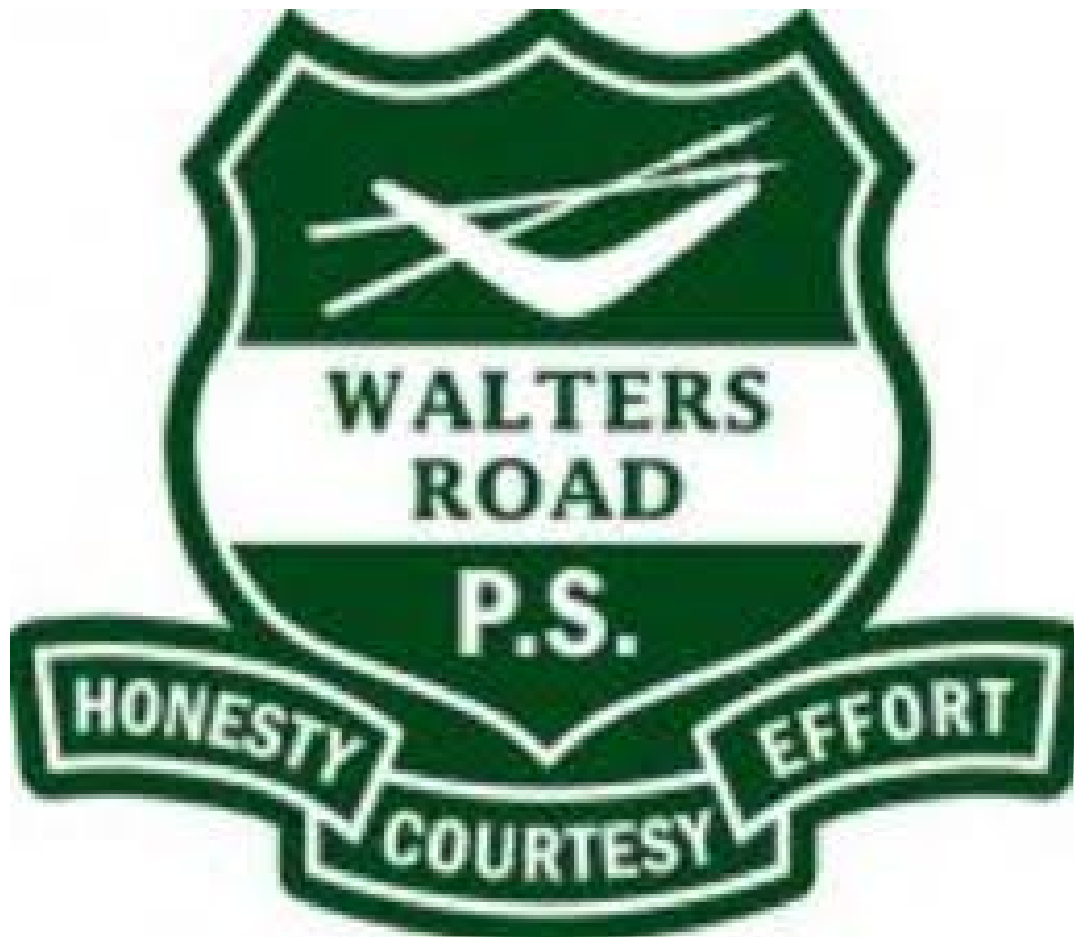


2022 Annual Report

Walters Road Public School



4310

Introduction

The Annual Report for 2022 is provided to the community of Walters Road 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

Walters Road Public School

158 Walters Rd

Blacktown, 2148

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

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

9672 2333

School vision

Walters Road Public School is diverse and inclusive, with a committed staff who work collaboratively with the whole school community to develop teaching and learning programs that prepare our students to be engaged citizens in a complex and dynamic society.

School context

Walters Road Public School is located in Blacktown Local Government Area. Blacktown has been home to the traditional owners of the land, the Darug people for thousands of years. Historical accounts and oral stories passed down by the Darug elders, speak of the Blacktown and Eastern Creek areas as being continuously occupied by Darug people. In development of this plan the NSW Aboriginal Education Consultative Group (AECG) has been consulted.

The school is set on a large area and as a result students have large green spaces to play and run. The school facilities are used before and after school by community users.

Our school has approximately 603 students enrolled. 61% of all students identify as having a language background other than English. The main languages spoken in homes include - Arabic, Hindi, Dari, Punjabi, Gajarati and Tagalog. This remains consistent year to year. Our Family Occupation Education Index is presently 101. This fluctuates between 100 and 103 year to year.

