

2022 Annual Report

Thornleigh West Public School



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Introduction

The Annual Report for 2022 is provided to the community of Thornleigh 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

Thornleigh West Public School

Giblett Ave

Thornleigh, 2120

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

thornleigw-p.school@det.nsw.edu.au

9484 4242

School vision

Thornleigh West Public School (TWPS) inspires learners to be confident communicators and leaders who strive for growth in learning. TWPS builds a community of lifelong learners who think critically, are knowledgeable and problem solve. Learners are curious, innovative and resilient. TWPS empowers students to be confident and compassionate world citizens who embrace diversity and social justice. Our collaborative school community share high expectations. We value authentic relationships that promote a sense of belonging.

School context

Thornleigh West Public School is located in Northern Sydney and has a student enrolment of 544. Our school is fortunate to have a wonderful community of students, with 32% of our students coming from Language Backgrounds Other than English. An established Multi-Categorical support unit that comprises of three support classes. Diversity and inclusion is valued.

Extra curricular opportunities in Sport and Creative and Performing Arts, enable students to flourish ensuring their well-being is positive.

Thornleigh West Public School has a strong sense of community which is actively promoted and valued. Our school encourages students, staff and the wider community to work together as a team to enhance the learning experiences of all students. We do this through quality teaching and learning, collaboration and high expectations. Developing resilience, building relationships and a love of learning are the cornerstones upon which everything we do is built. Thornleigh West Public School nurtures student curiosity and has built a culture of thinking. The students at Thornleigh West Public School are well rounded and enjoy creative arts, academics and music.

Throughout the situational analysis process, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and high expectation is embedded. Teachers will successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Through the needs gap analysis, the school has identified system negotiated target areas in Reading and Numeracy.

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	Delivering
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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Academic performance data and feedback helps teachers and students when it:

- consolidates relevant data about a student
- makes analysis of student performance more exact

Academic performance data is efficient if teachers know how to store it and access it. It is valuable if teachers know how to interpret it as part of an evidence-based approach to teaching and learning. Activating an evidence-based approach will be a focus to ensure student growth.

Consistent whole school structures will be used to improve student learning. There will be evidence based best practice present and an agreed whole school purpose and approach, which will create:

- an explicit professional practice and a common discipline and focus among teachers and school leaders

Learning is the focus at TWPS. We will adopt consistent learning structures in all classes then all students will experience an enhanced capacity to learn, and to develop skills, confidence, and curiosity. We believe that when learning strategies, and their purposes, are clear and accessible to all our students, they are better positioned to become engaged learners.

We will commit to assessment for learning to ensure student engagement, learning, and achievement is accelerated. We believe curiosity is enhanced as the depth of student understanding increases.

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.

- Professional Learning
- Evidence Based Practice

Resources allocated to this strategic direction

Professional learning: \$38,767.00

QTSS release: \$120,437.00

Per capita: \$82,134.00

Literacy and numeracy: \$31,266.44

Summary of progress

Annual Reflection (Professional Learning)

Continued analysis and monitoring of student progress was discussed collaboratively in stage meetings to ensure increased accuracy of reading data across the school. From whole school data analysis, vocabulary was highlighted as an area for further development. PLAN2 was used as a formative assessment tool to track progress specifically in the area of vocabulary and Year 6 check in results indicated improvement from term 1 to term 3.

Teachers were upskilled in data collection and analysis to drive teaching and learning to foster student growth and attainment. The upskilling of teachers focussed on evidence-based practice using data to improve teaching pedagogies across all stages. As a result of professional learning, there was consistent use of running records as a reading assessment from K-6.

To move towards achieving progress measures continued use and analysis of running record data is required. Teacher professional development in the use of Sentral, specifically using it as a centralised hub for data has been beneficial for all staff, however more targeted teacher professional learning on uploading and using the data to inform the next steps for teaching and learning will be needed. Further collection of data around the area of student comprehension and understanding will be useful to improve student outcomes in reading.

The school will continue to effectively use data to collaboratively plan and program in stages to ensure student growth. To assist in achieving progress measures strategies could include utilising teacher expertise and exploration of mentoring, Teach Meets and peer observations.

Annual Reflection (Evidence Based Practice)

The SSS team had positive impacts on programming, reporting, assessment and teacher implementation of evidence-based pedagogy. This was continued in whole-school and stage meetings where staff collaboratively planned. Data chats with the Instructional Leader reflected a focus on multiplicative and additive strategies, which were the SSS focus areas. IFSR and PLAN data complemented the impact of monitoring, reviewing and reflecting on student progress and outcomes.

