

# 2022 Annual Report

## William Stimson Public School



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# Introduction

The Annual Report for 2022 is provided to the community of William Stimson 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

Our school is a connected, consulted, collaborative community, committed to providing inclusive, student-centred learning opportunities that ensure students continually improve and achieve their educational potential.

## School context

William Stimson Public School has a population of 530 students including seven multi-categorical support unit classes. It is located in the Cowpasture Educational Network in South Western Sydney, on Dhurug Country, in the Fairfield Local Council Area. First Nations people account for 1% of student enrolment. Our school has a teaching staff allocation of 39 and an executive team made up of a Principal, 2 Deputy Principals and 5 Assistant Principals. Additional staff are employed to support Wellbeing and EALD programs as well as support the improvement of teaching and learning practice across the school. There is a non-teaching staff of 14 which includes 7 permanent SLSOs for our Support Unit and additional SLSOs across the school supporting student academic, social, emotional and behavioural growth.

Our school community is culturally diverse, with 42 language backgrounds represented, our predominate languages include Arabic, Assyrian, Chaldean, Spanish, Vietnamese and Italian totalling an EALD percentage of 86.4%. We have a refugee population of 61 students who are supported through New Arrival and Vocabulary Acquisition Programs. We have a range of school programs that support learning, social, emotional and behavioural outcomes for all students, including Community Language Italian, extensive wellbeing support and specialist support such as speech and a variety of other therapy programs.

William Stimson Public School has a strong commitment towards literacy and numeracy growth driven by a school funded Instructional Leader and a collaborative and consultative leadership team. External literacy and numeracy consultants are engaged to deliver quality evidence-based professional learning, ongoing improvement of practice and build the capacity of all staff. High expectations for teaching, learning and student growth are a focus in all Key Learning Areas and we encourage staff and student collaboration through collaborative planning and the use of flexible teaching and learning spaces.

As a result of a rigorous self-evaluation process, William Stimson Public School has identified Strategic Directions for improvement including - Growing Strong Foundations in Reading and Numeracy (Growth and Attainment), Knowing our Students, Strengthening our Community; and Strong Teachers, Strong Leaders.

Our school prides itself on offering a wide range of extra curricula activities for students to enhance their skills in areas of personal interest including specialist sporting programs, cultural and creative groups and a range of high potential academic opportunities. The school values positive community relationships and has an active and supportive Parents and Citizens' Association. The school is highly regarded in the broader community and staff and parents have high levels of aspiration for every child to achieve their very best.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Excelling
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.

- Data Driven Practices
- Personalised Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$417,294.00  
**English language proficiency:** \$228,030.00  
**Refugee Student Support:** \$9,320.00  
**Low level adjustment for disability:** \$125,352.00  
**Professional learning:** \$10,000.00  
**Integration funding support:** \$136,265.00  
**COVID ILSP:** \$298,540.00  
**Aboriginal background:** \$3,853.00

### Summary of progress

In Strategic Direction 1, the following activities have been of focus for 2022:

#### Data Driven Practices

An additional Instructional Leader (IL) role was established with a defined role statement and planned structure to consolidate support in K-2. Mentoring of beginning teaching staff and modelling best practice was consolidated in Terms 1 and 2. ILs assisted staff with structures to support modelled, shared and guided practice, enabling staff to identify, teach, observe and evaluate student learning at point of need. ILs delivered Professional Learning (PL) on School Development Days (SDD) and throughout the terms during PL sessions on the Literacy and Numeracy Progressions with 100% of staff participating. ILs built capacity by working shoulder to shoulder with 20 staff across K-2 throughout the year, this included classroom teachers as well as teachers in various support roles.

Our K-2 staff had the benefit from continued access and mentorship from Rebecca McEwan, who headed up the Phonics Targeted Assistance Program (TAP) in 2021. 100% of staff continued to have their understandings of how to deliver quality, rich, on-point literacy instruction developed and strengthened through PL sessions with Jann Farmer Hailey, our Literacy Consultant. This occurred through delivery of beginning teacher workshops, stage coaching models and masterclass opportunities for our ILs and Assistant Principals. 100% of staff also continued to be supported by Numeracy Consultant, Carol Spencer and had complete personal access to her subscription-based website - A Teaching Place, A Learning Place. The work with these consultants has seen a deepening and strengthening of quality practice in Literacy and Numeracy as they have tailored the PL to be reflective of staff need and focused on the syllabus and the Literacy and Numeracy Progressions.

