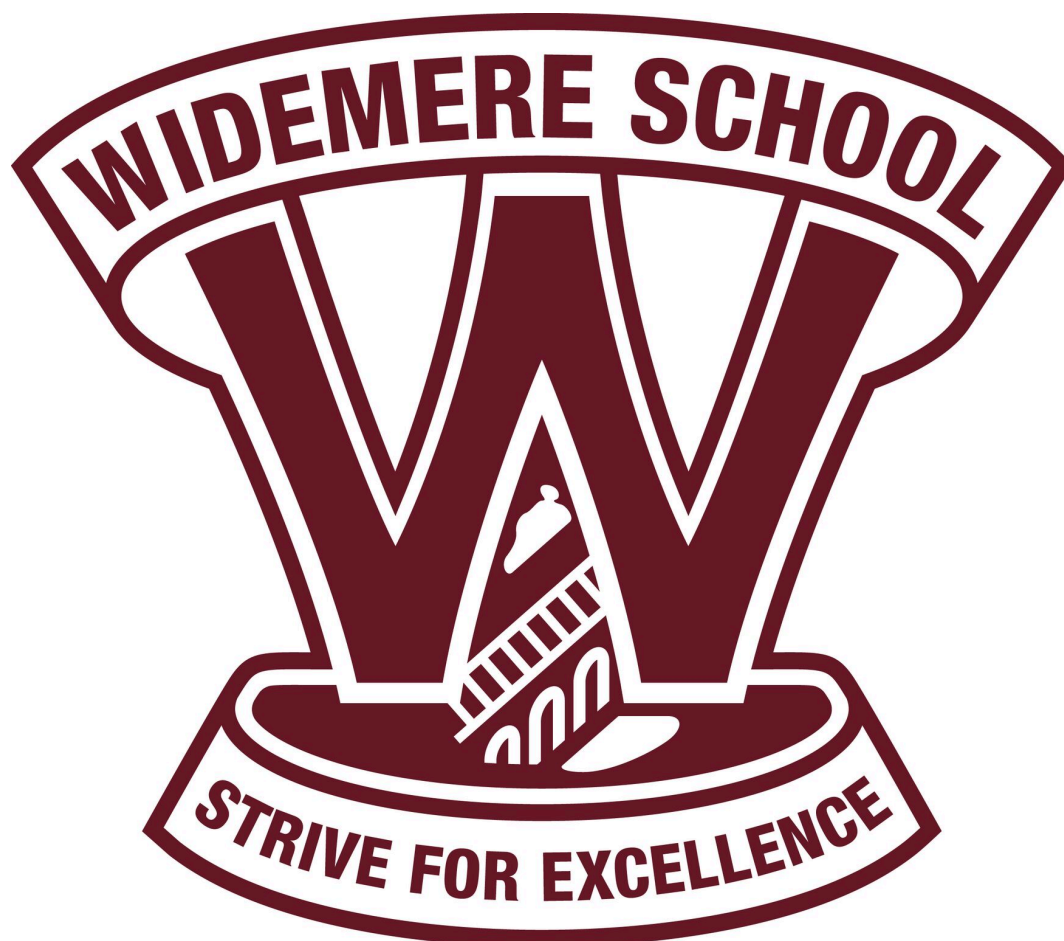


# 2022 Annual Report

## Widemere Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Widemere 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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## School vision

Widemere Public School is committed to providing a quality education in a high expectations, challenging, inclusive learning environment so all students can achieve excellence in Literacy and Numeracy skills to enable them to reach their potential and become inspired, active, confident participants within our changing society.

## School context

Widemere Public School is located in Greystanes and was established in 1973. It is an excellent learning community providing high quality learning opportunities for the children of our local community.

Our school operates 9 classrooms from Kindergarten to Year 6 with 239 students enrolled. 45% of our students come from culturally diverse backgrounds.

Our dedicated, innovative teachers are committed to the pursuit of excellence by knowing, valuing and understanding every child through participation in formative assessment, targeted professional development, high quality evidence based differentiated teaching and stimulating, enriching and challenging learning programs.

We also offer many prospects to excel in a variety of performing arts, science, technology, sports programs and leadership opportunities.

During 2020 the whole school community, involving students, staff, parents and the Parents and Citizens Association, was consulted through the situational analysis followed by the development of the Strategic Improvement Plan (SIP).