Systems were designed to allow for teacher collaboration and flexibility with a whole school scope and sequence developed in term 2 for Mathematics. TWPS was an early adopter school for the new curriculum in English and Maths in Year 1 and the whole school scope and sequence reflected this. Development of a draft assessment timeline supported teachers in planning classroom assessment schedules. This allowed for whole school comparison of data. Newly developed teaching programs reflected progressions as learning intentions which provided a link to PLAN2.

To move towards achieving progress measures, the assessment timeline will be finalised and published. The school's scope and sequences will need to reflect the new curriculum for K-2 and work to align this with the rest of the school, especially due to cross-stage classes. Resourcing and professional learning for new staff will be required for version 3 of PLAN2 in 2023.

To move towards achieving progress measures, the school will continue to modify and update teaching programs to ensure they reflect the implementation of SSS evidence-based best practice and strategies. To consolidate and improve on 2022 initiatives, such as whole school scope and sequence, whole school programming template and continued teacher professional development is a goal for 2023. The change in K-2 curriculum next year will impact the whole school scope and sequence along with planning.

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
NAPLAN Top 2 Bands - Reading Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in reading of 77.8%.	<ul style="list-style-type: none"> • 73.03% of students achieved in the top two bands in NAPLAN reading indicating progress toward toward the lower-bound target.
NAPLAN Top 2 Bands - Numeracy Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in numeracy of 66.3%.	<ul style="list-style-type: none"> • 55.25% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
Expected Growth - Reading Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target of 67.2%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Expected Growth - Numeracy Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 63.0%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Differentiated Learning

Purpose

Our recent NAPLAN results have identified a need for improved growth and value added in years 3 and 5 for our top two bands. The school NCCD data reflects growing individualised learning needs across K-6. This combined has driven the school to identify differentiated learning as a focus area.

Teaching and learning has a differentiated approach through curriculum planning, delivery and assessment. This approach will meet the needs of High Potential students and students with additional learning needs.

Teachers know students, how they learn and have identified next steps in learning. Quality learning programs are differentiated through the three aspects of content, process and assessment.

We believe high expectations and authentic relationships increase our students' confidence and curiosity, energising their commitment to learning. When we prioritise high expectations and authentic relationships, we believe the whole school's learning culture will prosper.

High expectations apply to all members of the school community, and that students, teachers and other school community members are equally responsible for maintaining authentic 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.

- Individualised Learning
- High Expectations

Resources allocated to this strategic direction

Integration funding support: \$149,467.00
English language proficiency: \$18,107.00
Low level adjustment for disability: \$96,125.49
Literacy and numeracy intervention: \$48,266.82
Per capita: \$70,499.69
Aboriginal background: \$4,451.00

Summary of progress

Individualised Learning

All identified students who required a PLASP or PLP had documents that included parental and learning support consultation and were created, reviewed and updated to transition to the next year and updated twice a year. These documents were stored centrally on Sentral to ensure continuity of access. A program template was created in term 1 2022 and has been implemented for the remainder of the year. This program included sections for student grouping and differentiation strategies. This template has been effective in ensuring all teachers consistently plan for and include differentiation processes in their programming and adjustments for individual students recorded. Professional learning in differentiation was partially addressed through SSS with a numeracy focus. This explored open ended tasks, questioning, enabling and extending prompts. Next steps are using these strategies to extend students and develop differentiation through English and other KLAs. Students are utilising flexible mathematical strategies, as planned in numeracy programs e.g. number talks, hands on tasks, access to concrete materials.

In 2023 the school will implement the new syllabus documents which provides 8 lesson per/fortnight. This will provide some flexibility to revise or consolidate areas of need. Forward planning will create a link between target progressions and will continue to focus on K-6 target areas and link to semester reporting areas.

