

# 2022 Annual Report

## Wakehurst Public School



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# Introduction

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

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## Message from the principal

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During 2022 it was lovely to welcome families back to our school grounds after two years of COVID-19 restrictions. 2022 was a productive year of learning back in our classrooms. We are proud of our progress this year and will continue to analyse and evaluate data to inform our future programs and progress in the areas of student wellbeing, literacy and numeracy. Strong school and departmental assessments in literacy and numeracy attest to the quality teaching and learning taking place across our school. These results will be further strengthened through research based learning programs and future focused initiatives so that our students can continue to connect, succeed and thrive.

Our school is fortunate to enjoy strong and effective partnerships between home and school and I would like to take this opportunity to acknowledge our teachers, parents and community members for the great interest and dedication towards supporting our programs and students. I would like to thank the members of our incredibly hard-working P&C for their efforts throughout the year for supporting our school and community.

Throughout 2022 there were many professional learning opportunities for our staff in areas such as Technology, Positive Behaviour for Learning, Resilience, wellbeing and the new curriculum which continue to be a key focus throughout 2023. In 2022 we appointed a new Assistant Principal Curriculum and Instruction which is a pivotal role in supporting our extensive research and investment in the new English and Mathematics curriculum for K-2.

During the summer holiday break upgrades including the re-carpeting of all learning spaces, the construction of an outdoor classroom, re-asphalting of our playgrounds and new rubber to replace the existing soft fall under the Kindy play equipment took place. Our extensive cabling and wi-fi upgrade in 2023 will also see an increase in our connectivity to support our ICT, BYOD programs and student learning. We are proud of our indoor and outdoor learning spaces which are excellently resourced to support student learning. Our WPS team are excited about what 2023 will bring and will continue to analyse our data to ensure student growth and attainment.

Caroline Desmond | Principal

## School vision

At Wakehurst Public School our teachers, parents and students work in partnership to maintain high expectations with a focus on student achievement and wellbeing. We support our students through a quality learning environment where every student is known, valued and cared for. We will continue to work collaboratively to equip our students with the tools to become successful, confident and creative individuals.

## School context

Wakehurst Public School is a mid-sized K-6 school of just over 400 students located in a spacious bushland setting including excellent level playgrounds and future focused learning spaces. Our teachers differentiate the curriculum so that challenging extension opportunities and extra support is offered. Learning support and enrichment programs offer targeted support where needed. In addition to catering for each student's needs across all Key Learning Areas, students participate in additional sport, dance, choir, band, debating, chess, public speaking and environmental programs.

Our innovative student welfare programs include Positive Behaviour for Learning (PBL) where students are recognised for their positive behaviour choices. Our student leadership programs including the Student Representative Council and whole school buddy classes ensures student voice is recognised and valued. We promote very positive parent and staff partnerships which strengthen our students' education.

Our flexible and innovative classroom spaces include interactive technology, iPads, Chromebooks and a Bring Your Own Device program to support and augment student learning in the senior years. Parents and carers are partners in education at Wakehurst Public School and are warmly welcomed to assist in classrooms and provide further support through our active Parents and Citizens Association.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

### 1. Student growth and attainment

### 2. A culture of success and innovation

### 3. Wellbeing across a connected and supported community.

This builds upon the work undertaken in our previous planning cycle regarding quality teaching and learning programs, extensive teacher professional learning in Quality Teaching Rounds, reading, numeracy and assessment practices. Our excellent student wellbeing programs have also been strengthened over the past three years.

Our school will continue to monitor student performance data to determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for the success of our school.



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



## Strategic Direction 1: Student growth and attainment

### Purpose

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To further consolidate and maximise student learning outcomes in literacy and numeracy, our teaching practices will be data driven and responsive to the individual learning needs of all students.