Our situational data analysis identified 3 Strategic Directions:

1. Student Growth and Attainment will be improved with focus on data driven practices, and personalised learning in Reading and Numeracy;
2. Enhancing Teacher Expertise and a Collaborative Culture of Learning;
3. Enhancing Inclusion and Engagement of Students.

Student wellbeing is a priority for our staff. Our aim is for all students to be known, valued and cared for and for students to do their personal best. We strive for students to be engaged and feel included.

Our students prosper in a positive behaviour for learning, inclusive and nurturing learning environment that develops respect, understanding and responsibility.

As a school community we are determined to provide opportunities to develop students in all areas to become high achieving, life long, responsible learners and successful members of society.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in **Reading and Numeracy** we will further develop a **high expectations learning culture** and refine and enhance whole school processes and systems for collecting and analysing data.

### 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.

- Data Driven Practice
- Personalised Learning

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$120,456.00

**Aboriginal background:** \$1,713.00

**English language proficiency:** \$28,160.00

**Low level adjustment for disability:** \$22,760.00

**6101 Funds:** \$35,696.00

**Socio-economic background:** \$30,854.00

**QTSS release:** \$43,320.00

**Integration funding support:** \$19,706.00

### Summary of progress

Considering obstacles to achievement including the pandemic and teacher shortage we have achieved good results in reaching the system negotiated target in Numeracy and Reading. This growth was achieved through personalised learning programs including COVID interventions, pre and post testing data, analysis of data and differentiated learning particularly focusing on HPGE students. Funding was allocated to increase APCI allocation to 1 FTE and also support EALD students and students negatively affected by COVID. The APCI worked with teachers to analyse data, coach and mentor to enable them to develop higher order, differentiated programs. Professional learning was targeted to identified areas of individual teacher and student need.

### 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
Numeracy  In 2022 Students in Year 3 and 5 NAPLAN Numeracy will achieve an uplift of 5% in the top 2 bands from 2021 target data 36.90% reaching 38.74%.	Students in years 3 and 5 achieved an uplift of 5.4% exceeding our 2022 progressive growth target by 1.2%.
In 2022 due to Covid 19 there will be no expected growth from Year 3 to 5 recorded.	Not applicable
Reading  In 2022 Students in Year 3 and 5 NAPLAN Reading will achieve an uplift of 5% in the top 2 bands from 2021 target data 47.27% reaching 49.63%.	Students in Years 3 and 5 achieved an uplift 5.8% exceeding our progressive growth by 1.5%.
In 2022 due to Covid 19 there will be no expected growth from Year 3 to 5	No applicable.

recorded.

## Strategic Direction 2: Enhancing Teacher Expertise and a Collaborative Culture of Learning

### Purpose

The school situational analysis identified the need for teachers to develop a culture of **collaboration** and **sharing**. Through the **collaborative practices of Teaching Sprints** and **Instructional Leadership** staff will develop a practical understanding of the structures and strategies to improve **teaching practice** by working **collaboratively** and **sharing expertise and research**.

### 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.

- High impact evidence based teaching practices
- Collaborative Practice

### Resources allocated to this strategic direction

**6101 Funds:** \$5,139.00

**Beginning teacher support:** \$4,600.00

**Professional learning:** \$19,985.00

### Summary of progress

In Strategic Direction 2 Enhancing Teacher Expertise and a Collaborative Culture of Learning the school built on current professional learning models and coaching and mentoring programs through the Assistant Principal Curriculum & Instruction role to develop Collaborative and High impact based teaching practices. The Teaching Sprints program was utilised to increase collaborative practice across the school and develop teachers' capacity and expertise in teaching inferential comprehension and vocabulary. The inability to obtain casual teachers, unfortunately meant many of our 5 weekly collaboration sessions were cancelled, impacting on our ability to complete all planned teaching sprints (audience and purpose).

In addition to our planned collaboration sessions, teachers have also engaged in professional learning and planning sessions relating to the implementation of the K-2 English and Mathematics syllabus in preparation for it's implementation in 2023. The introduction of the Assistant Principal Curriculum and Support role this year allowed teachers to work collaboratively with the APCI on identified areas of need, to strengthen their teaching practice and curriculum knowledge.

