

2022 Annual Report

Wideview Public School



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Introduction

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

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

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School vision

Wideview aims to develop a collaborative and well-informed whole school community that provides quality education through effective and innovative teaching practices to ensure all students are successful learners. Our vision is for our staff, students and parents to be partners in learning, with high expectations for all. We value the building of a school community that is purposeful, flexible and respectful of our past, present and future.

School context

Wideview Public School is situated in the northern Sydney bushland suburb of Berowra Heights. The school population is stable with many families having generational connections to the school. We have a strong learning alliance with our feeder high schools and prior to school services, creating a smooth transition for all students. Wideview is a student-centred school where student needs are a priority, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature.

Wideview provides for the diverse learning needs of all students through a highly effective learning and support team. Wideview Public School has strong partnerships with its community and a supportive parent body. The school has a highly committed staff.

Our teachers bring learning to life, inspiring the imagination and creativity in every student by making learning relevant, integrating technology, encouraging communication and making classrooms fun. Our teachers are committed to providing an environment for our students to excel. As well as academic programs, we offer an exciting and diverse range of programs in the creative arts, sport and many other co-curricular areas which develop each student's interests and talents, whilst building their confidence and self-esteem. Programs such as, band and dance groups, sports teams, school representative council and debating are just a few that offer students, opportunities to showcase their talents.

Through our situational analysis, we have identified a need to effectively analyse data to ensure all students have access to applicable learning. Through the NAPLAN gap analysis, we have identified target areas in reading (fluency and comprehension) and numeracy. We will be focusing on the aspects of explicit teaching to stimulate student growth in both literacy and numeracy. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best principles. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Through the assistance of our Assistant Principal Curriculum and Instruction, we will develop strong understanding of new syllabus documents for K-6 staff and create opportunities for teachers to collaborate to analysis data that will inform future practice.

Embedding the wellbeing program of Zones of Regulation, will provide a consistent language for students, staff and parents. In 2023, we aim to increase the students understanding of the tools and strategies needed to be ready for learning.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Dynamic Teaching and Learning Practice
- Data Driven Practices

Resources allocated to this strategic direction

Summary of progress

Our focus for 2022 was to continue to build teacher capacity to implement evidence-based, dynamic teaching and learning cycles through the data-driven practices in English and Mathematics.

K-2 Teachers undertook Microlearning on the new K-2 English and Mathematics curriculums in preparation for implementation in 2023. 100% of teachers expressed they were prepared to enact the syllabus in 2023. K-6 teachers collaboratively took part in planning sessions focussing on creating Mathematics programs that demonstrate differentiated practices, clear and consistent teaching and learning goals and assessment. K-2 teachers collaboratively planned English units focused on Fluency, Understanding Texts, Vocabulary and Creating Written Texts.

Decodable readers were purchased and organised to support the implementation of a phonics based approach to teach reading in the early years. The DoE Spelling Diagnostic assessment was implemented K-6 to inform and guide the teaching of Spelling.

Teachers have identified that they would like support for more grade/stage planning in 2023 and further support in devising consistent assessments across the grades/stages. Teachers will also like support to implement effective evidence based strategies for the teaching of comprehension.

Our Beginner Teacher (BT) undertook Professional Learning and was mentored in various areas of English and Mathematics. Following this, The BT understands and implements explicit teaching methods for English and Mathematics. Moving forward, the BT will continue to take part in PL offered by the DoE and will be mentored and supported in effective methods for teaching reading fluency and comprehension.

A range of assessments and rubrics were created/adapted to evaluate student learning outcomes in Writing. Teachers participated in CTJ sessions using the rubrics 3 - 4 times per year.

A range of Phonics and Reading assessments were administered to monitor student outcomes. Data was analysed and used to plan future learning. Teachers participated in Data Talks in grade teams to analyse student development and plan for future learning. K-6 Assessment Schedules and Semester Assessment Plans were developed to ensure consistency across the school.

Moving forward, we need to develop effective data storage and tracking for Mathematics and Creating Written Texts and use this data for Data Talks to guide future programming.