### Initiatives

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

- Literacy
- Numeracy

### Resources allocated to this strategic direction

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**Literacy and numeracy:** \$20,411.74

**Integration funding support:** \$31,739.00

**Low level adjustment for disability:** \$80,789.13

**QTSS release:** \$53,894.20

**Professional learning:** \$16,968.79

**Literacy and numeracy intervention:** \$22,984.20

**English language proficiency:** \$15,982.59

### Summary of progress

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#### What did the school do in this strategic direction during 2022? What changes occurred from the original plan?

The school leadership team reviewed and analysed NAPLAN, Check in and PAT reading data and provided an overview to staff to enhance their understanding of collective need in relation to Reading (Character) and Identifying the main idea in a narrative, persuasive and informative text.

Staff were led in professional learning to support the Reading Guide K-2 and Reading Guide 3-8 to enhance their understanding of how teachers can implement classroom practices which will support students in their Reading (Character) skills. Staff were also provided with the opportunity enhance their understanding of the Gradual Release of Responsibility Model in relation to improving students' learning skills. In Term 4 our staff engaged with the SPELD organisation to support staff to effectively implement reading to align with the new K-2 syllabus implementation for 2023.

To support numeracy growth, all staff were provided with professional learning in the development and use of Mathematics journals across K-6 classes. These was used as a formative assessment tool throughout 2022 to check on student understanding and goal setting and to inform ongoing programming for support and extension purposes. The school executive and numeracy action teams evaluated and reviewed progress against annual progress measures. Multiplicative thinking was a focus throughout 2022, two staff members completed extensive training in this area and then conducted staff professional learning to further develop teacher understanding and effective teaching strategies in this area of Mathematics.

During 2022 the school as a 'self selector' for the new K-2 curriculum added curriculum reform as an additional focus area, with our Year 1 teachers trialing units of work in Literacy and Numeracy. All staff tracked students for understanding texts, multiplicative thinking and place value in PLAN2.

#### What did the school do well in the strategic direction?

Effective data analysis allowed executive staff to support their teams to target students who may require additional support or intervention. Our school is well on track to implement the new K-2 English and Mathematics syllabus documents in 2023. Our NAPLAN reading data for Year 3 reflected a 20% increase on previous years, with over 95% of students achieving in the top 2 bands for reading.

#### What are the schools priorities for this strategic direction in 2023?

The school executive have been supported through professional learning with SPELD to further investigate best practice in reading. This includes researching and purchasing additional resources to support a decodable reading focus in the younger years. The executive team will ensure that staff are well supported to implement new K-2 English and Mathematics syllabus documents through professional learning and effective resourcing. The SPELD organisation will continue to partner with Wakehurst Public School to effectively support the new K-2 English syllabus documents and

units of work in 2023. Our executive team, and Assistant Principal Curriculum and Instruction, will continue to prioritise effective resourcing and teaching strategies to support the K-2 English and Mathematics syllabus implementation in 2023.

### Progress towards achieving improvement measures

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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><b>Numeracy:</b></p> <p>A minimum of 6.1% uplift of Year 3 and 5 students to achieve in the top two bands in NAPLAN numeracy to achieve our lower bound system negotiated numeracy target of 59.2%.</p>	<p>In 2022 67.21% of Year 3 students achieved in the top 2 bands for NAPLAN numeracy and 37.14% of Year 5 students. This equates to a combined average for Years 3 and 5 of 52.18% achievement in the top 2 bands of numeracy. PAT and check-in assessment data reflects areas of strength in numeracy against SSG and state, and areas for review moving into 2023.</p>
<p>A minimum of 64.5% Year 5 students will achieve expected growth in NAPLAN numeracy.</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student results are not available for 2022.</p>
<p><b>Literacy:</b></p> <p>A minimum of 7% uplift of Year 3 and 5 students to achieve in the top two bands in NAPLAN reading to achieve our upper bound system negotiated reading target of 71.2%.</p>	<p>In 2022 95.24% of Year 3 students achieved in the top 2 bands for NAPLAN reading and 52.63% of Year 5 students. This equates to a combined average for Years 3 and 5 of 73.5% achievement in the top 2 bands for reading. PAT and check-in assessment data reflects areas of strength against in reading against SSG and state, and areas for review moving into 2023.</p>
<p>A minimum of 76.5% of Year 5 students will achieve expected growth in NAPLAN reading.</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student results are not available for 2022.</p>

## Strategic Direction 2: A culture of success and innovation

### Purpose

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Develop an innovative culture where every teacher and student sets and achieves challenging learning goals, and is inspired to achieve their potential.