### 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
<ul style="list-style-type: none"><li>• 90% of Classrooms and Teaching Learning Programs show evidence of the Use of Data to Inform Practice.</li><li>• 90% of teachers collaborate and share curriculum knowledge, data, feedback and student progress.</li><li>• 90% of Teaching and learning programs show evidence of High Expectations and Differentiation.</li></ul>	<ul style="list-style-type: none"><li>• 90% of Classroom Teaching and Learning Programs show evidence of the Use of Data to inform Practice.</li><li>• Data is used extensively in the primary classes to inform and differentiate Mathematics programming and teaching through our differentiated Number Groups program. In Infants, there is strong data collection in English linking to InitialLit.</li><li>• 100% of teachers have collaborated with their stage teams, and been involved in CTJ sessions looking at student assessments, work samples and data</li><li>• Classroom Learning Walks, collaboration meetings and teacher programs indicate 90% of staff drive learning through the use of differentiation and high expectations.</li></ul>
Coaching and Mentoring  90% of teachers are involved in coaching/mentoring relationships.	<ul style="list-style-type: none"><li>• 100% of teachers have actively collaborated with the Assistant Principal Curriculum &amp; Instruction to reflect on and enhance their teaching practice in the areas of numeracy and reading.</li><li>• APCI has worked one to one with teachers to model and observe classroom practice and to support reflection and professional conversation.</li></ul>

<p>Teacher Collaboration</p> <p>Teacher Collaboration for 2022 target is an uplift of 2% from 90% in the Tell Them From Me teacher survey.</p>	<p>Teacher collaboration had increased on the Tell Them From Me survey by 1 percent. This increase is pleasing as teachers' collaborative planning time was often cancelled due to unavailability of relief teachers.</p>
<p>Teaching Strategies</p> <p>Teaching Strategies for 2022 target is an uplift of 2% from 88% in the Tell Them From Me teacher survey.</p>	<p>Teaching Strategies TTFM survey results this year are showing a positive growth of 3% which has us 2% below our target measure of 88%. It was pleasing to see positive growth in this area for 2022.</p>



## Strategic Direction 3: Inclusion and Engagement

### Purpose

All students will experience an inclusive and engaging education where they can fully participate and be challenged in all learning experiences supported by reasonable adjustments. This will ensure teaching strategies and adjustment are tailored to meet individual needs. Inclusion and engagement will be embedded in all aspects of school life including a positive culture, inclusive policies and every day practices.

### 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.

- Engaged Learning for Wellbeing
- Inclusion in Learning

### Resources allocated to this strategic direction

: \$32,164.00

**6101 Funds:** \$4,268.00

### Summary of progress

Planning for learning and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions. Positive and respectful relationship were evident across the school with Reflection Time and suspensions reducing across the school. The school implements whole school Positive Behaviour Learning practices including data analysis that facilitate measurable improvements in wellbeing and engagement to support student learning. There is a school wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing, inclusion, engagement and learning needs in consultation with parents and carers. Students have a high sense of belonging and teachers model high expectations for learning and behaviour. Teachers, parents and the community work together to support consistent and systematic processes that ensure students absences do not impact on learning outcomes.

### 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
Wellbeing  Wellbeing for 2022 target will achieve and uplift of 1.5% from 2021 target data 89% reaching 90.33%. This target is a combination of Belonging, Advocacy and Expectations of Success.	Tell Them From Me data indicates 92.74% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is 2.63% above our annual target.
Student Engagement  Student engagement for 2022 target will achieve and uplift of 0.5% from 2021 target data 85.23% reaching 85.65% in the Tell Them From Me student survey.	Tell Them from Me data indicates 85.54% of students indicate positive student engagement. This is 0.12% below our planed annual target.
Attendance 2022 • Students attending more than 90% to achieve an uplift of 3% by the end of 2022.	The number of students attending greater than 90% of time is 82.34%, 3.3% below our annual target of 85.64%
Inclusive Schools	Tell Them From Me data indicates 87% of teachers feel our school is