A steady increase of enrolments has occurred over the last 5 years. We have however, seen a steady decline over the last five years in the Aboriginal and Torres Strait Islander equity group enrolments, 5.4% down to 3.1%.

We are currently part of the Colebee Learning Community, where we have strong partnerships with Evans High, Doonside PS, Crawford PS, Maryong South PS and Doonside High. This learning community focuses on preparing our students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. Students collaborate and use critical and creative thinking to solve problems, growing as active and informed global citizens.

During Tell Them From Me surveys, our students indicated that they had a strong feeling of being accepted and valued by their peers and by others at their school. Students indicated that they are interested and motivated in their learning and that our teachers emphasise academic skills and hold high expectations for all students. We scored significantly lower than the Government norms, when students were asked if they had been subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. This reinforced that our approach to global citizenship is proving successful in our school setting.

Through our Situational Analysis we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. We also recognise that professional learning in data concepts, analysis and use of student assessment data and related tools is an essential element of this area.

Through our system-negotiated targets we will focus on improving students growth and attainment in Literacy and Numeracy. To do this we will focus upon implementing a well-developed and evidence-based approach, programs and assessment processes to identify, regularly monitor and review individual student learning needs. The need for these projects is driven from data sourced through our intensive Situational Analysis. Strategic and planned interventions will occur in order to close the equity gaps for all students, including those from Aboriginal and Torres Strait Islander backgrounds and language backgrounds other than English.

Wellbeing is also another need to be considered. We look at well-being in relation to how we feel and function across several areas, including our cognitive, emotional, social, physical and spiritual wellbeing. Our focus on wellbeing will go beyond just welfare needs of a few individual students and aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
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	Working towards Delivering

Strategic Direction 1: Student growth and attainment

Purpose

An evidence-based approach to teaching literacy and numeracy will ensure we maximise the learning outcomes for every student.

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.

- The Reading Journey
- The Numeracy Journey

Resources allocated to this strategic direction

Socio-economic background: \$75,000.00

AP Curriculum & Instruction: \$210,799.40

QTSS release: \$114,921.00

Summary of progress

As part of Student Growth and Attainment we have prioritised building teacher capacity in order to improve student learning outcomes in reading and numeracy. A shared understanding of quality, explicit teaching strategies were developed across the school to maintain and improve our progress measures.

Reading Journey

A suite of quality literacy resources were purchased based on class themes to support the development of schema and vocabulary. Instructional leaders participated in professional learning and collegial networks to strengthen school-wide capabilities and support teacher growth and development in literacy. There was a planned focus on enhancing school-wide practices for modelled lessons in literacy and building the capacity of staff in the planning and delivery of evidence-based writing and guided reading lessons.

Next year, in this strategic direction, we will continue to develop teacher understanding and practice in guided reading and explicit quality teaching instruction.

Numeracy Journey

Instructional leaders completed professional learning on the Big Ideas in Mathematics with the view to changing our school's approach to the teaching of mathematics. Following this, Stage 1 professional learning was conducted during Staff Development Day sessions at the beginning of 2022 and in grade/stage groups throughout most of Term 1. Staff meet regularly to collaboratively discuss and plan upcoming lessons using an inquiry model. Due to the ongoing discussions around pedagogy, other stages have not adopted the inquiry model at this stage.

In 2023, we are expecting further discussions and professional learning on effective questioning in mathematics to link concepts, along with working towards development of a shared understandings, core beliefs, agreed lesson structures and programming requirements. The implementation of the new curriculum will support decision making to ensure delivery of quality teaching.

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
An uplift of 8.5% of students achieving in the top two bands in NAPLAN reading.	40% of students achieved in the Top 2 Bands in Reading. This is an uplift of 7.5% from the 2021 result of 32.5%.
An uplift of 7% of students achieving in the top two bands in NAPLAN	26.04% of students achieved in the Top 2 Bands in Numeracy. This is a decline of 7.71% from the 2021 result of 33.75% and below the lower

numeracy.	bound.
Maintain the number of students achieving expected growth in NAPLAN Reading and improve this by a further 2% (total 5%)	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Maintain the number of students achieving expected growth in NAPLAN Numeracy and improve this by a further 2% (total 4%)	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.	The uplift in writing achieved by students is supported by internal data collected through summative and formative assessment, which is consistent with our NAPLAN results. The areas for focused improvement in literacy and numeracy are identified through both internal and external data. The internal data is in keeping with our NAPLAN results.