### Initiatives

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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.

- Evidence-based practice
- Innovative technology and learning programs K-6
- Personalised Learning

### Resources allocated to this strategic direction

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**Per capita:** \$30,000.00

**Professional learning:** \$10,000.00

**QTSS release:** \$20,000.00

### Summary of progress

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#### What did the school do in this strategic direction during 2022? What changes occurred from the original plan?

During 2022, the school leadership team continued to evaluate visible learning elements evident in teacher programming, such as learning intentions and success criteria. The school leadership team worked with staff to ensure all students were working towards targeted literacy and numeracy goals through the year and were able to articulate what they were learning and why.

The provision of technology and its effective use continued to be an area for growth in 2022. The BYOD program continued for Years 4-6 which allowed one-to-one access to technology for those students. Online learning platforms such as Google Classroom were expertly embedded by 4-6 teachers in their teaching and learning programs. In Term 2 2022, we were given the opportunity to access Nearpod on a premium licence by the Department of Education. To support this, targeted professional learning was provided to teachers in Term 3 to learn how to use the platform effectively. This was provided by the COVID ILSP team, who use the program for their remote lessons. Further professional learning was undertaken by key staff to find, create and organise appropriate resources for our programs, particularly in Stage 2 and 3.

During 2022, our school was a part of the Dee Why Cross Network HPGE, which aims to support teachers in the Beaches, Pittwater and Forest networks to implement the HPGE Policy effectively in schools. The school leadership team then provided professional development to the staff about the policy, its implementation and implications for practice. In Term 4, our school representative for the DYXN HPGE became one of the leaders for the group, which will allow for further support and implementation in 2023.

#### What did the school do well in the strategic direction?

Throughout 2022, school staff worked well to ensure adequate provision of technology to all students K-6 through school resources and our BYOD program. This allowed teachers to embed experiences with technology effectively into programs. The result of this was that staff and students surveyed indicated that they found their learning more engaging and effective through using Chromebooks, iPads or similar devices. The inclusion of visible learning elements in teaching and learning programs was an area of strength in 2022. Throughout 2022, Case Management meetings were held each term to discuss individual student needs and to ensure students received timely support for their learning.

#### What are the school's priorities for this strategic direction in 2023?

The priorities for 2023 include further work on the implementation of the HPGE policy and its implications for school assessment, identification and programming practices. In 2023, our school will undergo a significant WiFi and cabling upgrade to all data points to ensure top speed access and connectivity to continue to support our BYOD and technology programs K-6. Teachers will continue to use evidence-based practices to assist students in goal setting and this process will continue in 2023.

## Progress towards achieving improvement measures

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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 Key Learning Areas (KLAs) reference learning intentions and success criteria which are embedded into classroom practice. Individual student learning goals are evident for all students so that students are achieving their learning goals.	Learning intentions and success criteria are evident in all teacher programs, and are reflected and referred to in daily classroom practice. Student learning goals are negotiated through teacher/student conferences to ensure students know how to reach their literacy and numeracy goals.
80% of teacher programs reflect that staff effectively integrate technology to enhance student engagement and learning.	The school's BYOD Chromebook program in Years 4-6 has enabled classroom teachers to effectively integrate technology across all KLAs. The supply of Chromebooks and iPads support other classes to effectively integrate technology in the younger years. Staff and student survey data reflects that technology enhances lesson engagement. Staff provide a range of technology options and feedback through the Google classroom platform.