A large focus of the work the ILs had undertaken with predominantly K-2, but also 3-6 staff, has been the consistent tracking of their students' performance against the Literacy and Numeracy Progressions. This data was collected on a 5 weekly cycle following their 5 weekly teaching sequence and critically analysed to determine its validity and inform where our teaching focus needed to be for the following sequence. The tracking of this data so regularly has had an incredible impact on the quality of instruction being delivered and the improved learning outcomes of our students. Executive supported this by managing and facilitating Consistent Teacher Judgement (CTJ) across the whole school, including reviewing 5 weekly cycles of data and regular PL with Literacy and Numeracy consultants to boost capacity of leaders and create experts in curriculum areas.

#### Personalised Learning

The establishment of significantly larger Wellbeing and EAL/D teams than what our FTE provides has ensured our ability to personalise the learning for our students. Teams regularly collected and tracked data on the Learning Progressions, in 5 weekly cycles, and analysed this data to set future directions for learning to improve student outcomes in Literacy and

Numeracy. Classroom teachers were supported in a collaborative process through professional learning and shoulder to shoulder teaching in classrooms to enhance teaching and learning practices. The inclusion of support teachers and non-teaching staff, using equity funds, enabled quality teaching and support to take place in a variety of settings, including whole class, small group intervention and one to one support. These processes and practices ensure a whole school approach is implemented to meet the needs of our identified students.

Staff understand that teaching and learning programs are dynamic, and now show evidence of consistent and reliable student assessment and continuous tracking of student progress and achievement. They also show that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning. Processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessments and analysis of student progress and achievement data is regularly completed and that teachers respond to this data at individual, grade, stage and whole school levels. A centralised system is utilised for analysing and reporting on students and school performance. This analysis is used to inform collective decisions about student learning and progress towards improvement measures.

The Speech program supporting practice in kindergarten and individual support for our Support Unit students was successfully continued in 2022.

During Term 4, we engaged an Occupational Therapist to attend our Wellbeing Team meetings and act in a consultancy role providing additional expertise and guidance for 'where to next' for some of our children with more complex 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
Increase the proportion of students in Years 3 and 5 achieving in the top two bands (or equivalent) in NAPLAN reading by a minimum of 3% towards the upper bound system-negotiated target.	An increase of Yr3 and Yr5 achievement in Top 2 bands towards upper band of 37% was achieved. We are on target.
Increase the proportion of students in Years 3 and 5 achieving in the top two bands (or equivalent) in NAPLAN numeracy by a minimum of 2% towards the upper-bound system negotiated target.	An increase of Yr3 and Yr5 achievement in Top 2 bands towards upper band of 34% was not achieved however, there has been an increase in student performance in the top two bands for the last three years in Year 5. Our Year 5 numeracy results are above SSG. There has also been a decrease in the bottom two bands for the last three years in Year 3. NAPLAN results indicate a high percentage of students achieving in the high middle bands - 38%. Our focus will be creating shift into the top two bands.
Growth data not available due to COVID in 2020. School Data utilised to monitor progress (with an uplift of 4% on 2021 data).	Student achievement data is unavailable for this progress measure in 2022 due to COVID in 2020.
Growth data not available due to COVID in 2020. School Data utilised to monitor progress (with an uplift of 6% on 2021 data).	Student achievement data is unavailable for this progress measure in 2022 due to COVID in 2020.
A minimum of 70% of students achieving the stage expected learning markers within the Understanding Texts Sub-Element of the Literacy Progressions.	School-based data, in addition to Check in Assessment data indicate 73% students achieving the stage expected learning markers within the Understanding Texts Sub-Element of the Literacy Progressions.
A minimum of 70% of students achieving the stage expected learning markers within the Quantifying Numbers Sub-Element of the Numeracy Progressions.	School-based data, in addition to Check in Assessment data indicate 66% of students achieving the stage expected learning markers within the Quantifying Numbers Sub-Element of the Numeracy Progressions.

