

2022 Annual Report

William Dean Public School



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Introduction

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

William Dean Public School

Yarramundi Drive

Dean Park, 2761

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

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

9626 5200

School vision

At William Dean Public School, we believe that learning together through collaboration is our key to accelerating student growth and attainment, ensuring the holistic development of confident, critical and creative learners. We do this through building an authentic and engaged learning culture across our school community where everyone is known, valued and cared for.

School context

William Dean Public School is a medium sized school located in Western Sydney and has a current student enrolment of 370 (which includes a new established support class in 2023), drawing its student population from surrounding suburbs including Colebee, which is undergoing rapid development with housing estates currently being built. They expect 1000 houses to be built in the next three years. As a result, the school's rapid growth potential is highly unpredictable.

The school motto is 'Learning Together' which underpins everything we do here in the classroom, with our teachers and through our partnerships with parents and the wider community. We have a strong Student Wellbeing framework that incorporates Positive Behaviour for Learning as well as differentiated personalised support for students with additional needs with our Learning and support Teacher and English as an additional Language/Dialect teacher (we have 47% of students from a language background other than English from a diverse group of cultural backgrounds). Currently the school has 16 students (4%) who identify as having an Aboriginal background. Students are supported with evidenced based support programs such as MiniLit, MacqLit and Buddy Reading.

Our extensive grounds include a soft fall play environment, artificial turf netball court, large grass area, sand pit, and under covered multi-purpose court. A yarning circle and bush tucker garden are currently under construction and due to finish later in 2023. We have an onsite OSHC program, that caters for before and after school care.

A detailed Situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan. Through our Situational analysis we have identified the need to use the majority of the schools equity funding to support a range of initiatives.

The school is committed to providing extensive professional learning to teachers to ensure effective classroom practice. This learning will ensure that literacy and numeracy levels can be improved through consistent data analysis leading to individualised interventions and differentiation of learning programs.

Moving forward for the 2022-2026 School Improvement Plan, the key areas of development identified are:

1. Student growth and attainment

We are focused on building the capacity of staff to explicitly teach Literacy and Numeracy and effectively use assessment and data to ensure best practice drives student growth.

2. A positive and personalised approach to wellbeing

We will continue to focus on promoting a supportive environment across the whole school that supports student and staff needs, as well as promoting positive choices.

3. A collaborative and engaging learning culture

We will focus on embedding collaborative and evaluative practices across the school with a focus on sharing ideas and feedback.

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	Delivering
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

In order to maximise student learning outcomes in Literacy and Numeracy we will further develop and refine formative assessment and explicit data driven teaching to build strong foundations for academic success.

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.

- 1. Explicit teaching of literacy and numeracy
- 2. Use of assessment and data analysis to inform planning and teaching
- 3. Staff Professional development, capacity building and curriculum reform implementation

Resources allocated to this strategic direction

Socio-economic background: \$21,491.73

AP Curriculum & Instruction: \$150,571.00

Summary of progress

The school has continued the development of explicit teaching practices within literacy and numeracy. All staff have had training on the 'Writing Project' and the 'Reading Project', which targets a range of focus areas within literacy. Most staff have embedded practices such as feedback, modelled teaching, and guided teaching. This will continue into 2023.

Within K-2, teachers have been trained and supported in providing and facilitating explicit writing and reading lessons that follow the gradual release of responsibility model (Modelled, guided and independent learning). Teachers have continued the InitialLit phonics program that has enabled students develop decoding skills. The use of personalised writing goals, conferencing, learning intentions and success criteria allow the differentiation of learning and the use of high-impact teaching within all K-2 classrooms. This is further supported by the analysis of exemplar texts, posters and visual aides in the classroom, fostering a supportive learning environment. Within Mathematics, students' number sense and understanding are focused through 5 weekly data collection, utilising the TENs program. The APCI has not only supported students but has also upskilled teachers in programming, planning and delivering quality Mathematics lessons. This year the school participated in the pilot program for the New K-2 Syllabus as an Accelerated Adopter School. Stage 1 staff participated in ongoing professional development, engaged with the appointed Curriculum Advisor, planned and programmed units of work based on new syllabus outcomes, assessed and reported to parents using the new syllabus. Extra funding was allocated to support this implementation and feedback was given regularly to the Curriculum Advisor.