## Strategic Direction 3: Wellbeing across a connected and supported community

### Purpose

To further develop an inclusive school community where students, staff, parents and carers are engaged in positive partnerships to support student achievement and wellbeing.

### Initiatives

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

- Community connections
- Wellbeing practices

### Resources allocated to this strategic direction

**Flexible Funding for Wellbeing Services:** \$30,000.00

**Socio-economic background:** \$7,335.41

### Summary of progress

#### What did the school do in this strategic direction during 2022? What changes occurred from the original plan?

As a result of the analysis of student wellbeing data, in 2022 a teacher wellbeing role was created to support small groups and individual students as identified through Learning Support Team meetings and data from TTFM, ACER Social and Emotional Wellbeing and the Resilience Project surveys. The principles of 'The Resilience Project' and Positive Behaviour for Learning were explicitly taught across all K-6 classrooms. The use of a common framework and teaching and learning sequence enables all students to have a clear understanding of the core concepts of gratitude, empathy and mindfulness. In 2022, a therapy dog was trained to support students. Small group intervention groups were facilitated to directly target support to identified areas of need as identified through TTFM and school based data in the area of 'Sense of Belonging' with a focus a number of groups across the school.

#### What did the school do well in the strategic direction?

Our school used data effectively to support students in our focus areas of 'Sense of Belonging'. Data reflected that 81% of students across Years 4-6 felt a positive sense of belonging on key indicators in 2022 which was a 4% increase from the previous year 82% of students felt there was someone in the school who could advocate for them, and 98% of students believed that the school shared expectations for student success. The school utilised its learning support team and wellbeing teacher to provide effective interventions to support student wellbeing. Key wellbeing messages and updates were provided each fortnight to our community through the school newsletter and through presentations at community P&C meetings. Identified families in need were supported through the school's socio economic funding.

#### What are the schools priorities for this strategic direction in 2023?

The school has been successful in an expression of interested to be involved in 'The Anxiety Project' in 2023. Through the provision of professional learning, this program will further support teachers, students and parents to reduce anxiety by teaching specific Cognitive Behaviour Therapy (CBT) strategies as a early intervention tool and whole school approach to build resilience in children. Our teacher wellbeing position will continue in 2023 to support students socially and emotionally, supported by our trained therapy dog. The Resilience Project learning will also continue across our K-6 classes.

### 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 5% is required for students attending for the whole school day.	The schools 2022 attendance data has been impacted by COVID related illness and extended family holidays. The school tracks and monitors all student absences and actively supports families to make attendance a priority.

<p>TTFM Wellbeing data (advocacy, expectations for success, belonging) increased to be between 88% and 91% (system-negotiated target).</p>	<p>TTFM survey data for 2022 indicated a 4% increase in student sense of belonging with 81% of students recording a positive sense of belonging. Areas of explicit teaching practices, feedback and advocacy have recorded positive growth in 2022. This is pleasing given COVID lockdowns in 2021 which caused a negative impact in these areas in 2021.</p>
<p>Increased community knowledge of teaching and learning programs compared to our TTFM baseline data from 2020.</p>	<p>Presentation at a P&amp;C meeting to ensure our community are aware of our focus areas and wellbeing programs. Continue updates in our fortnightly newsletters inform the community of ways to access support across our school and community.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$31,739.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wakehurst Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Small group intervention for targeted students to support reading and numeracy progress. Staff professional learning in English and Mathematics and additional time allocated to teachers has allowed staff to collaboratively develop programs to support student growth and attainment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To effectively resource the new English and Mathematics curriculum K-2. Continue to analyse data to provide targeted intervention to students. This is through Minilit and Multilit for reading and COVID ILSP funding to support intervention for numeracy.</p>
<p>Socio-economic background</p> <p>\$7,335.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wakehurst Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community connections</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Ensured families across our community received equitable access to uniforms, resources and extra curricular activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide funding to support families in need throughout 2023.</p>
<p>English language proficiency</p> <p>\$15,982.59</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wakehurst Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>English language proficiency</p> <p>\$15,982.59</p>	<ul style="list-style-type: none"> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Withdrawal lessons to target EAL/D students in small groups and individual support for new arrivals. Tracked student progress shows that our EAL/D students are achieving above expected growth in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support EAL/D students and new arrivals through small groups to support the needs of EAL/D learners. Ongoing professional learning will identify language and cultural development across the curriculum. Students will continue to be tracked and supported to achieve their goals.</p>
<p>Low level adjustment for disability</p> <p>\$80,789.13</p>	<p>Low level adjustment for disability equity loading provides support for students at Wakehurst Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students from Years 2-4 successfully completing the MultiLit program showing growth in their literacy skills. MiniLit intervention was started to support Year 1 students who require early intervention in reading. Professional Learning and school based data led to effective staff programming and collaboration, including the use of Maths journals to track student knowledge.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue our strong learning support procedures to ensure all students are receiving the appropriate support to gain success in their learning. SLSOs will continue to support small groups, and the MiniLit and MultiLit programs provide targeted early intervention in small group settings. Our Learning and Support Teacher will continue to lead and support initiatives and timetable resources to effectively support our targeted students.</p>
<p>Professional learning</p> <p>\$26,968.79</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 Wakehurst Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging executive teachers to unpack evidence-based approaches to</li> </ul>



