the following impact: of improved English language proficiency of new arrival students, increasing their confidence and engagement in the classroom, and enhancing their overall academic performance.</p> <p>After evaluation, the next steps to support our students will be: to continue this program, including collecting feedback from students and teachers, tracking student progress over time, and analysing student performance on English language assessments.</p>
<p>Integration funding support</p> <p>\$132,971.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Liverpool West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • staff release to build teacher capacity around behaviour intervention and curriculum adjustments. <p>The allocation of this funding has resulted in the following impact: on the response time of actioning learning support team referrals for</p>

<p>Integration funding support</p> <p>\$132,971.00</p>	<p>diagnosed students who were placed in mainstream classes. This involved providing academic, social or emotional support to the students as well as monitoring their progress and providing feedback to both teachers and the learning support team. This allowed for modifications to be made to the program model and roles as needed in a timely manner.</p> <p>After evaluation, the next steps to support our students will be: further assisted through the creation of a supportive network by providing additional training for teachers and staff to address any identified areas for improvement and provide more opportunities for parent and community engagement.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Liverpool West 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"> • Literacy and Numeracy • Curriculum Differentiation • Learning Culture • Engagement • Communication and Engagement • Community Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support program implementation • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items • staff release to attend professional learning • employment of additional staff, including school learning support officers, to support learning in the classroom • employment of external providers to support students with additional learning needs • other funded activities: <ul style="list-style-type: none"> * speech pathology * additional assistant principal support * Little Leapers (pre-kindergarten program) * student Learning and Wellbeing Officer * family assistance <p>The allocation of this funding has resulted in the following impact: of increased cultural awareness of teachers leading to increased implementation of cultural acknowledgement and celebration, differentiation strategies documented in teaching and learning programs and evidenced in classroom practice, increased capacity of teachers to identify the needs of students with high potential in the social-emotional, physical and creative domains, improved attendance monitoring processes, and practices to celebrate improved attendance, focused on increasing our parent engagement and reviewed policy and procedures in line with the inclusive education reform. Unexplained absences decreased for all grades in 2022. Tell Them From Me data evidenced community engagement consistently exceeded the NSW government norm.</p> <p>Other activities: Speech Pathology has resulted in significant improvement in the communication skills of students with speech, language and social communication difficulties. This has supported students to develop better relationships with their peers and participate more fully in class discussions. Improvement in receptive and expressive language has enabled students to access the curriculum and achieve growth.</p> <p>An additional assistant principal has enabled focused leadership of support</p>

<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>teachers in more effectively assessing student needs and providing more targeted support for students. Additionally, classroom teachers benefited from the additional assistant principal and her support teacher team leading to improved engagement and a greater sense of belonging among students.</p> <p>The Little Leapers program supports students who may not be ready for preschool. There is a focus on social skills, literacy and numeracy knowledge and skills, and a greater sense of belonging. From here these children experience smoother transitions to preschool or kindergarten as appropriate..</p> <p>Having a dedicated student Learning and Wellbeing Officer has enabled a quicker process in supporting families with students with learning needs or disability to access allied health therapies as well as seeking further support where necessary via the LST referral pathway, developing individualised plans that meet each student's unique needs and providing immediate intervention support.</p> <p>Family assistance has provided equitable access to educational opportunities for students from disadvantaged backgrounds addressing the equity gap in education and promoting a more inclusive and supportive school culture. A sense of belonging has also been fostered by ensuring students have access to school uniforms, as well as access to breakfast and lunch, at times when families may require extra support.</p> <p>After evaluation, the next steps to support our students will be: a continued focus on implementing the High Potential and Gifted Education policy, an increase in strategies for engaging parents as partners in their child's education, a continued focus on attendance, continued allocation of extra human resources, including school learning support officers in the classroom, employment of an assistant principal Learning and Wellbeing, and an increase in the number of English as an additional language/dialect teachers employed, because we understand that a focus on wellbeing, parent engagement and high expectations is paramount to student engagement in learning.</p>
<p>Aboriginal background</p> <p>\$86,803.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Liverpool West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (Aboriginal Education Officer) to support Aboriginal students • engaging an Aboriginal Education Officer to facilitate improved community engagement, including the engagement of students and their families • all Aboriginal students having a Personalised Learning Plan • the Aboriginal students' HPGE initiative. <p>The allocation of this funding has resulted in the following impact: of developing a deeper respect for Aboriginal and Torres Strait Islander peoples and their land, and have supported the wellbeing of Aboriginal and Torres Strait Islander students by enabling them to connect with their culture and language. Teacher professional learning that has taken place as part of this initiative has improved the collective efficacy of staff, giving them the knowledge and skills to better support students in language acquisition.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage with local Aboriginal and Torres Strait Islander</p>