Within 3-6, students' Mathematical understanding and attainment has been supported through the 3-6 Number Group program, where students are given explicit targeted support and teaching at their current level, these groups are fluid and flexible and reflect changes in data and student attainment/understanding. This high-quality teaching is further cemented by the weekly exploration of number talks, Newman's prompts and differentiation. In Literacy, collaborative planning has allowed the development of targeted writing, smart spelling program, reciprocal reading and comprehension learning. Teachers have been supported to implement; personalised writing goals for every student, conferencing, learning intentions and success criteria within all literacy classes. Ongoing support from the school's APCI has not only supported students but has also upskilled teachers in programming, planning, delivering quality lessons, as well as data collection and analysis. 3-6 teachers also engaged in professional learning about curriculum reform and the upcoming new 3-6 syllabus.

The school participates in 5 weekly data chats to inform future teaching directions and points of need, pre and post data for writing, ongoing termly benchmarking, pre and post assessments for number groups, InitialLit data, TENS data. We have had ongoing training with our Assistant Principal Curriculum and Instruction on how to analyse class data to inform teaching practice. Collegial and professional discussions occur during stage meeting and executive meetings. Each term all staff engage in data analysis sessions during staff development days. All staff interpret and display data on our whole school data wall. The Assistant Principal, Curriculum and Instruction supported staff and stage teams to unpack data and use this to drive and inform teaching and learning programs.

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
To meet or exceed the system-negotiated lower-bound target of 28.0% of students in the top two bands in Numeracy by 2022.	<ul style="list-style-type: none"> • 13.58% of students achieved in the top 2 bands in Numeracy, which is below the system negotiated lower bound target.
To meet or exceed the system-negotiated lower-bound target of 35.6% of students in the top two bands in Reading by 2022.	<ul style="list-style-type: none"> • 36.9% of students achieved in the top 2 bands in Reading, exceeding the system negotiated lower bound target.
To have 61.9% of students achieving expected growth in Numeracy by 2022.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
To have 63.5% of students achieving expected growth in Reading by 2022.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.

Strategic Direction 2: A positive and personalised approach to learning and wellbeing

Purpose

To enhance our positive and personalised approach to improving wellbeing, we will consistently implement programs that promote advocacy and belonging and create differentiated approaches to meet the needs of all 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.

- 1. A whole-school approach to wellbeing
- 2. A differentiated and personalised approach to learning

Resources allocated to this strategic direction

Socio-economic background: \$6,000.00

Per capita: \$30,630.45

Summary of progress

This year the school has continued to implement processes and practices that ensure a whole-school approach to wellbeing as well as a differentiated and personalised approach to learning. We have continued initiatives from 2021 into 2022 as the school community was heavily impacted by COVID19, remote learning and cohorting practices. We continued to focus on positive student and staff wellbeing. The school has continued our partnership with Real Schools in 2022 with the goal of re-establishing the whole school approach to wellbeing through consistent restorative practices. This would assist in transforming and enhancing the school's culture through a focus on each individual student. Real Schools exists to build partnerships and experiences to help the school build committed teachers, caring students and connected communities.

Overall, the school has developed systems to support a differentiated and personalised approach to learning. We have enhanced our recording and documentation of students requiring extra support. We used the school's Sentral platform to save documentation for teachers to access and review. Our Learning and support team have delivered professional development, supported teachers and stage teams in the documentation process, strategies to implement and ensuring parents and caregivers were involved in the process.