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
Achievement of 2022 system-negotiated targets:	NAPLAN data showed that 56% of Year 5 students and 54% of Year 3 students achieved in the Top 2 Bands for Reading. This dropped below the baseline of 58.4%

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading increases from 58.4% to at least 64.7% (lower bound system-negotiated target).	
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy increases from 48.7% to at least 55.1% (lower bound system-negotiated target).	NAPLAN data showed that 51% of Year 5 students and 58% of Year 3 students achieved in the Top 2 Bands for Numeracy. This is an improvement of a baseline of 48.7%.
A minimum of 65.4% of Year 5 students achieving expected growth in NAPLAN reading (Baseline)	We do not have NAPLAN (Reading) Year 5 growth data this year as NAPLAN was not administered when the students were in Year 3 due to COVID-19.
A minimum of 63.8% Of Year 5 students achieving expected growth in NAPLAN Numeracy (Baseline)	We do not have NAPLAN (Numeracy) Year 5 growth data this year as NAPLAN was not administered when the students were in Year 3 due to COVID-19.
65% of students will read 28 or more words correctly in the Year 1 Phonics Screening Check.	67% of Year 1 students achieved reading 28 words or more in the Year 1 Phonics Check. This is 2% more than our target of 65% for 2022.
77.5% of students will achieve within the expected end of stage progression for Understanding Text and Fluency in Literacy.	Students have not been tracked for Understanding Text and Fluency on the Literacy progressions. Instead students are tracked using the Little Learners Assessment of Reading (LLARS) and Acadience.
Improvement as measured by the School Excellence Framework: Learning: Curriculum - Excelling <i>Focus Theme: Differentiation</i> Assessment - Sustaining & Growing <i>Focus Theme: Whole school monitoring of student learning</i> Student Performance Measures - Sustaining & Growing <i>Focus Theme: NAPLAN</i> Teaching: Effective Classroom Practice - Excelling <i>Focus Themes: Lesson planning and Explicit Teaching</i> Data skills and use - Sustaining & Growing <i>Focus Themes: Data analysis and Data use in teaching</i>	Differentiation - Sustaining and Growing Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. Whole school monitoring of student learning - Sustaining and Growing The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. NAPLAN - Moving from Sustaining and Growing to Excelling Lesson Planning and Explicit Teaching - Sustaining and Growing Teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidenced-based programs and lessons, which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Data Analysis and Data Use in Teaching - Sustaining and Growing All teachers contribute to gathering and analysing data. Assessments are developed/sourced and used regularly across stages/grades to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas of extension.

Strategic Direction 2: Future focused learning

Purpose

Wideview students will actively participate in 'future focused learning' programs that are highly engaging and innovative, and prepare them for citizenship in a complex and dynamic world.

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.

- Innovative Curriculum Delivery
- Meet and Extend Individual Student Performance

Resources allocated to this strategic direction

Professional learning: \$300.00

Low level adjustment for disability: \$1,000.00

Integration funding support: \$200.00

Summary of progress

Our focus for 2022 was to redefine the focus areas of Future Focused Learning principles using the five components of: communicators, collaborators, creative and critical thinkers and global citizens.

Following our 2021 end of year planning and future aspirations for 2022, the RFF teacher role focused on the delivery of inquiry based learning through teaching the subject area of Science for Kindergarten to Year 6. The role of the RFF science teacher provided an opportunity for students to engage and connect their learning to the world around them. Students brought their learning to life with hands on activities and experiences by building a large vegetable garden in Semester 1. In Semester 2, a large community garden was formed in a separate area of the school. The five components of FFL were fluid throughout lessons, experiments and evaluations. The RFF teacher collaborated and coordinated with each of the relevant teams and stages to support the development of subject content.

A dedicated room in the school was created for weekly Science lessons and a weekly science of the week award was created to recognise and celebrate student competency and engagement. A whole school Science Day in Term 4 of 2022, consolidated students understanding of key learning concepts. All classroom teachers and students K-6 participated in a day of rotational activities with the 5 components of FFL principles of quality teaching and learning evidenced.