<p>Aboriginal background</p> <p>\$86,803.00</p>	<p>communities to seek their perspectives and input. Additionally, collaborations with other schools will provide opportunities to share best practice and resources and provide additional opportunities for our Aboriginal and Torres Strait Islander students to connect with their culture and heritage.</p>
<p>English language proficiency</p> <p>\$567,771.37</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Liverpool West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional English as an additional language/dialect support in the classroom and as part of differentiation initiatives • provide English as an additional language/dialect Progression levelling professional learning to staff. <p>The allocation of this funding has resulted in the following impact: of further developing English language proficiency of our students and promoting Aboriginal language across the school by employing additional staff to provide more individualised support.</p> <p>After evaluation, the next steps to support our students will be: the continued employment of additional staff dependent on student need and available funding.</p>
<p>Low level adjustment for disability</p> <p>\$476,375.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Liverpool West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Communication and Engagement • Other funded activities <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Learning and Support Teachers and interventionist teachers. <p>The allocation of this funding has resulted in the following impact: of meeting the needs equally for high potential students, as well as students with learning needs, through our Cyclical Learning and Support Teacher Model. That support was further extended with the employment of school learning support officers that were also deployed strategically.</p> <p>After evaluation, the next steps to support our students will be: adjusted, with the introduction of the new English and mathematics syllabi, to aide syllabus implementation.</p>
<p>Professional learning</p> <p>\$56,204.45</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 Liverpool West Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Professional learning</p> <p>\$56,204.45</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Curriculum Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning to support the implementation of the new English and mathematics syllabi • engaging specialised support to lead the implementation of the High Potential and Gifted Education policy. <p>The allocation of this funding has resulted in the following impact: on students accessing high quality education as teacher feedback clearly demonstrated an increase in confidence in implementing the new English syllabus, new mathematics syllabus and the High Potential and gifted Education policy.</p> <p>After evaluation, the next steps to support our students will be: to prepare Years 3-6 teachers to implement the new 3-6 English and mathematics syllabi. High Potential and Gifted Education will continue to be a focus.</p>
<p>Literacy and numeracy</p> <p>\$61,776.08</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Liverpool West 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy • purchasing of literacy resources, such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students • online program subscriptions to support literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: on all students as regular teacher professional learning cycles have embedded a positive school culture and streamlined organisation to support the upskilling of all staff with new syllabus implementation, goal setting and data-driven practices.</p> <p>After evaluation, the next steps to support our students will be: the implementation of the K-2 English and mathematics syllabi and the teacher professional learning focus will move to engage with the 3-6 syllabus documents in preparation for implementation in 2024.</p>
<p>QTSS release</p> <p>\$138,824.57</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Liverpool West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs. <p>The allocation of this funding has resulted in the following impact: on positively increasing the quality of teaching and learning by providing</p>

<p>QTSS release</p> <p>\$138,824.57</p>	<p>additional release time for assistant principals and teaching staff for peer observations. The allocation of resources towards this initiative reflects a commitment to ongoing professional development and a focus on improving outcomes for students.</p> <p>After evaluation, the next steps to support our students will be: a review of this support as we move forward with a focus on the implementation of the new syllabi.</p>
<p>COVID ILSP</p> <p>\$615,959.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • employing staff to supervise and monitor progress of student groups engaging in online • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning. <p>The allocation of this funding has resulted in the following impact: of all targeted students receiving support with student progress tracked through PLAN2 data.</p> <p>After evaluation, the next steps to support our students will be: the continuation of this activity based on available funding and availability of teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	341	341	336	319
Girls	341	352	323	293

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.1	77.4	88.2	83.5
1	90.8	70.2	91.0	80.4
2	91.4	72.5	89.0	86.2
3	91.6	77.5	91.3	84.9
4	92.0	75.7	91.5	84.9
5	91.6	75.8	91.8	82.7
6	88.9	77.4	91.3	83.5
All Years	90.8	75.2	90.6	83.8
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)	7
Classroom Teacher(s)	25.58
Learning and Support Teacher(s)	2.9
Teacher Librarian	1.2
Teacher ESL	4.4
School Counsellor	1
School Administration and Support Staff	9.26

*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	1,268,634
Revenue	9,754,227
Appropriation	9,654,846
Sale of Goods and Services	48,068
Grants and contributions	42,479
Investment income	8,434
Other revenue	400
Expenses	-9,508,779
Employee related	-8,258,587
Operating expenses	-1,250,193
Surplus / deficit for the year	245,447
Closing Balance	1,514,081

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	165,364
Equity Total	2,436,084
Equity - Aboriginal	86,803
Equity - Socio-economic	1,300,000
Equity - Language	572,905
Equity - Disability	476,375
Base Total	5,167,276
Base - Per Capita	177,942
Base - Location	0
Base - Other	4,989,334
Other Total	1,002,078
Grand Total	8,770,801

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

Below are a number of highlights from the Student, Teacher and Parent Tell Them From Me Surveys (TTFM).

Student TTFM

Year 4 student disengagement has decreased between Semester 1 and Semester 2 by 7%. Disengagement for Stage 3 showed a slight increase.

Additionally, there has been an increase in the percentage of students who feel: a sense of belonging, they have positive relationships, they have someone talk to and who encourages them at school. Students also reported that class activities now either required higher skill or were more challenging. As we continue implementing the High Potential and Gifted Education policy and curriculum differentiation, we should see an increase in activities which are both high challenge and high skill. Interest and motivation are still areas for improvement.

Teacher TTFM

There has been a 1-4% increase across all areas within the school and classroom context between 2021 and 2022. These include leadership, learning culture, collaboration and quality feedback.

Parent TTFM

While the parent survey results show a decline across all areas the results are well above of the NSW Government Norm. This will continue to be an area of focus to further build relationships with our community.

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.