<p>School Excellence Framework- Learning Domain - Assessment Element - Sustaining and Growing (maintaining)</p> <p>School Excellence Framework- Teaching Domain - Data Skills and Use Element (Data Use in Planning &amp; Data Use in Teaching Themes) - Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at:</p> <ul style="list-style-type: none"> <li>• Learning Domain - Assessment Element - Delivering</li> </ul> <p>Whilst this determination indicates a step backwards, staff are more critical of their practice now that they are working more collaboratively. The general opinion is that while we routinely use evidence of learning to inform their teaching, adapt their practice and meet the learning needs of our students, there needs to be a more consistent use of a variety of formative assessments.</p> <ul style="list-style-type: none"> <li>• Teaching Domain - Data Skills and Use Element - Data Use in Planning &amp; Data Use in Teaching Themes - Sustaining and Growing</li> </ul> <p>This determination indicates staff are maintaining using student assessment data to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions.</p>
<p>Increase the percentage of Aboriginal students in Years 3 and 5 achieving in the top three bands (or equivalent) in NAPLAN reading.</p>	<p>Data indicates that our Aboriginal students sitting NAPLAN reading, did not achieve in the top three bands however they did achieve in Band 5.</p> <p>Check in Assessment data in addition to school-based data, indicates that our Aboriginal students in grades other than Years 3 and 5 are meeting growth expectation in reading.</p>
<p>Increase the proportion of Aboriginal students in Years 3 and 5 achieving in the top three bands (or equivalent) in NAPLAN numeracy.</p>	<p>Data indicates that our Aboriginal students sitting NAPLAN numeracy, did not achieve in the top three bands.</p> <p>Check in Assessment data in addition to school-based data, indicates that our Aboriginal students in grades other than Years 3 and 5 are meeting growth expectation in numeracy.</p>

## Strategic Direction 2: Knowing our Students, Strengthening our Community

### Purpose

In order to build strong foundations for students and for them to connect, thrive and succeed at school; we will continue to develop strong partnerships with our community and learning partners that support every child to feel known, valued and cared for.

### Initiatives

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

- Wellbeing
- Engagement and Partnerships

### Resources allocated to this strategic direction

**Refugee Student Support:** \$9,319.00

**English language proficiency:** \$197,537.00

**Low level adjustment for disability:** \$57,460.00

### Summary of progress

In Strategic Direction 2 the following activities have been of focus for 2022:

#### Wellbeing

All stakeholders shared the responsibility to enable our students to connect, succeed and thrive in 2022.

Our initiatives to increase the percentage of students attending school 90% or more of the time had greater impact during Semester 1 than it did in Semester 2. School-wide attendance procedures were refined by executives and implemented to support teachers in managing absences effectively. Attendance continues to be regularly discussed at team meetings and followed up by teachers initially, then executives if necessary. Students whose attendance was of concern, school-based interventions were implemented and monitored. If these processes were unsuccessful then contact was made with the Home School Liaison Officer (HSLO) to develop attendance improvement plans.

Positive Behaviour for Learning (PBL) continued to be a focus of how we 'grow' the whole child. Emphasis on the 3 qualities of respect, responsibility and resilience ensures our students have a very balanced and equitable approach for their support. PBL continues to be embedded in the school as part of the day-to-day expectations, routines and structures. These qualities promote an inclusive school environment where all students feel welcomed and have opportunities that allow them to thrive, connect and succeed. Classroom expectations and values are consistently shared to ensure a school wide system that promotes positive behaviours and provides a common language for students, staff and the community.

#### Engagement and Partnerships

Flexible staffing arrangements were a key component to our success throughout 2022. Through the employment of additional SLSOs in both our mainstream and Support Unit, we were able to support the individual needs of students to ensure safe and successful transition into schooling as well as the transition from Year 6 to Year 7. Under the guidance of our Learning and Support Teacher (LaST), our SLSOs worked closely with teaching staff and specialist interventionists such as Speech pathologists and Occupational therapists to plan support for students and work together to achieve their goals.