Strategic Direction 2: Data Literacy

Purpose

A systematic and reliable assessment approach, will ascertain that observable changes in teaching occur, leading to measurable improvements in student learning outcomes.

Initiatives

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

- Whole school assessment schedules
- Data Literacy skills for teachers

Resources allocated to this strategic direction

Summary of progress

In 2022 our school focus was to build a collaborative culture that promoted and valued the sharing of ideas using the high impact professional learning model to reflect on and share findings on using data to inform teaching and learning.

Whole School Assessment Schedules

Walters Road PS Assessment Schedule was designed, implemented and evaluated in 2022. In collaboration with staff, executive designed and refined the assessment schedule to ensure the timeframes were suitable and used to effectively support planning and programming. Throughout the school year and with the enacting of the new K-2 curriculum, further refinement will be required in 2023 so the assessment schedule includes Department of Education tracking tools to monitor student progress against syllabus outcomes. This will also support the school to identify outcomes that have been taught against those planned outcomes outlined in the school's scope and sequence.

Data Literacy Skills for Teachers

Data literacy skills were identified as a whole school area for professional learning. Teachers engaged in professional learning sessions around data entry and analysing data to inform teaching and learning. A centralised data access point via Sentral was established for teachers to have easy access to student data and to track student assessment data. School leaders articulated the belief that the effective use of reliable student and school based data is essential for improvement in student learning.

In 2023, PLAN 2 v3 will be implemented as part of the assessment schedule to record observational behaviours of students literacy and numeracy capabilities. Throughout the year, staff will be provided with professional learning to analyse student needs and teaching priorities by using progression information to target teaching, monitor student growth and evaluate what works best in practice.

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
All teachers are able to identify valid and reliable data in accordance with the assessment schedule. Teachers will record this data and use it to inform teaching and feedback to students.	Teacher surveys and teaching and learning program reflections indicate staff are actively collaborating with stage teachers to reflect and improve upon teaching practice using data. The assessment schedule will be refined in 2023 to include Department Of Education Assessment tools.
All teachers demonstrate an understanding of, and implement both formative and summative assessment	Self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing for Formative and Summative Assessment.

practices and understand the link between the two.	
All teaching staff will record data in a K-6 centralised tracking system that will inform future teaching and learning.	Document analysis of learning programs indicates that there is a centralised system for recording individual student reading and numeracy data to support grade planning. Evidence of adjustments made to learning support data being used to inform teaching and learning.

Strategic Direction 3: Well-being

Purpose

Wellbeing practices which are grounded in evidence based change will result in measurable improvements in wellbeing, engagement and positive, respectful 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.

- Case management approach
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$27,000.00

Per capita: \$2,000.00

Summary of progress

Our focus for 2022, was to further strengthen high expectations through wellbeing so that all students could connect, succeed, thrive and learn. Our initiatives focused on developing student voice and improving student attendance through positive relationships with all stakeholders.

Case Management

The processes associated with case management are continuing to be refined and adjusted to be better embedded across school systems. Our learning and support team are focused on strengthening systems and strategies throughout 2022 and 2023 to assess student learning and support those with diagnosed and undiagnosed learning needs.

In 2023, a focus on the capacity building of colleagues to learn the processes in completing access requests and developing an understanding of the roles of specialist staff within the department will need to be enabled. We will reconsider how to incorporate a case management approach into stage, executive and learning and support meetings in order to enhance transparency and promote shared responsibility and accountability.

Attendance

Students responded well to the attendance draw initiative, showing increased awareness of the importance of regular attendance. Due to concerns raised by staff, the attendance draw prizes were adjusted to better appeal to families, recognising that attendance concerns are often a more complex family matter and not simply due to student choice or refusal. Since the introduction of the Sentral Parent Portal, the process for families to explain student absences has been simplified. As international borders have opened, we have observed an increase in the number of students applying for extended leave to visit families internationally, leading to increased absences. In 2023, we will continue to promote the importance of attendance to families, review of our approaches to following up absences with students and families, and rewarding positive attendance practices.

Wellbeing

The Semester 1 2022, TTFM data indicated a decrease in students reporting a sense of belonging in Years 5 and 6, while Year 4 showed an increase. This may have been impacted by fewer extra-curricular groups, social activities and interactions being possible at the beginning of the year, leading to an impact on student relationships. There was an overall increase in students reporting advocacy at school. We attribute this to students having a complete year at school and being able to form positive relationships with staff. The number of students reporting an adult they can turn to for advice and assistance is above state average. In 2023, we will create and re-establish extracurricular groups for students to provide more opportunities for students to feel a sense of belonging and to further enhance relationships between students and staff.