High Expectations

Professional learning centered around the Strategic School Support numeracy focus. Launch, explore, summarise model provided opportunities to extend students. The leadership team completed the High Potential and Gifted Education evaluation tool and most areas showed a need for further school systems in place to identify, track and evaluate student growth. Whole school staff were aware of the policy and had initial discussion around identifying students. Impact is yet to be seen in this initiative, with implications for 2023 including a professional learning for executive staff, adjustments to student management systems to improve student tracking and program adjustments to reflect the HPGE hub and

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Data Driven Practice</p> <p>Data and evidence sets indicate the school is moving towards Sustaining and Growing in the Teaching Domain in the theme of Data Skills and Use - Data Use in Teaching as measured against the SEF.</p> <p>Year 3-4 classes will plot students growth each semester in the Numeracy Progressions in the area of number.</p> <p>Year 3-4 classes will plot students growth each semester in the Literacy Progressions in the area of reading.</p> <p>Progressions growth used to plan, track and monitor learning</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data Use in Teaching in the element of Data Skills and Use. • Data was collected from a range of sources, these included IFSR, Check-in, NAPLAN, phonological awareness and DoE snapshots. The impact of this was identifying student areas of need. Teaching and learning programs were then adjusted or activities were included to address these areas of need. • A whole school initiative following SSS program shifted from stage 2 to a whole school focus. All teachers benefited from this regular PL and built capacity to implement open ended, low floor-high ceiling tasks, and inquiry based problems, which catered for the needs of all students. • Another initiative was to monitor student progress against the progressions. After working with the SSS team that focused on additive strategies, the school moved to focusing on progressions in 4 areas (writing-creating texts, vocabulary, geometric properties). Teachers use the progressions to form student groups, identify student need and monitor student progress. • K-6 semester progress reports communicated to parents students 'areas of strength' and 'next steps.' These 'next steps' were individualised for all students in all KLAs.
<p>Differentiation</p> <p>Data and evidence sets indicate the school is moving towards Excelling in the Learning Domain in the theme of Curriculum - Differentiation as measured against the SEF.</p> <p>Teachers differentiate curriculum delivery with a focus on reading to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge for high potential students.</p> <p>All staff implementing HPGE action plan</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Differentiation in the element of Curriculum. • The school focus shifted from reading to additive and multiplicative strategies through SSS program and analysis of NAPLAN trends over the last few years. • Whole school programming proforma created. This ensured planned differentiation, student grouping and adjustments that met learning needs flexibly through teaching and learning, were consistently included. • Parents directly involved for all PLASP, PLP and specific health care plans for identified students. Parents and teachers collaborated to create specific learning goals designed to move students learning forward. • HPGE continues to be a school priority and will be a focus in 2023. Stage meetings commenced the process for identifying students with high potential. • Staff survey used to identify teacher capacity to cater for the needs of HPGE was available to all staff. This will be communicated more clearly and revisited 2023. Skills knowledge and understanding of new policy. • Teachers implemented practices such as using Enabling / extending prompts, levels and open ended questions to support all students accessing the learning.

Strategic Direction 3: Flourishing Students

Purpose

Positive expectations drive a learning culture - the classroom is a safe and secure place to learn. In that classroom, students know they will receive acceptance and respect. Acceptance and respect are intrinsic rights - they are not contingent.

TWPS will foster a positive and successful start to school through strong transition programs to new educational settings, and building positive relationships with students and families. Strong transition programs ensure that students are given opportunities to maximise success in different learning environments.

Through external validation and Tell Them From Me Survey data, student wellbeing and transition programs were identified areas of improvement.

Putting in strong practices that foster students' sense of belonging and value student voice promotes increased engagement in learning.

Students need to be emotionally, behaviourally and intellectually engaged at school for the best outcomes. The goal for TWPS is to develop and grow happy, healthy and confident students who strive to achieve success in all aspects of life.

Initiatives

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

- Wellbeing
- Transition

Resources allocated to this strategic direction

Socio-economic background: \$12,511.00

Summary of progress

Wellbeing - PBEL

Progress on PBEL was limited with review and reflection being key activity, however changes to both Department of Education wellbeing policy and the school's move towards electronic data management systems have limited direct comparison of school performance compared to previous years. PBEL as a key school initiative remains highly valued, however it is recognised that increasing staff training rates, a review and reset of PBEL, scope and sequence activity and a move towards a more structured evidence based approach will be key activities for 2023.

Wellbeing - Attendance

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

- 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.

An accurate reflection of 2022 attendance rates is not possible, but school based initiatives have included the move towards Sentral as an attendance management system including regular review of attendance patterns, automatic parental notifications and attendance management tools available for parents via the Sentral parent portal.