The additional staff employed to work on our Wellbeing Team and our EAL/D Team also provided opportunities to ensure students had access to a much wider range of expertise. Students with additional needs, whether they were social, emotional, academic or behavioural, have been able to access the specific support they need to connect, succeed and thrive.

### 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
Uplift in Student Wellbeing score by at least 2% to achieve the upper bound system-negotiated target as reported through the Tell Them From Me Survey.	An uplift in Student Wellbeing score by at least 2% to achieve the upper bound system-negotiated target as reported through the Tell Them From Me Survey was not achieved.
Uplift in students attending school 90% or more of the time by at least 4.60% to achieve the upper bound system-negotiated target.	<p>This target was not achieved. Our data indicates that we have 50.3% of our students attending 90% or more of the time. Whilst this figure is vastly different from our target, data for DoE State is 50.2%, Network is 47.6% and SSSG is 44.6%.</p> <p>Our School Attendance Process Map for 2022 had a focus on unexplained absences and parent communication. This resulted in education of staff around DoE policy, school procedures and executive monitoring.</p>
Increasing number of staff reporting positive wellbeing measured through the Tell Them From Me Survey, and staff forums.	<p>Staff forums proved a very effective way of gaining data about the wellbeing of staff. One on one conversations and discussions provided a very open and transparent platform from which we could determine the positive wellbeing of staff.</p> <p>The questions posed through the Tell Them from Me Staff Survey did not provide very much information on staffs' sense of positive wellbeing.</p>
Uplift percentage of authentic community participation in feedback and activities.	<p>Feedback from our community indicates a greater percentage of community participation in activities and feedback.</p> <p>Access to communication platforms like Class Dojo and Skoolbag app have ensured our community is connected and informed in much stronger ways than previously.</p> <p>Data sourced to gauge authentic community participation in feedback and activities indicates there is a 5% uplift from the previous year.</p>
<p>School Excellence Framework - Learning Domain - Wellbeing Element - Behaviour Theme - Excelling</p> <p>School Excellence Framework - Learning Domain - Learning Culture Element - Attendance (maintain) - Excelling</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at:</p> <ul style="list-style-type: none"> <li>• Learning Domain - Wellbeing Element - Behaviour Theme - Excelling This determination indicates that positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.</li> <li>• Learning Domain - Learning Culture Element - Attendance - Excelling This determination indicates how well our teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.</li> </ul>

## Strategic Direction 3: Strong Teachers, Strong Leaders

### Purpose

In order to build a culture of evidence-based teaching practice, collaboration and continuous improvement, we will foster a culture of high aspirations that values all teachers as leaders.

### 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.

- Collaboration
- Leadership

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$9,036.00

**QTSS release:** \$60,908.00

**Literacy and numeracy intervention:** \$36,200.00

**English language proficiency:** \$8,777.00

### Summary of progress

In Strategic Direction 3 the following activities have been of focus for 2022:

#### Collaboration

Collaborative Executive Team structures ensured collective efficacy resulting in individual professional learning and improvement for staff linked to Performance and Development, School Excellence Framework, Leadership Capability Framework and School Improvement Plan priorities.

Staff have accessed PL on Collaborative Practice as a result of our Transition Strategy and working closely with Schools Leading Educational Change (SLEC).

#### Leadership

As a school, we continued to build a culture of observation, feedback and reflection. 100% of staff engaged in PL focused on quality evidence-based leading, teaching and learning.

Capacity building teaching and learning structures provided opportunity for K-6 leadership consistency, transparent expectations and ongoing staff development.

Gains in the strengthening of our staff culture where everyone is a leader and teachers focus on reflective professional inquiry, building on their strengths, changing practice and mindset, resulting in quality leadership opportunities for staff and students. Staff continue to be provided opportunities to take up formal mentoring, coaching and / or aspirational opportunities.