In 2022, the school has continued to use Sentral to record negative behaviour incidents. This process has worked efficiently in tracking and analysing behaviour trends. However, the school has not implemented positive recordings on Sentral. This is an area that will be looked at to implement in 2023. In Semester 1, the school had a large number of students attend the mindfulness room. These students had received 1 or more major incidences throughout the term. In Term 2, due to regular PBL and Real School lessons (from professional learning), we saw a large decrease in students attending the mindfulness room. This meant that student behaviour in the playground and the classroom had significantly improved, as the Sentral data showed less major incidents recorded. We have continued our weekly PBL focuses during morning assemblies. This is an area we will look into incorporating more effectively within classrooms. The school has partnered with Peer Support Australia, with two staff members being trained. This is a program we wish to implement in 2023.

Differentiation was included in the online program template for all staff. A large focus for differentiation was placed on our English and Mathematics programs. This will continue into 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
To meet or exceed the system-negotiated lower-bound target of 90.4% in the aggregated Wellbeing measure in Tell Them From Me by 2022.	• Tell Them From Me data indicates 87.32% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) which is above the baseline of 86.8% and indicating an upward trend towards the lower bound target of 90.4%.
85% of students with diagnosed and	• 80% of students with diagnosed and undiagnosed additional needs are

undiagnosed additional needs are listed and supported with adjustments detailed through NCCD by 2024.	listed and supported with adjustments detailed through NCCD.
2:1 positive to negative mentions are recorded through our PBL systems and processes by 2024.	<ul style="list-style-type: none"> • PBL awards have been relaunched this year in preparation for recordings on Sentral (positive mentions) in 2024.
40% of teachers are clearly applying differentiation strategies and detail these strategies in their programs by 2024.	<ul style="list-style-type: none"> • This is an area of focus in 2023.

Strategic Direction 3: A collaborative and engaging learning culture

Purpose

In order to build a collaborative and engaging learning culture, we will build the capacity of staff and leaders in collaborative and evaluative practices, promote positive partnerships with parents to support learning and attendance, and develop authentic leadership opportunities.

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.

- 1. Collaborative and evaluative practices
- 2. Positive partnerships to promote learning and attendance
- 3. Authentic leadership opportunities

Resources allocated to this strategic direction

Socio-economic background: \$28,180.00

QTSS release: \$61,137.97

Per capita: \$51,490.45

Summary of progress

Collaborative and evaluation practices

2022 proved to be a more consistent year in collaborative and evaluative practices. Stage teams and School Committees have continued to collaborate during meetings, planning days, professional learning and allocated learning walk times. The school's Curriculum Team have created online program evaluations and lesson evaluations. Teachers have consistently used lesson evaluations, however, due to ongoing professional learning about effective programming practices, unit evaluations will be a focus for 2023.

In regards to Learning and Support, the LST team continued to collaborate with relevant stages to ensure students' were receiving the adequate support needed. In 2023, we will be implementing K-2 support unit (MC). Teachers and SLSOs collaborated with other schools and observed practices to ensure the school is well-equipped for the first year.

Staff collaborated and networked with other schools to implement the Real School pedagogy. We have collaborated with Glendenning P.S and Parklea P.S to share ideas and implement effective strategies around building resilience and social attributes in our school. Additional PL will continue in 2023.

Positive partnerships to promote learning and attendance

By the end of 2022, William Dean Public School recorded 51.5% of students attending over 90%. This was below our target range of 79.5%. However, our current percentage of 51.5% is above network schools (46.0%) and SSSG (47.7%). The implementation of attendance procedures proved essential in establishing a consistent approach to attendance. The use of the Parent Sentral Portal was used increasingly throughout the year to communicate attendance issues, such as unexplained absences. This portal will be our main source of communicate moving into 2023. The attendance officer liaised with the HSLO to implement strategies to improve attendance with regards to high risk students. Unfortunately, we were unable to provide PL or promote attendance workshops for parents. However, regular posts and messages have been communicated via our platforms. Furthermore, the increased implementation of a school-wide approach to gathering information regarding unexplained absences was clearly demonstrated through the use of Sentral. Parents were actively engaged in reporting absent days within a 7 day period.