Students investigation and communication skills increased through evidence of internal student surveys. Engagement in learning was evidenced through ongoing connection to the world around them, involvement and interest in subject content.

Improving staff knowledge and understanding of how to meet and extend the needs of all learners was a focus in 2022. Staff were supported through training and professional development of learning new online systems to better enable consistent development and evidence of creating student learning plans. Researching how to improve internal school practices formed part of our direction to enhance opportunities for high potential and gifted students.

In 2023, Science will continue to be taught by the RFF teacher with the addition to the Creative Arts subject of Music. The RFF teacher will continue to work in collaboration with classroom teachers. The FFL Team will use the data collated in 2022 to drive future directions for teaching and learning experiences in all classrooms, led by all teachers.

High Potential Groups will be a focus area in 2023. We aim to develop a variety of teaching and learning programs that engage, stimulate and strengthen students passion for project based learning to support students to be self directed learners.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p>The Future Focused Learning (FFL) Team will deliver PL for the staff to ascertain level of knowledge and experience.</p> <p>Teachers will develop a range of learning experiences that will be used in school educational programs K-6.</p>	<p>A Professional Learning plan was established and PL sessions were presented to staff by the FFL team. Through the PL, staff had the opportunity to gain and extend the knowledge and identify ways to strengthen their teaching and learning programs.</p> <p>In 2023, staff will be supported to collaborate in stages to embed the 5 principles of FFL into KLAs. Spaces and extracurricular programs within the school setting continue to be revitalised and improved to engage students in being self directed, confident and engaged learners.</p>
<p>100% of teachers demonstrate evidence of adjustments created to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.</p>	<p>An online system was introduced to all classroom teachers and learning support staff to create individual learning plans and adjustments. Staff were trained throughout 2022 on how to create, write, communicate and review student plans. In 2023, staff will be supported to extend their knowledge of student plans and strengthen linking the student plans with student goals and teaching and learning programs.</p> <p>In 2023, a small group of staff will lead the introduction of school based high potential groups for students in Years 1-6. The teaching model will involve high achieving students to work in small groups with peers on a subject area of strength. Future focused learning principles will be embedded in all teaching and learning programs. External opportunities for high performing students will continue to be offered to students in Years 1-6.</p>

Strategic Direction 3: Student Engagement and Well-Being

Purpose

Wideview staff and students will be supported to maintain effective relationships that continue to build strong community connections and engagement.

We value the building of a school community that is purposeful, flexible and respectful of our past, present and future.

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.

- Student Centred Engagement
- Student Community
- Connected Community

Resources allocated to this strategic direction

Summary of progress

Zones of Regulation, an emotional regulation evidence-based program, was introduced in 2022, as a well-being focus to improve student engagement and learning. This resulted in providing our school community with a common language to discuss emotions, relationships and to monitor levels of energy in readiness for learning. Our community was introduced to the Zones of Regulation by introducing the program in three steps; spreading awareness and understanding of the Zones of Regulation firstly to teachers, then students and at the same time, parents. The community was introduced to key concepts through visuals in classrooms, professional learning sessions, scheduled lessons, small group work, during well-being discussions and meetings with parents. During 2022 the learning focus was on the individual student becoming familiar with identifying Zones and developing the interoceptive understanding of how that emotion manifested in their behaviour. Next steps are identifying opportunities and spaces in programming to teach the tools of regulation; where Zones identification can lead to the application of tools to self-manage regulation when learning and playing.