### 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
Use of co-teaching and collaboration is evidenced in teaching programs.	100% of staff engaged in the professional learning of co-teaching and collaboration models.
Increased opportunities for staff to engage in flexible leadership roles that allow staff to show and share expertise.	Opportunities to take on various leadership roles were provided. These opportunities ranged from staff formally applying for relieving leadership positions, joining working parties such as the Warami Aboriginal Collaboration Team, Cowpasture Network Attendance Group, the Leading Learning cross network initiative, or simply heading up a curriculum team.

<p>School Excellence Framework - Teaching Domain - Effective Classroom Practice Element - Explicit Teaching - Sustaining and Growing</p> <p>School Excellence Framework - Leadership Domain - Education Leadership Element - High Expectations Culture - Sustaining and Growing</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at:</p> <ul style="list-style-type: none"> <li>• Teaching Domain - Effective Classroom Practice Element - Explicit Teaching - Sustaining and Growing</li> </ul> <p>This determination indicates that 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.</p> <ul style="list-style-type: none"> <li>• Leadership Domain - Education Leadership Element - High Expectations Culture -Sustaining and Growing</li> </ul> <p>This determination indicates the leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.</p>
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$18,639.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><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 Practices</li> <li>• Wellbeing</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 for targeted interventions to support student learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• engage with external providers and specialist to provide intensive language support to identified EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of refugees and new arrival students being supported in their transition to school. Families accessing additional support from external agencies as needed. Increased participation and engagement in mainstream classrooms through the key transition initiatives for refugee and new arrival students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide the support needed for our refugee and new arrival students to ensure successful transition to schooling. To sustain the connections with networks within our learning community and external to the school. Our Executive and key EAL/D staff members to undertake further professional learning to strengthen their understandings of quality EAL/D pedagogy.</p>
<p>Integration funding support</p> <p>\$136,265.00</p>	<p>Integration funding support (IFS) allocations support eligible students at William Stimson 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 for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</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> Students with specific needs ( learning, social, emotional or behavioural ) access the support they require through the employment of additional mainstream Student Learning Support Officers (SLSOs). PLSPs, Personalised Learning Pathways (PLPs), visual supports and manipulative resources are provided to personalise the support for students. Opportunities for staff to access specialist support to collaboratively plan with and build their capacity to meet the needs of students with additional and complex needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide a personalised approach to students' support and their learning. Staff to undertake professional learning of the Berry Street</p>

<p>Integration funding support</p> <p>\$136,265.00</p>	<p>Education Model where the focus is on restorative practice.</p>
<p>Socio-economic background</p> <p>\$417,294.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at William Stimson 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>• Data Driven Practices</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>• employment of additional staff to support small group intervention program implementation</li> <li>• equitable access to specialist resources</li> <li>• employment of additional staff to support Wellbeing implementation in Stages 2 and 3</li> <li>• employment of additional staff to ensure smaller class sizes and no composite classes in K - 2</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Providing targeted, small group intervention opportunities that are flexible and responsive to students' needs.  Opportunities to reinforce the professional learning being delivered by qualified consultants in literacy and numeracy leading to improved student learning.  Additional SLSOs being employed flexibly across our Support Unit and mainstream classes to support student need, be it academic, behavioural, social and/or emotional wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue to provide targeted, small group intervention opportunities that are responsive and personalised to students' needs.  To continue to employ additional staff to maintain the successful model we are operating.</p>
<p>Aboriginal background</p> <p>\$3,853.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at William Stimson 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>• 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 deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  100% of Aboriginal and Torres Strait Islander (ATSI) students having a PLP developed through consultation with families and local organisations and ensuring the PLP is aspirational in essence.  ATSI students making progress with their goals as identified in their PLPs.  Student Learning Support Officers (SLSOs) trained to support individual student learning.</p>