Authentic leadership opportunities

The school continued to provide authentic leadership opportunities in a range of teaching and coordinating positions. The implementation of additional assistant principals proved vital in providing quality education for students whilst also ensuring teachers were building capacity in leadership qualities. Executive staff were involved in professional leadership training with Tim Perkins (Cut Through Coaching) which aimed to build their capacity in leadership. Additionally, teachers were able to engage in positions to lead initiatives, events and programs within the school. The roles and responsibilities are available to all staff at the start of the year to assign themselves to areas of interest, such as leading subject groups, sporting events and/or extra-curricular programs. Through this process, teachers demonstrated an increased capacity to lead effectively with utmost support from executive staff (mentorship). The school has also signed up for MyGo1, an online professional development platform. Staff were able to develop areas of interest based on their own PDP goals or

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
Meet or exceed the system-negotiated lower-bound target of 79.7% of students attending school over 90% of the time.	<ul style="list-style-type: none"> • 51.1% of students have attended school 90% or more of the time, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
Teachers' perception of helpful feedback about their teaching from colleagues increases from a baseline of 7.2 in 2020 to above 7.5 by 2022 as measured by Tell	<ul style="list-style-type: none"> • Teachers' perception of helpful feedback about their teaching from colleagues has increased from a baseline of 7.2 to 7.3 which is 0.2 below target.
Parent participation in Tell Them From Me increases from a baseline of 5% to 12% by 2022.	<ul style="list-style-type: none"> • 19% of parents responded to TTFM in 2022 which is 10.9% above agreed target.
In 2024 we would like to see an improvement in the % of parent TTFM survey data on 'teachers having high expectations for their child to succeed at school' and 'teachers are creating opportunities for their child to learn at a slower pace'.	<ul style="list-style-type: none"> • Progress on this target will be reported on in 2023.
In 2024 we would like to see an improvement in staff/ student TTFM survey data around leadership opportunities within the school.	<ul style="list-style-type: none"> • Progress on this target will be reported on in 2023.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$66,267.00</p>	<p>Integration funding support (IFS) allocations support eligible students at William Dean Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to employ SLSOs to support students. - to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEPs reviews to ensure funding is used to specifically address each student's support needs.
<p>Socio-economic background</p> <p>\$151,145.18</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at William Dean Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 1. Explicit teaching of literacy and numeracy • 2. Use of assessment and data analysis to inform planning and teaching • 1. A whole-school approach to wellbeing • 2. A differentiated and personalised approach to learning • 1. Collaborative and evaluative practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support MiniLit and MacqLit program implementation. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Year 4 demonstrated a 10% lift in their scores in Measurement and Geometry between last year and this year's Check-In Assessment. - Year 5 demonstrated a 2% lift in their scores in Vocabulary between last year and this year's Check-In Assessment. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to engage teachers focused on literacy and numeracy intervention to support our trajectory towards achieving targets
<p>Aboriginal background</p> <p>\$9,077.32</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at William Dean 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</p>

<p>Aboriginal background</p> <p>\$9,077.32</p>	<p>student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to develop and deepen partnerships with parents and community.
<p>English language proficiency</p> <p>\$128,012.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at William Dean Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue professional learning for staff to build capacity to develop units of work using a backwards mapping approach., whereby teachers look at student data, including student English language proficiency using the EAL/D learning progression, and analyse writing samples.
<p>Low level adjustment for disability</p> <p>\$154,074.00</p>	<p>Low level adjustment for disability equity loading provides support for students at William Dean Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based interventions MiniLit & MaqLit to increase learning outcomes • employment of LaST and interventionist teacher