Restorative Justice Practice was introduced during 2022 as a routine method of raising student responsibility for their behaviour post incidents. Connected with the Zones of Regulation, this has become a powerful tool in conflict resolution and student emotional growth. Internal well-being incidents reflect reduced repetitions of the same negative behaviours by the same students and less intervention required on repeated negative behaviours.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>A minimum of 50% students are able to articulate their own learning goals in the classroom.</p> <p>A minimum of 75% T&L programs provide students with learning opportunities that:</p> <ul style="list-style-type: none">• aim to build resilience• produce engaged learners• have a connection to the principles of Global Citizenship.• Tell Them From Me (TTFM) teacher survey data shows improvement in the following drivers of student learning: sense of belonging 75%-80% ; students are interested and motivated in their learning 70%75%. <p>Student Well Being will increase from</p>	<p>With an aim to build confidence, resilience and engagement in students, investigation into the Zones of Regulation program was conducted. PL was attended by key staff implementing the Zones of Regulation program. A PL schedule was developed for teachers during Terms 3 and 4 to provide concept delivery and the opportunity to discuss ways of embedding Zones in programming. In the student survey section of the Tell Them From Me Survey 2022, 71% of student responses in Years 4-6 revealed that they knew the meaning of the colours well, with 36% confident to explain the Zones to others. Likewise 63% of students use tools or strategies to regulate their behaviour.</p> <p>Student Well-Being satisfaction was reflected in the TTFM survey with 68% of students in Years 4-6 feeling accepted and valued by their peers and others, 88% of students showing they have friends at school they can trust and who encourage them to make positive choices and 88% knowing that schooling is useful in their everyday life and affects their future direction.</p> <p>In 2023, further PL for teachers, student lessons and parent forums will be</p>

85.5% to 89.3%	conducted with a focus on raising awareness of the use of the tools of regulation to manage students state of readiness to learn. As identified by the Tell Them From Me Survey, 37% of students were unable to identify any tools or strategies. Also, training in Restorative Justice practices for staff will extend the use of the method to all teachers so there is a common approach to behaviour management.
A minimum of 60% of students identify that the extracurricular opportunities are meeting their needs.	In 2022, the TTFM data shows that 60% of students participated in extracurricular activities, such as drawing, drama, music or SRC, which is 5% higher than NSW Government Norm.
<p>At least 70% of parents feel valued and connected to the school community.</p> <p>The broader school community values the schools approach to building a cohesive community.</p> <p>More effective and transparent engagement with the community (including newsletter, social media, P&C meetings, parent forums)</p> <p>At least 70% of parents will report that effective communication strategies between the school and community (from a baseline of 35%).</p>	<p>In 2022, in addition to fortnightly newsletters and class communication platforms, a social media platform of Facebook was created to showcase students achievement in all areas of school life. P&C meetings continued regularly with meetings remaining online to support parents to attend after hours. As a school, we created opportunities to strengthen community engagement with local radio and media providers to showcase our schools learning community. The Kindergarten 2022 transition to school program, included 'an expo'. Community providers to Wideview attended the expo and manned a stall to share how they support and contribute to the learning and well-being needs of all students. Individual school tours were also another way of sharing our schools values and building a cohesive environment.</p> <p>Feedback through emails, feedback surveys or face to face indicated an increase in parents feeling valued and connected. In 2023, continued emphasis will focus on individual teacher communication to parents regarding academic and welfare information.</p>
Proportion of students attending greater than 90% of the time at lower bound target.	56.94% of students in 2022, demonstrated at or above attendance. 24.44% of students attended 85-90% of the time. Our overall attendance rate was 89.5%, which surpassed the state, network and similar school groups.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$40,076.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wideview 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"> • Meet and Extend Individual Student Performance • 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 • consultation with external providers for the implementation of [strategy] • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Access to curriculum for transition support to curriculum, extracurricular and social support. A strong focus on Kindergarten transition to school continued.</p> <p>After evaluation, the next steps to support our students will be: To continue current programs and support for the individual students. Working with external support agencies to students, staff and parents for individual student need will be a strong focus in 2023.</p>
<p>Socio-economic background</p> <p>\$13,665.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wideview 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support the student social skills program implementation. • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students being involved in weekly social skills groups, participation in class and extracurricular activities, school material assistance and improved student wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Continuing successful programs into 2023. A key focus area for the whole school will be to continue researching and establishing a Zones of Regulation approach for wellbeing. Staff will continue to receive professional learning to enhance their knowledge and understanding of wellbeing practices.</p>
<p>Aboriginal background</p> <p>\$1,608.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wideview 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>Aboriginal background</p> <p>\$1,608.00</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"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Professional Development - Staff and students across K-6 participated in internal and external opportunities to engage and develop knowledge and understanding. Whole School Awareness - Teachers consulted with Aboriginal families to develop meaningful Personalised Learning Plans. Community Connections - Teachers attended local AECG meetings to build connections.</p> <p>After evaluation, the next steps to support our students will be: Continuing current improvements from 2022 to raise awareness and build stronger knowledge and understanding of Aboriginal Education. In 2023, incursions and excursions will supplement learning experiences. All lessons and initiatives will be developed in consultation with the local AECG. In 2023, Staff will work with the local community and AECG to formulate a Reconciliation Action Plan.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wideview Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Enhancing Student Learning - for targeted students with a clear focus on literacy development. Communication - raising teacher awareness and strengthened relationships with community members. Updated academic reporting templates for all EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue current programs. Student Learning Support Officers will implement 1:1 and small group sessions in literacy and numeracy. Staff will be involved with online professional learning to improve their awareness of strategies to effectively teach students on a non-English speaking background.</p>
<p>Low level adjustment for disability</p> <p>\$105,402.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wideview 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"> • Meet and Extend Individual Student Performance • Other funded activities