<p>Inclusive schools for 2022 target will achieve an uplift of 1% from 2021 target data 86.86% reaching 87.72% in the Tell Them From Me teacher survey.</p>	<p>inclusive. This is 0.82% below our annual target.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$19,706.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Widemere 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>• Personalised Learning</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>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans</li> <li>• consultation with external providers for the implementation of behaviour strategies for trauma informed practice</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Integration funding support decisions are discussed regularly at school Wellbeing Meetings. Personalised programs and differentiated support for students with special needs have been implemented. School Learning Support Officers are supporting students in the playground and the classroom for both academic and social and emotional gains. Teachers have improved their response to classroom management. Continue to adjust staffing as funds are adjusted.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued analysis of data to differentiate learning and provide personalised programs for students. Continue to review PLPs as needed and discuss with parents. SLSO support continues in the classrooms and on the playground.</p>
<p>Socio-economic background</p> <p>\$30,854.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Widemere 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>• Personalised Learning</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>• employment of additional staff to support Literacy and Numeracy program implementation.</li> <li>• Employment of School Learning Support Officers to support classroom teachers both in the classroom and on the playground.</li> <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> Improved transition for students entering Kindergarten and exiting Year 6 with personalised programs developed for students and personalised goals identified. Differentiated teaching and learning programs and class learning ladders were developed with support from the APCI and L&amp;ST. Ipads and technical equipment was purchased to assist all students to develop technological skills. School learning support teachers were used to support students in the classroom and playground.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing analysis on current data and appropriate support interventions offered for students. Continue with personalised learning programs and</p>

<p>Socio-economic background</p> <p>\$30,854.00</p>	<p>support in classrooms. Introduction of K-2 syllabus and purchase resources needed.</p>
<p>Aboriginal background</p> <p>\$1,713.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Widemere 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><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>• Data Driven Practice</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>• employment of additional staff so teachers had time to complete learning plans to deliver personalised support for Aboriginal students</li> <li>• Collaborative Planning time to support teachers to discuss ways of incorporation Aboriginal Perspectives across the teaching and learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Indigenous students engaging in the PLP process, with authentic conversations with parents and support staff. Increased teacher capacity to incorporate quality Aboriginal perspective into their lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensuring all PLPs are regularly adjusted in consultation with students, parents and support staff. Students on a PLP will be monitored closely by the school Wellbeing team.</p>
<p>English language proficiency</p> <p>\$28,160.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Widemere 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>• Data Driven Practice</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>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EALD students have been supported by the EALD teachers both in class and withdrawn into smaller groups to support their understanding of English both in the classroom and more generally in the environment. The whole staff participated in professional learning with our Network's EALD specialist.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to work with the Network's EALD specialist to understand the EALD Continuum and how vocabulary for all students is necessary for reading and comprehension. . APCI and EALD teacher to ensure all students have high quality differentiated learning.</p>
<p>Low level adjustment for disability</p> <p>\$22,760.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Widemere 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</b></p>

<p>Low level adjustment for disability</p> <p>\$22,760.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practice</li> <li>• Personalised Learning</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>• targeted students are provided with an evidence-based intervention InitiaLit to increase learning outcomes</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional teaching staff supporting K-2 implement the InitiaLit program in Literacy. Additional teaching staff supporting 3-6 run differentiated number groups in Mathematics. These programs have helped streamline intervention in both literacy and numeracy across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staff to support literacy and numeracy programs across the school. Continue to monitor additional programs and staff by the Wellbeing executive team.</p>
<p>Professional learning</p> <p>\$19,985.00</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 Widemere 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>• High impact evidence based teaching practices</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 a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• engaging APCI for an additional day to support teachers with additional PL to meet their needs and compliment their teaching.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> More time and support for teachers by the APCI. Engage specialists to support staff and executive in understanding and implementing various attributes to support individual and whole school needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with professional development supporting Teachers with the introduction of the new Literacy and Numeracy Curriculums. Supporting teachers with curriculum release time.</p>
<p>Beginning teacher support</p> <p>\$4,600.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Widemere Public School during their induction period.</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>• High impact evidence based teaching practices</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>• Supporting Beginning Teachers with their programming and high impact programming.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Beginning teachers continuing to grow in confidence and ability to cater for</p>

<p>Beginning teacher support</p> <p>\$4,600.00</p>	<p>their students with data collection and clearly differentiated programming.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support beginning teachers with mentors and APCI support to refine their practice and communication skills.</p>
<p>QTSS release</p> <p>\$43,320.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Widemere 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>• 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>• 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> Teachers and school executive supporting class teachers to develop high impact differentiated programming for improvement of student outcomes. Staff being able to support HPGE through Numeracy groups and literacy activities such as debating and public speaking.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engage staff to support our teachers to implement and undertake high impact professional learning and support more HPGE activities across the school.</p>
<p>COVID ILSP</p> <p>\$47,600.00</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>• releasing staff to analyse school and student data to identify students for small group tuition in both MiniLit and MacqLit programs</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 39 Students were supported in Literacy with small group support in MiniLit and MacqLit intervention. Students from Stage 2 and Stage 3 were supported in small group number intervention.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of small group interventions for both MiniLit and MacqLit. Continuing to assess students across Literacy and Numeracy to monitor students who need additional support.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$120,456.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p>