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
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<p>Wellbeing</p> <p>TTFM Wellbeing data (advocacy, belonging and expectations) improves to be moving towards the school's lower bound system-negotiated target of 92.2%.</p>	<ul style="list-style-type: none"> • Tell Them From Me data indicates 85.08% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). • Tell Them From Me data indicates 90% of students report having positive relationships at school (Students have friends at school they can trust and who encourage them to make positive choices)
<p>Attendance</p> <p>Improvement in the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 91.7%.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more decreased by 22.75%. This data was impacted by the Public Health Orders in place at the time of harvesting. • TWPS had a 90.5% attendance rate in 2022. • Data is challenging to compare to the previous two years due to COVID restrictions and learning from home for a significant proportion of the time.
<p>Transitions</p> <p>Data and evidence sets indicate the school is moving towards Excelling for the Learning Domain in the element Learning Culture of - <i>Transitions and Continuity of Learning</i> as measured against the SEF.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Transitions and Continuity of Learning in the element of Learning Culture.
<p>Wellbeing</p> <p>A range of evidence supports our self-assessment as moving towards excelling in the element of Wellbeing as measured by the School Excellence Framework.</p> <p>New Positive Behaviour and Engaged Learners (PBEL) system will move towards implementation across the school and embedded in whole school programs.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$149,467.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Thornleigh 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"> • Individualised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Supporting the health care and learning needs of students attracting targeting funding support, with a focus of promoting engagement with curriculum and leaning in a mainstream classroom. All students maintained placements in mainstream classrooms.</p> <p>After evaluation, the next steps to support our students will be: Monitor LST processes and systems to ensure ongoing monitoring and targeting of student need.</p>
<p>Socio-economic background</p> <p>\$12,511.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Thornleigh 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: The school supported full engagement of students via socio-economic funds, including provision of school uniforms and subsidising school excursions. Equitable access for all students to engage in the curriculum and extra curricular activities. Resourcing of materials to support students in having equitable access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: To continue to support full engagement with school activities and opportunities regardless of individual family circumstances, To continue to support families financially so that they can engage in all school activities. Employ an SLSO to support identified students. To maintain resourcing of identified students who need additional financial</p>

<p>Socio-economic background</p> <p>\$12,511.00</p>	<p>assistance and support.</p>
<p>Aboriginal background</p> <p>\$4,451.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Thornleigh 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"> • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Community consultation to promote deeper connections with culture and with each other and to help create a direction for Aboriginal education in all schools.</p> <p>After evaluation, the next steps to support our students will be: To continue to develop deeper understanding of Aboriginal culture, historical Aboriginal connection vs traditional.</p>
<p>English language proficiency</p> <p>\$18,107.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Thornleigh 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"> • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Reduction of students operating at emerging and developing levels and increase in students operating at consolidating or N/R as measured on EAL/D progressions and surveys.</p> <p>After evaluation, the next steps to support our students will be: To continue monitoring for EAL/D students to ensure appropriate classroom differentiation and practice. School LST to monitor progress of students against progressions. Learning and support teacher to continue to support EAL/D learning in class.</p>
<p>Low level adjustment for disability</p> <p>\$96,125.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Thornleigh 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"> • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$96,125.49</p>	<p>include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>Professional learning</p> <p>\$38,767.00</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 Thornleigh 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"> • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted teacher professional development regarding numeracy • programming, reporting, assessment and teacher implementation of evidence-based pedagogy. • focus on multiplicative and additive strategies <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the classroom resulting in improved internal student results in numeracy.</p> <p>After evaluation, the next steps to support our students will be: Targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p>
<p>Literacy and numeracy</p> <p>\$31,266.44</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Thornleigh 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"> • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of 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 <p>The allocation of this funding has resulted in the following impact: Improvement in teacher capacity to differentiate their teaching programs to meet individual student needs. This led to improved student results in NAPLAN</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Literacy and numeracy</p> <p>\$31,266.44</p>	<p>To identify groups of students to be plotted against the progressions and identify individualised student needs in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$120,437.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Thornleigh 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"> • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: To employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Thornleigh West Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This Intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: Continue to have differentiated literacy and numeracy interventions across the school and to ensure that identified students are receiving targeted</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>support.</p> <p>Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$31,860.00</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/educators to deliver small group tuition • providing targeted, explicit instruction for small groups of Stage 1 students in Literacy. <p>The allocation of this funding has resulted in the following impact:</p> <p>32% of the 19 Year 1 students who participated in the first cycle of instruction were reading at a grade appropriate level at the end of the cycle. Another 30% of students were reading at a grade appropriate level by the beginning of Term 4. Most other students improved their skills in all focus areas as shown in Plan 2 data.. Low attendance rates adversely affected the progress of 2 students..</p> <p>53% of the 19 Year 2 students who participated in the second cycle of tuition improved their writing skills sufficiently to be able to produce writing samples at a grade appropriate level at the end of the cycle. Most other students improved their writing skills in all focus areas as shown in Plan 2 data. One student made only minimal progress, due to a low attendance rate.</p> <p>33% of the 15 students who participated in the third cycle of tuition improved their writing skills sufficiently to be able to produce writing samples at a grade appropriate level at the end of the cycle. Most other students improved their writing skills in all focus areas as shown in Plan 2 data. The lesson cycle was incomplete.</p> <p>Unfortunately the delivery of lessons in all cycles was affected by the teacher being required to replace absent classroom teachers. Higher than usual student absences could also have affected progress.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	331	311	312	305
Girls	287	299	274	248