<p>Professional learning</p> <p>\$26,968.79</p>	<p>teaching in the areas of literacy and numeracy</p> <p><b>The allocation of this funding has resulted in the following impact:</b> All teachers completed mandatory training requirements such as face-to-face CPR and anaphylaxis training. Two staff members were trained in the 7 Steps Writing program to support effective writing strategies. Mathematics and Literacy training were key initiatives aligned to new curriculum implementation including releasing teachers to work collaboratively and work across the network. Teachers engaged explicitly with the K-2 and 3-8 literacy and numeracy guides to improve their practice. This is evidenced through teachers collaborative programming and data analysis.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 there will be a large focus on the implementation of the new K-2 English and Mathematics curriculum. Teachers will be released to develop units of work and support effective implementation. There will also be a focus on HPGE with three staff members attending training and then further supporting staff in this area.</p>
<p>Literacy and numeracy</p> <p>\$20,411.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wakehurst Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• updating reading resources to meet the needs of students</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Provided extensive resourcing to classroom learning spaces to allow teachers to successfully implement literacy and numeracy programs. Purchased of decodable reading kits. Additional SLSOs in classrooms to support student learning. Improved data collection and monitoring processes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to effectively resource for literacy and numeracy and provide additional school funded support. A new LaST has been employed to ensure targeted intervention is provided to identified students through quality differentiation in the classroom. The new APC&amp;I role will be pivotal in ensure student success through team teaching, modelling and professional learning for our teachers.</p>
<p>QTSS release</p> <p>\$73,894.20</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wakehurst Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic</li> </ul>

<p>QTSS release</p> <p>\$73,894.20</p>	<p>Improvement Plan and develop the capacity of staff</p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant Principals released one day per week to mentor and support their stage develop their teaching and learning programs with a key focus on continued improvement in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to release Assistant Principals to mentor and support teachers across each stage of learning. To support and mentor teachers with new K-2 curriculum. Staff will continue to be released to support the successful implementation of our Strategic Improvement Plan.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wakehurst Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional resources in the classroom to support teaching and learning at all levels. Additional teacher support for small group intervention. Growth is evident and tracked for the students who have been part of this program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide additional school funded support. A new LaST has been employed to ensure targeted intervention is provided to identified students through quality differentiation in the classroom. Continue to improve our data evaluation processes to improve our NAPLAN, Check In and school assessment practices.</p>
<p>COVID ILSP</p> <p>\$22,813.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• providing intensive small group tuition for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted support for identified students specifically in the Key Learning Area of Mathematics.</p>