<p>AP Curriculum &amp; Instruction</p> <p>\$120,456.00</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>• Data Driven Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Lead professional development for teachers to support the teaching and learning cycle.</li> </ul> <p>Discuss teaching initiatives, model and team teach with staff to support their growth and student attainment.</p> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The development of high impact quality teaching and the reflection and growth of teachers' abilities to program and differentiate for individual students, small groups and whole class learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The APCI will use the Curriculum release time to increase teacher awareness and support with PL on the New Curriculum.</p> <p>We will continue with Teacher support and team teaching.</p>
<p>6101 Funds</p> <p>\$45,103.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Widemere 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>• Data Driven Practice</li> <li>• Personalised Learning</li> <li>• High impact evidence based teaching practices</li> <li>• Collaborative Practice</li> <li>• Engaged Learning for Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Employing an additional teacher and SLSO to support children in Early Stage 1 settle into school.</li> <li>• Purchase program for InitiaLit for K-2 Literacy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Kindergarten students settling quickly into school and developing sound routines that lead to a smooth transition process.</p> <p>SLSOs supporting students across K-6 in various areas of needs and additional support.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue to monitor the needs of ES1 and their transition to school.</p> <p>Continue to support all students from K-6 in areas of need.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	135	123	113	112
Girls	113	116	112	101

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	87.4	94.2	89.5
1	93.8	89.4	93.7	89.9
2	93.3	83.0	93.6	89.9
3	92.6	90.2	93.7	88.1
4	92.9	90.7	94.7	88.6
5	93.3	89.3	91.7	90.0
6	93.8	91.0	94.5	87.7
All Years	93.3	88.9	93.6	89.0
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)	3.8
Classroom Teacher(s)	7.16
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.47

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	248,741
<b>Revenue</b>	2,627,074
Appropriation	2,537,172
Sale of Goods and Services	2,332
Grants and contributions	86,759
Investment income	711
Other revenue	100
<b>Expenses</b>	-2,471,709
Employee related	-2,223,969
Operating expenses	-247,740
<b>Surplus / deficit for the year</b>	155,365
<b>Closing Balance</b>	404,106

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>	13,017
<b>Equity Total</b>	157,501
Equity - Aboriginal	2,239
Equity - Socio-economic	33,618
Equity - Language	29,275
Equity - Disability	92,370
<b>Base Total</b>	1,849,396
Base - Per Capita	56,853
Base - Location	0
Base - Other	1,792,543
<b>Other Total</b>	235,477
<b>Grand Total</b>	2,255,391

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

In 2022 the school undertook four Tell Them From Me (TTFM) surveys, two Primary Snapshot surveys of the students in Years 4 to 6. One Teacher Survey and a Parent Survey towards the end of the year. Some of the results in these surveys are:

### Students

The Student Surveys showed an increase in their Sense of Belonging by 2% to 88%, this result is up 7% on the NSW Norm. There was a 1% increase in Explicit Teaching Practices and Feedback, this result is 8% up on the NSW Norm. Our students view of Positive Behaviour at School remained at 96% which is 13% up on the NSW Norm.

### Parents

The Parent Survey showed an increase in the School Supporting learning by 11%, this has us on par with the NSW Norm of 73%. There was an increase in parents thoughts on Safety at School by 9%, again this result has us on par with NSW Norms of 74%. Parents view of an Inclusive School was up by 18% on the previous year, this has Widemere PS at 72% while the NSW Norm is 67%.

### Teachers

Our teachers have reviewed many areas across the school and some of their results are, Inclusive School up by 3% having Widemere PS at 87%, which is 5% above the NSW Norm. Planned Learning Opportunities for teachers increased by 3% to 85%, which is 9% above the NSW Norm. Our teachers saw a rise in Parent Involvement by 9%, the NSW Norm was 68% and Widemere PS was at 80%.

# 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.