<p>Low level adjustment for disability</p> <p>\$105,402.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Teaching and Learning - Student Learning Support Officers and learning support teaching staff have developed, implemented and supported small group and 1:1 learning in literacy and numeracy. They have consulted with staff to make adjustments and create resources. Targeted students across K-6 are provided with targeted interventions to increase learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: To continue to maximise the support available to students in mainstream classes who have a disability or learning and support needs. To ensure effective and regular monitoring of students learning is continuous and individualised. To use current and valid assessment data to evidence learning achieved and inform future directions.</p>
<p>Professional learning</p> <p>\$24,001.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wideview 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"> • Innovative Curriculum Delivery • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Staff being involved in targeted professional learning with a strong focus on English, Mathematics, differentiation and well-being practices.. - Consistent teaching practice and collaboration in preparation, delivery and assessment of English and Mathematics. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - establish a successful K-6 whole school professional learning model that meets the needs of the key initiatives to support staff to deliver quality teaching and learning programs, with a strong emphasis of analysing data and creating assessments. - Establish the role of Assistant Principal Curriculum and Instruction to support staff and students x3 days a week allocation.
<p>Literacy and numeracy</p> <p>\$24,873.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wideview Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy</p> <p>\$24,873.00</p>	<p>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"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Teacher professional learning - deepened staff knowledge in the explicit teaching of numeracy for staff 3-6 and comprehension and writing K-2. - K-2 had a strong 3 weekly data talk sessions, evaluating practice, analysing results and preparing future directions. - Purchases of resources to support the K-2 curriculum with decodable readers and quality texts. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Using identified areas of improvement in literacy and numeracy. - Aligning whole school literacy and numeracy focus. Strong emphasis on engaging and enacting the K-2 syllabus. - Differentiating mathematics teaching and learning programs. - Establishing staff professional development for 3-6 teachers to prepare for the new curriculum in 2024.
<p>QTSS release</p> <p>\$76,997.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wideview 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"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - establishing programs and assessments K-6 for reading and numeracy. - professional development of teachers and supporting classroom practice. - the staffing of two off class instructional leaders (total of 5 days a week). <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - A continuation of collecting school wide data to drive teaching and learning programs across K-6 - Development of and improvement of consistently embedding high quality teaching and learning practices into curriculum areas for all students.
<p>Literacy and numeracy intervention</p> <p>\$22,984.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wideview Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted

<p>Literacy and numeracy intervention</p> <p>\$22,984.00</p>	<p>intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - a day a week off-class teacher position allocation to develop explicit teaching programs in literacy and numeracy. - creating resources to support stage teams in implementing effective evidenced based programs. <p>After evaluation, the next steps to support our students will be:</p> <p>Students - deeper knowledge and understanding of literacy and numeracy concepts.</p> <p>Staff - knowledge deeper extensive interpreting and using data to inform practice.</p>
<p>COVID ILSP</p> <p>\$22,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • employing staff to provide online tuition to student groups in literacy/numeracy • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact:</p> <p>Student Engagement - students benefiting from 1:1 and small group intensive instruction for key areas of numeracy.</p> <p>Resources - development of resources to consolidate skills and content language.</p> <p>Consultation - ongoing between students, parents and teachers and support staff. The school provided online parent sessions engaged parents in their child's learning.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Greater use of data analysis to guide and inform teaching and learning, with a focus on identifying targeted learning areas.</p> <p>Establishing systems and practices to support classroom teachers to monitor and evaluate student progress.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	200	200	205	182
Girls	203	198	191	172