COVID ILSP

\$22,813.00

**After evaluation, the next steps to support our students will be:**  
COVID ILSP funding will continue in 2023 to support students in Mathematics with a focus on place value and multiplicative strategies.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	195	202	195	188
Girls	165	181	189	214

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	96.7	96.3	92.1
1	94.9	96.4	96.0	90.8
2	95.7	95.8	94.8	91.2
3	91.1	96.2	95.7	89.5
4	95.3	94.7	96.3	90.5
5	94.7	96.9	92.4	90.7
6	92.7	95.2	95.7	86.2
All Years	94.3	96.1	95.4	90.4
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.02
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

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

	2022 Actual (\$)
<b>Opening Balance</b>	424,443
<b>Revenue</b>	3,834,324
Appropriation	3,528,089
Sale of Goods and Services	1,343
Grants and contributions	298,554
Investment income	6,138
Other revenue	200
<b>Expenses</b>	-3,933,163
Employee related	-3,306,079
Operating expenses	-627,084
<b>Surplus / deficit for the year</b>	-98,839
<b>Closing Balance</b>	325,604

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	31,739
<b>Equity Total</b>	104,107
Equity - Aboriginal	0
Equity - Socio-economic	7,335
Equity - Language	15,983
Equity - Disability	80,789
<b>Base Total</b>	2,907,043
Base - Per Capita	97,029
Base - Location	0
Base - Other	2,810,014
<b>Other Total</b>	199,176
<b>Grand Total</b>	3,242,065

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of parents, carers, students and teachers about the school. In 2022 students in Years 4-6 completed the 'Tell Them From Me' (TTFM) survey electronically and 44 parents completed the survey. The student survey included nine measures of student engagement alongside the five drivers of student outcomes. Some of the findings included:

### Students

\* In 2022, 82% of students reported positive advocacy at school compared to 74% in 2021. This is just below the similar schools group average and is a focus area in 2023.

\* In 2022, 98% of students reported expectations for success compared to 96% in 2021. This is higher than both the similar schools group and the state average.

\* In 2022, 77% of students reported a positive sense of belonging compared to 74% in 2021. This is higher than both the similar schools group and the state average. Our Year 5 students reported strongly in this area with 89% with a positive sense of belonging and our Year 6 the lower group at 72%.

We noted that students felt less connected to their school community after the extended period of remote learning during 2021 small advocacy groups were run in 2022 working with specific target groups such as the Year 6 girls to provide advocacy and strengthen their sense of belonging. Our Year 5 students recorded the stronger results across all 3 areas. In 2022 our therapy dog 'Willa' started at Wakehurst and has effectively supported students with their wellbeing concerns.

### Parents

Our parents community are involved in the school and support their child's learning. Results between 2021 and 2022 remained consistent with the following findings. Parents wanted further information about school programs and this will be addressed through parent literacy, cyber safety, wellbeing and a new Anxiety Project to support families in 2023. Our parents indicated that they:

- feel welcomed when they visit the school and are well informed about school activities
- believed that teachers have high expectations for their child to succeed
- recognised that the school supports positive behaviour choices
- either agreed or strongly agree (98%) that the school's physical environment is welcoming, easy to access and that the school is well maintained.

### Teachers

Effectively use data to inform their practice. In 2022 access to technology to support learning was evident through increased access to devices.

Teachers are welcoming being able to work more closely with parents now that COVID restrictions have been lifted. Teachers have welcomed leadership support to create student learning goals.

### Next steps

Our school regularly provides and seeks community feedback at P&C meetings and parent presentations throughout the year. Teachers regularly check in with small groups regarding goal setting and social/ emotional wellbeing. In 2023 we will triangulate our wellbeing data to reference survey data from The Resilience Project and the ACER Social and Emotional Wellbeing survey to provide a greater validity to our wellbeing results. With a noted increase in student anxiety during 2022 Wakehurst Public School applied to be part of the Anxiety Project in 2023. One wellbeing staff member and teachers will train in this program to see full implementation in Semester 2, 2023.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.