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	96.2	96.0	93.4
1	95.4	94.2	95.1	90.8
2	94.0	96.1	95.1	91.1
3	95.0	95.3	94.2	91.3
4	94.3	95.1	94.7	88.9
5	94.8	95.3	96.2	90.6
6	94.2	95.7	93.6	89.9
All Years	94.7	95.4	95.0	90.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	21.08
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.96

*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	216,902
Revenue	6,138,820
Appropriation	5,702,886
Sale of Goods and Services	26,529
Grants and contributions	403,648
Investment income	5,457
Other revenue	300
Expenses	-6,112,573
Employee related	-5,216,927
Operating expenses	-895,646
Surplus / deficit for the year	26,246
Closing Balance	243,149

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	175,714
Equity Total	131,196
Equity - Aboriginal	4,451
Equity - Socio-economic	12,511
Equity - Language	18,108
Equity - Disability	96,125
Base Total	4,502,116
Base - Per Capita	152,634
Base - Location	0
Base - Other	4,349,482
Other Total	625,355
Grand Total	5,434,381

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

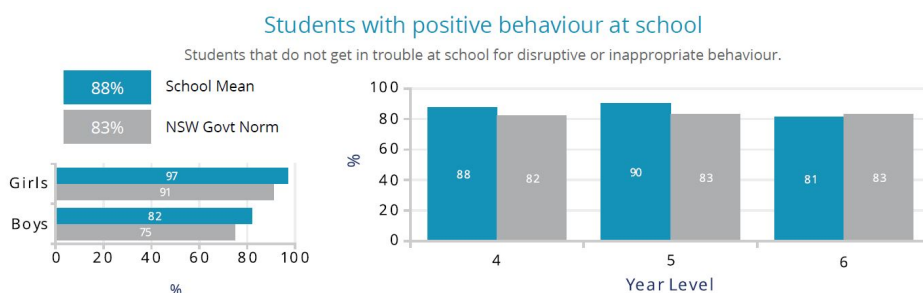
In 2022 the school surveyed parents, teachers and students using the Tell Them From Me survey tool, examining aspects of the school experience.

37 parents participated in the survey, representing children in years 3-6. No parents of K-2 students or parents of students with support enrolments participated in the survey. Across the seven domains (parents feel welcome, inclusive school, safety at school, school supports positive behaviour, school supports learning, parents support learning at home and parents are informed) safety at school and supporting positive behaviour (-0.4/-0.5) were those noted as closest to the NSW government primary norm, with "parents are informed" noted as the biggest difference to the NSW government norm -1.8).

Staff were surveyed on 25 October 2023 across eight drivers of student learning: leadership, collaboration, learning culture, data informs practice, teaching strategies, technology, inclusive school and parent involvement. All scores were above 5 (a neutral position), with the areas of most significant agreement with NSW government school norms being inclusive school (-0.1) and parent involvement (-0.1). The largest areas of different to NSW government schools norm were leadership (-0.7) and collaboration (-0.6).

Students in year 4-6 were surveyed in two snapshots (May and October 2022), examining factors to unpack school experiences for students and creating a comparison against baseline data recorded across NSW in a 2015 snapshot. TWPS students noted scores above this 2015 snapshot in areas of positive relationships (90% v 85% NSW government norm), positive behaviours (88% v 83% norm). TWPS students recorded bullying 10% less than the NSW norm in the October snapshot. There was a good correlation between the May and October snapshot.

The results of the 2022 showed growth against all matched items from 2021, with 2021 TTFM results reflecting strategic direction of the current school strategic improvement plan.



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.