<p>Low level adjustment for disability</p> <p>\$154,074.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - an increase of students making significant progress towards stage benchmarks in Reading. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue employing specialist teachers to implement MiniLit and MacqLit and introduce a Numeracy intervention program.
<p>Professional learning</p> <p>\$25,444.67</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 Dean Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchased online professional training platform MyGo1. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased capacity of all teachers to access needs based professional learning which allowed them to embed effective practices in the explicit teaching of reading, writing and numeracy, resulting in improved internal student results. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - personalised and targeted professional learning for all teachers.
<p>Literacy and numeracy</p> <p>\$42,102.28</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at William Dean Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved student progress for students who were working well below stage level in Reading with a majority of students progressing 3 or more levels. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue Reading intervention support and add on a numeracy intervention program.
<p>QTSS release</p> <p>\$61,137.97</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at William Dean Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 1. Collaborative and evaluative practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Learning Walks • Stage Discussions

<p>QTSS release</p> <p>\$61,137.97</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Learning Walks were successfully run Terms 1-3. All staff were involved and were able to embed observed practices within their own classrooms. Our school was selected to be part of a network based Learning Walk and was selected to be part of curriculum reform online focus group and to give feedback based on our Learning walk experience. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue Learning Walks across our Community of Schools.
<p>COVID ILSP</p> <p>\$157,594.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - a significant growth for all students that participated in the Literacy interventions groups. A data tracking wall was created to provide on ongoing overview of overall progress. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - the whole school intervention focus move to numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	163	166	166	171
Girls	158	156	159	168

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.4	85.2	87.5	85.2
1	89.1	86.6	90.2	86.5
2	92.8	86.1	92.2	88.7
3	93.7	88.5	90.8	87.0
4	93.4	90.6	94.4	87.5
5	90.8	89.0	92.1	88.7
6	92.1	84.0	93.0	88.4
All Years	91.8	87.1	91.4	87.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF

transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

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

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

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

Management of non-attendance

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)	4
Classroom Teacher(s)	12.72
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
Teacher ESL	0.6
School Administration and Support Staff	2.82

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	48,571
Revenue	3,990,235
Appropriation	3,757,129
Sale of Goods and Services	99,667
Grants and contributions	132,380
Investment income	760
Other revenue	300
Expenses	-4,013,518
Employee related	-3,551,770
Operating expenses	-461,748
Surplus / deficit for the year	-23,283
Closing Balance	25,289

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	66,267
Equity Total	442,310
Equity - Aboriginal	9,077
Equity - Socio-economic	151,145
Equity - Language	128,013
Equity - Disability	154,074
Base Total	2,655,915
Base - Per Capita	82,121
Base - Location	0
Base - Other	2,573,794
Other Total	321,615
Grand Total	3,486,106

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

2022 was our first full year of face-to-face teaching since the COVID-19 pandemic began. There were still some challenges due to COVID restrictions throughout the year but staff, students and community definitely felt more positive about the year as a whole. All participants were asked a comprehensive set of questions about learning and school climate.

Student survey results indicated:

- 81% students feel that have positive relationships at school, up 4% from 2021.
- 95% students have positive behaviour at school, up 3% from 2021.
- 91% of Aboriginal students feel good about their culture.
- 76% of Aboriginal students feel their teachers understand their culture.

The parent survey results indicated the score:

- of 7.7 has remained constant for parents believing their child is encouraged to do his or her best work.
- has increased from 7.1 to 7.2 for parents believing teachers take account of my child's needs, abilities, and interests.
- has increased from 6.9 to 7.4 for parents believing that teachers expect my child to work hard.

The teacher survey results indicated the score has increased from:

- 7.1 to 7.8 for teachers believing that school leaders have helped them establish challenging and visible learning goals for students.
- 8.1 to 8.5 for teachers believing they set high expectations for learning.
- 7.1 to 8.1 for teachers believing that they help students set challenging learning goals.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.