Positive Relationships

This year, we have implemented initiatives to better involve parents in the school community gradually after a period of restrictions and limitations. Until this point there have been reduced opportunities for parents to feel involved or welcomed. In 2023, we will establish and implement a more consistent and regular approach for the collection and analysis of feedback from students, parents and staff. The introduction of a termly Parent Engagement Calendar using

the Sentral Portal will support this initiative 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
We will see an uplift in attendance rates of students, attending school more than 90% of the time, by 4.3% or above.	At the conclusion of Semester 1 2022, student attendance stands at 48.75% of students attending above 90% or more of the time. At the conclusion of Semester 2 2022, student attendance stands at 50.5% of students attending 90% or more of the time. This is an increase of 1.75%.
Uplift trend for the target "Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School" to sit above the lower bound system negotiated target.	Delayed initiatives in Term 3 and 4 have required this work to be postponed to 2023. Tell Them from Me survey was not completed in Semester 2 2022.
The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning	The school trialed Forge Wellbeing program in 2022. The tracking of wellbeing using this internal measure shows 80% of staff did not utilise this program to its full potential. The introduction of a Parent engagement calendar using the Sentral Portal will support this initiative in 2023.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$6,189.12</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"> • release time to engage staff in targeted professional learning • additional staffing for targeted interventions to support student learning • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: multiLit built the phonemic awareness, phonics, fluency, vocabulary and comprehension of identified students in the program. It was noted difficulties in the area of word recognition was a common issue for students in this program, hence this will remain a priority area of intervention for 2023.</p> <p>After evaluation, the next steps to support our students will be: to continue professional learning for teachers around the Refugees in Schools program and how to accommodate the needs of refugee students.</p>
<p>New Arrivals Program</p> <p>\$15,000.00</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 Walters Road 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"> • small group online and face to face teaching <p>The allocation of this funding has resulted in the following impact: small group interventions which are targeted and focussed on developing understanding of school routines and conversational language.</p> <p>After evaluation, the next steps to support our students will be: to improve the focused supports for new arrivals with structured academic and social skills programs. This will become part of our case management approach to wellbeing.</p>
<p>Integration funding support</p> <p>\$48,514.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Walters Road 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"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p>

<p>Integration funding support</p> <p>\$48,514.00</p>	<p>all eligible students demonstrating progress towards their personalised learning goals. PLSPs are becoming more responsive to student learning needs and progress and targeted students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs and assessment data to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$286,505.84</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Walters Road 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"> • The Reading Journey • Case management approach • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through literacy program to support student learning • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: early identification of speech and language disorders, early intervention using evidence activities delivered by speech therapists to support foundation year students and 1.7% improved attendance rates for students in Semester 2.</p> <p>After evaluation, the next steps to support our students will be: continue to engage the literacy and numeracy mentors to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging a Student Wellbeing Officer to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$24,442.89</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Walters Road 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: PLPs were created for all Aboriginal and Torres Strait Islander students, a bank of quality literacy texts celebrating and sharing Aboriginal culture, heritage and voice were purchased and will be incorporated into the Walters</p>

<p>Aboriginal background</p> <p>\$24,442.89</p>	<p>Road PS writing sessions in 2023.</p> <p>After evaluation, the next steps to support our students will be: engaging an Aboriginal Education Officer to deliver differentiated and personalised support to Aboriginal and Torres Strait Islander students and create PLPs that are more responsive to community interests, resulting in a more welcoming and informal setting.</p>
<p>English language proficiency</p> <p>\$270,255.01</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Walters Road 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"> • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: staff participated in professional learning, where the EAL/D teacher guided how to identify EAL/D learning progression phases looking at student data, observations and analysed writing samples.</p> <p>After evaluation, the next steps to support our students will be: to continue to develop teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, personalised and targeted professional development will be provided to each teacher in the form of EAL/D data chats to support mentoring, co-teaching and co-planning that reflect the needs of their learners, EAL/D teachers will attend Learning and support meetings to build upon the case management approach.</p>
<p>Low level adjustment for disability</p> <p>\$253,612.78</p>	<p>Low level adjustment for disability equity loading provides support for students at Walters Road 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"> • 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 Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: early identification of speech and language disorders, early intervention using evidence-based activities delivered by speech therapists to meet the literacy needs of identified students.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide access to a speech therapist to support students not becoming disengaged with learning due to the struggles faced with literacy instruction. Therapists will continue to work with teachers and families by providing therapy and assessment of students with speech, language and literacy difficulties.</p>
<p>Professional learning</p> <p>\$38,495.04</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 Walters Road</p>