<p>Aboriginal background</p> <p>\$3,853.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To continue strengthening authentic integration of Aboriginal perspectives into all areas of the curriculum. To investigate opportunities for more connection with community leaders.</p>
<p>English language proficiency</p> <p>\$434,344.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at William Stimson 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 Practices</li> <li>• Wellbeing</li> <li>• Collaboration</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 delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of teaching positions as per FTE. Employment of additional staff to provide support to our EAL/D learners. 100% of staff trained in all aspects of the EAL/D Learning Progressions. Quality resources being purchased to support differentiated learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To consolidate the professional learning delivered by an EAL/D specialist, Cindy Valdez Adams, to ensure classroom teaching programs reflect the diversity of learners in our classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$182,812.00</p>	<p>Low level adjustment for disability equity loading provides support for students at William Stimson Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Personalised Learning</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• 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</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of teaching position Learning and Support Teacher, (LaST) as per FTE.</p>

<p>Low level adjustment for disability</p> <p>\$182,812.00</p>	<p>Employment of additional staff, both SLSOs as well as classroom teaching staff, to provide support to our learners with additional and complex needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          To continue our comprehensive, and highly successful referral process that the Wellbeing Team currently utilises.          To continue with the targeted, individualised support provided for identified students.          A complete and thorough overhaul of moving our record keeping and histories to a MICROSOFT TEAMS platform.</p>
<p>Professional learning</p> <p>\$10,000.00</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 William Stimson 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 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, Numeracy Consultant Carol Spencer, to unpack evidence-based approaches to teaching mathematics</li> <li>• purchasing school-based subscription to the website operated by Numeracy Consultant, Carol Spencer</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Through working with this specialised consultancy, there is a noticeable deepening and strengthening of the quality of teaching and learning programs. The professional learning has been tailored to staff need and is focused on both the syllabus and the Numeracy Progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          In 2023 there will be a greater emphasis on number talks and whole school mathematics. Professional Learning will be focused on the new K-2 Mathematics Syllabus and PLAN V3.</p>
<p>Literacy and numeracy</p> <p>\$9,036.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at William Stimson Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</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>• online program subscriptions to support literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Purchasing quality texts and resources.          Purchasing subscriptions to online Literacy and Numeracy platforms for equitable access for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          To continue with yearly subscription to online guided reading books through e-PM readers for K-2 as well as any student in Yrs 3-6 that may benefit from access to such a resource.          To purchase additional Mathematics resources for K-6 to support the teaching of Mathematics, including the online teacher professional learning resource - A Teaching Place, A Learning Place - Carol Spencer, Mathematics Consultant.          To purchase additional decodable texts to support the teaching of literacy in</p>



<p>Literacy and numeracy</p> <p>\$9,036.00</p>	<p>line with the new K-2 English Syllabus.</p>
<p>QTSS release</p> <p>\$60,908.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at William Stimson 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>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of an additional Instructional Leader (IL) to demonstrate, coach and mentor evidence-based best practice. Staff being released from their classes to observe colleagues demonstrating quality curriculum delivery and build their capacity.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To coordinate networks of support within and across schools to provide opportunities for collaboration and sharing.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at William Stimson Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</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>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved NAPLAN results for our Year 3 students in Reading, uplift of 0.13%. Improved NAPLAN results for our Year 5 students in Reading, uplift of 2%. 2022 NAPLAN data indicates there was no uplift in results for our Year 5 students in Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ improvement interventionists to support explicit teaching and quality instruction in Literacy and Numeracy. To ensure every learning space has current, high quality resources in Literacy and Numeracy available for easy access.</p>
<p>COVID ILSP</p> <p>\$298,540.00</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>COVID ILSP</p> <p>\$298,540.00</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>• 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>• releasing staff to analyse school and student data to identify students for small group tuition groups in addition to monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in focus areas across literacy and / or numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Employment of 2.7 teaching positions to identify students who require additional support in literacy and numeracy.</p> <p>Support provided through targeted, small group intervention - working through an intense 10-week cycle - plan, program, implement, evaluate and re-plan.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To continue to provide this intense, strategic intervention model. Results are showing that this model has impact, and we are seeing shifts in students' learning.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	281	280	274	263
Girls	245	250	255	259