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.8	96.1	95.7	89.8
1	95.9	95.5	93.8	89.8
2	94.2	96.5	93.1	89.6
3	94.1	97.1	95.3	90.0
4	93.6	95.5	94.8	88.8
5	95.6	96.1	91.9	88.3
6	94.6	95.8	92.2	84.0
All Years	94.8	96.1	93.8	88.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.86
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.6
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 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	114,881
Revenue	3,449,397
Appropriation	3,143,889
Sale of Goods and Services	15,004
Grants and contributions	285,742
Investment income	2,363
Other revenue	2,399
Expenses	-3,360,528
Employee related	-3,022,569
Operating expenses	-337,958
Surplus / deficit for the year	88,869
Closing Balance	203,751

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	30,371
Equity Total	122,835
Equity - Aboriginal	1,608
Equity - Socio-economic	13,665
Equity - Language	2,400
Equity - Disability	105,162
Base Total	2,638,325
Base - Per Capita	100,061
Base - Location	0
Base - Other	2,538,264
Other Total	192,268
Grand Total	2,983,798

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

Wideview Public School students, staff and parents are a strong, committed and supportive community. Our students, parents and staff provided feedback through internal and external data sources.

Student Satisfaction

157 Students participated in the Tell Them From Me (TTFM) 2021 survey. Student results indicated 88% students have friends at school they can trust and who encourage them to make positive choices. 90% of students indicated they demonstrate positive behaviour at school. Both data statistics are above NSW Government Norms. All students in Years 4-6 surveyed, showed improved interest and motivation to learn. This was a focus area from 2021. We will continue to build upon these results in 2023.

In 2022, the school implemented a new wellbeing program, Zones of Regulation. Students were surveyed to find out how well they understood the colours of the Zone of Regulation and how well they use tools or strategies to support their understanding and managing of emotions. Student data demonstrated 71% of the students understood the colours. 37% of students do not how to use the tools or strategies. Both these results support our directions into the second year implementation of the program in 2023.

Parent Satisfaction

Wideview parents and community supported school events generously throughout the year of 2022 at events such as excursions and carnivals. Parents were invited to join meetings to learn more about learning programs such the Intensive Learning Support Program. The parents who attended these sessions, indicated gratitude for being able to learn more about how the schools is supporting their child's learning. 22 parents participated in the Tell Them From Me 2022 survey. A common theme across the parent responses when asked to share the strengths Wideview Public School offers for their children were - cohesive and invested teaching staff, small community school with a welcoming feel, many extra curricular activities and programs offered and improved whole school communication. When parents were asked what priorities they believe are needed for our school in 2023, parent responses commonly focused around: ensuring regular communication between individual teachers and parents regarding individual or class communication and updates to grounds and buildings. In 2023, we will continue to build stronger individual teacher and parent communications and seek feedback from our parent community.

Staff Satisfaction

In 2021, staff indicated directions of key priorities for 2022 focused around wellbeing practices and support for students, collaborative professional development sessions and continued focus on refining and strengthening literacy and numeracy outcomes for all learners. In 2022, staff participated in professional learning sessions focused on data practices and evaluating data to inform teaching practice. For K-2 staff, Data Talks were established as a twice termly opportunity for teachers of the same grade to discuss student achievement and prepare teaching and learning programs to enact growth and improvement of specific concepts. 100%of staff involved were receptive to the learning and were keen to establish this embedded program in 2023. Staff in 3-6 had opportunities to meet in collaborative teaching and learning data talks with SLSOs to discuss ILSP students. In response to staff feedback, a school goal is to embed data talks into our term professional learning agenda for all teaching staff K-6.

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.