<p>Professional learning</p> <p>\$38,495.04</p>	<p>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"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: systems and practices of teaching writing will have a consistent approach across K-6. The school has established an interactive writing program that embeds the teaching of other Key Learning Areas within writing.</p> <p>After evaluation, the next steps to support our students will be: evaluate the initial implementation cycle of the revised scope and sequence and align with new curriculum.</p>
<p>QTSS release</p> <p>\$114,921.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Walters Road 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"> • The Numeracy Journey <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 <p>The allocation of this funding has resulted in the following impact: a student-centered inquiry model lesson structure in Stage 1 focused on the launch, explore, summarise model. This increased student engagement in numeracy and promoted problem-solving as an embedded strategy across all concepts. The creation of maths trolleys supported hands-on inquiry and provided all students with the opportunity to independently problem-solve and check solutions as needed.</p> <p>After evaluation, the next steps to support our students will be: employing a specialist to lead whole-school improvement in developing consistent practice and evidence-based pedagogy in-line with the curriculum reform across the school.</p>
<p>COVID ILSP</p> <p>\$308,729.00</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"> • employing staff to supervise and monitor progress of student groups engaging in online tuition in literacy • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving progress towards their</p>

<p>COVID ILSP</p> <p>\$308,729.00</p>	<p>personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to implement literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will be revised and include regular monitoring of students as they transition back into classrooms. Providing additional in-class support for Aboriginal and Torres Strait Islander students and EALD students to continue to meet their personal learning goals will also be a priority.</p>
<p>AP Curriculum & Instruction</p> <p>\$210,799.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • The Reading Journey <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • additional employment of 0.6 Assistant Principal Curriculum and Instruction to support staff in the implementation of high quality curriculum. <p>The allocation of this funding has resulted in the following impact: an increase in the percentage of staff collaboratively planning to optimise learning for all students and an increase in the percentage of students demonstrating phonological awareness and phonological knowledge in internal assessments due to improved consistent school-wide practices in the explicit teaching of literacy.</p> <p>After evaluation, the next steps to support our students will be: explore aspects of literacy and numeracy in the new syllabus to implement effective practices, work in partnership with middle leaders to plan changes required for effective curriculum implementation. Formative assessment will be prioritised across the school, focusing on immediate feedback.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	312	326	306	292
Girls	290	281	285	269

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.8	83.1	92.6	84.3
1	91.7	87.9	90.7	86.0
2	91.8	89.7	92.2	85.5
3	92.2	88.2	92.4	87.7
4	91.6	87.5	91.8	87.7
5	94.0	88.3	91.4	86.8
6	90.9	93.0	89.7	86.1
All Years	91.7	88.2	91.6	86.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	20.91
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	1.8
School Administration and Support Staff	4.06

*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	1,346,946
Revenue	6,027,835
Appropriation	5,886,146
Sale of Goods and Services	20,778
Grants and contributions	115,226
Investment income	5,685
Expenses	-5,809,432
Employee related	-4,799,598
Operating expenses	-1,009,833
Surplus / deficit for the year	218,403
Closing Balance	1,565,350

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	54,703
Equity Total	834,817
Equity - Aboriginal	24,443
Equity - Socio-economic	286,506
Equity - Language	270,255
Equity - Disability	253,613
Base Total	4,110,263
Base - Per Capita	149,334
Base - Location	0
Base - Other	3,960,929
Other Total	504,629
Grand Total	5,504,412

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

Throughout 2022, students, staff and parents participated in surveys to share what is working well at Walters Road PS and to support future planning.

Positive feedback identified by staff:

- Professional learning in literacy.
- Attendance programs support teaching and learning.

Opportunities to improve identified by staff:

- Using data to inform programming.
- Regular collaborative planning sessions.

Positive feedback identified by students:

- Attendance programs encourage students to come to school more regularly.
- Learning about other cultures.

Opportunities to improve identified by students:

- More opportunities to participate in extra-curricula activities.
- The school oval needs to be improved so we can play on it.
- More technology in classrooms.

Positive feedback identified by community:

- 61% of families are happy with the level of communication from their child's teacher.
- 77% of families would be interested in attending further parent workshops.
- 78% of families identified that Morning Routine has positively engaged their child.

Opportunities to improve identified by community:

- 6.8% of families would like more information about their child's learning goals.
- More opportunities to share in and learn about cultural celebrations.
- School facilities to be improved.

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.