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	95.1	93.5	88.5
1	91.8	89.5	94.6	86.2
2	93.2	92.0	91.3	88.7
3	92.0	92.3	93.6	86.4
4	93.0	92.3	92.1	89.3
5	93.2	91.9	92.3	87.5
6	91.5	91.4	92.7	86.7
All Years	92.5	92.0	92.9	87.7
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	24.33
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	13.36
Other Positions	0.6

\*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

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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>	93,550
<b>Revenue</b>	8,015,779
Appropriation	7,764,461
Sale of Goods and Services	24,394
Grants and contributions	225,356
Investment income	2,115
Other revenue	-547
<b>Expenses</b>	-7,790,911
Employee related	-7,158,269
Operating expenses	-632,643
<b>Surplus / deficit for the year</b>	224,868
<b>Closing Balance</b>	318,417

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>	138,777
<b>Equity Total</b>	1,048,169
Equity - Aboriginal	3,854
Equity - Socio-economic	417,294
Equity - Language	443,122
Equity - Disability	183,899
<b>Base Total</b>	5,472,687
Base - Per Capita	143,664
Base - Location	0
Base - Other	5,329,023
<b>Other Total</b>	619,473
<b>Grand Total</b>	7,279,106

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.

## 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, William Stimson Public School accessed a variety of resources to provide feedback from all key stakeholders.

Resources used were:

- \* Tell Them From Me Survey Suite - Students, Staff and Families
- \* Internal surveys
- \* Focus Group conversations
- \* Class Dojo posts
- \* Cards and messages

### Parent responses indicated they:

- \* feel welcome at school and are well-informed about school activities
- \* are well-informed about their child's progress, development and general wellbeing
- \* believe the school supports their child's learning and teachers encourage their child to do their best to maximise their fullest potential
- \* are in 'partnership' with the school
- \* feel their input is welcomed and valued

### Parent message:

*"You always hear ... 'It takes a village,' ... and that's exactly what William Stimson PS provides, especially for those of us who don't have very much other support around us."*

*Mel and Nat, your team is nothing short of incredible, wonderful, remarkable, phenomenal ... the list is endless. The passion, commitment and warmth of the teachers, support staff and office staff make school feel like home. Thank you for building the ultimate team."*

### Student responses indicated:

- \* 74% of students feel accepted and valued by their peers and by others at their school
- \* 92% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- \* 81% of students have friends at school they can trust and who encourage them to make positive choices
- \* 86% of students try hard to succeed in their learning

### Student message:

*"Thank you for everything the past 7 years. It's hard to believe that my time at WSPS has come to an end. I feel so lucky that I could spend my primary school years here. I have learnt so much since starting school here, how to read and write but also how to be a good person and try to do good for my community. I will miss this place so much."*

### Staff responses indicated:

- \* 89% of staff feel they promote a collaborative setting
- \* 87% of staff believe WSPS has a strong learning culture
- \* 88% of staff consider WSPS to be inclusive
- \* 85% of staff discuss with students' ways of seeking help that will increase learning

**Staff messages:**

*"As an Early Career teacher, I feel extremely well supported at WSPS. My coordinator is very accommodating and provides answers to my never-ending questions."*

*"I feel I'm a valued member of my team."*

*"I think staff have the opportunity to explore lots of options ... mentoring, leadership, lines of inquiry, etc"*

# 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.

## Aboriginal Education - School statement

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In 2022, William Stimson Public School provided opportunities for students and extended community members to authentically engage with culture. Our 'Meet the Mob' morning tea was an inspiring event where our First Nations families spoke very openly and honestly about what we can do to improve connection and understanding in our community.

WSPS was well represented in attendance at the termly Fairfield Local Aboriginal Educational Consultative Group (FLAECG) meetings. We also had staff join the Warami Aboriginal Collaboration Team where they were able to focus on an area of improvement and compose a process map to achieve the goals identified.

We engaged with Elders and local knowledge holders to refine and personalise our Acknowledgement of Country. We also sought approval to have this represented visually for installation in every learning space in our school. We continue to provide authentic learning experiences to ensure our entire learning community is deepening their understandings and knowledge of our First Nations history and culture.

## 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.