

2023 Annual Report

Parramatta West Public School



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Introduction

The Annual Report for 2023 is provided to the community of Parramatta West Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

As principal I regularly encourage staff and parents to reflect on what we use to measure the success of our school. There are many measures:

- The way a teacher assists a student to learn a new skill in Literacy and mathematics
- A student achieving personal best in a sports or performing arts activity
- Seeing the joy on the face of a child when he or she receives positive feedback about an area of learning that he/she has been struggling with for years.

At Parramatta West, we continue to do well on state and national performance measures. Student results in NAPLAN and other assessment tasks are consistently of a high standard. Our students as a cohort are amazing, no matter the measure we apply. Achieving excellent results is important and we will continue to strive for excellence each year. Apart from students striving for personal best in all areas of learning, three other critical elements highlight that our school is a healthy place for learning:

- Teachers who deeply care about the students in their respective classes. Teachers and support staff who love, respect and show true interest in the personal, learning and well-being needs of students.
- Parents and community members, including our outstanding P&C and parent volunteers, who are partners with the school, sharing in the success of their children and working with teachers to help maximise life and learning outcomes for their children.
- Opportunities, enabled by staff and parents, which allow our children to shine. We all want and desire the best for our children and the core curriculum and co-curricular opportunities for our students allows them to develop in many areas.

Parramatta West Public School enjoys tremendous support from our parent body and local community. Once again the Parents and Citizens Association of Parramatta West have provided exemplary support and resources for the school. Their very active role in providing optimal classroom and playground environments for the learning community is evidenced by a very enviable modern school community.

When you combine academic excellence, adults who love and care about children and opportunities designed for children to flourish together, the results are clear - we have a truly successful school. When you think about why our school excels, one word surfaces - connectedness. Parramatta West Public School is a highly successful school because of the way parents, community and staff connect to maximise opportunities for students.

School vision

At Parramatta West Public School, our school is committed to creating innovative, connected and collaborative lifelong learners.

Our vision is to offer a collaborative culture embedded in high impact classrooms focused on leveraging student growth and attainment.

We are committed to educating a multicultural community, where students are encouraged to become healthy, well rounded, global citizen who contribute to the creation of the common good in today's knowledge based, dynamic, interdependent world.

School context

Parramatta West Public School is located in the suburb of Parramatta and is part of the Western Sydney educational area with an enrolment of 970 students. The school has 92% of its community identifying as coming from Non-English Speaking Backgrounds.

Parramatta West Public School has undergone a recent redevelopment. Which has seen the establishment of a new future focused development on the school site along with the refurbishment of current learning spaces to meet the future focused learning space philosophy.

The school offers a variety of support programs, in addition to our English as an Additional Language/Dialect (EALD) we have Learning and Support teachers (LaST) and Teacher Librarians. The school is fortunate to have a number of bilingual Student Learning Support Officers (SLSO) as well as newly established Community Hub in partnership with Community Hubs Australia.

The teachers at Parramatta West Public School are committed to planning for the ongoing learning of students in their care by creating ongoing learning opportunities that are engaging, differentiated and develop a deep knowledge and understanding of the curriculum. Students are encouraged and supported to realise their full potential as confident and creative individuals focused on a future of success and positive wellbeing.

The whole school community is committed to providing a welcoming school environment where students are nurtured, guided, challenged and inspired to learn and create.

Parramatta West Public School has completed a situational analysis with input from all sectors of the school community. This analysis has provided the school with three areas of focus for this Strategic Improvement Plan.

Strategic Direction 1: Student Growth and Attainment

A particular focus will be to achieve the system negotiated target areas of improvement in reading and numeracy that demonstrates student growth and achievement.

Strategic Direction 2: Collaborative Culture

High impact professional learning and collaborative practice are a priority for Parramatta West Public School. The focus will be on refining collaborative processes based on best practice providing a high support and high challenge learning environment for all.

Strategic Direction 3: High Impact Classrooms

Parramatta West Public School will be taking a whole school approach to ensure that the most effective evidence based teaching practice and strategies optimise learning for all students. All teaching strategies will be evidenced based resulting in demonstrated growth for all students, across a range of abilities

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

During the external validation process, the independent panel modified the schools self assessment from Sustaining and Growing to Excelling in both Educational leadership and School planning, implementation and reporting.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student growth in literacy and numeracy through effective and consistent use of data, assessment practices and analysis. This will drive purposeful teaching pedagogy and student improvement.

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.

- Assessment
- Data informed practice

Resources allocated to this strategic direction

Professional learning

Summary of progress

In 2023, there was a continued focus on strengthening the capacity of school leaders in implementing high quality curriculum and assessment practices. With the implementation of the new English and mathematics syllabus for K-2, high impact professional learning was centred around the units of work and LISC (Learning Intentions and Success Criteria). In 2024, high impact professional learning will be focused implementing the English and mathematics syllabus for years 3 to 6.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in Check-In Assessment mean-scaled score for numeracy in Year 3 and 5 for 2023, compared with Year 3 and 5 in 2022.	Check-In Assessment mean-scaled scores reflect an uplift for Year 3 by 12.2. Year 5 has seen a decrease in the mean-scaled score by 1.8. Team leaders extensively analysed and triangulated data to prioritise a continued upward trend for 2024.
An increase in Check-In Assessment mean-scaled score for reading in Year 3 and 5 for 2023, compared with Year 3 and 5 in 2022.	Check-In Assessment mean-scaled scores reflect an uplift for Year 3 by 10.8. Year 5 has seen a decrease in the mean-scaled score by 7.1. Team leaders extensively analysed and triangulated data to prioritise a continued upward trend for 2024, with a focus on improving reading results for our 2024 Year 5 cohort.

Strategic Direction 2: Collaborative culture

Purpose

Our purpose is to develop and refine a collaborative culture to provide high support and high challenge for students, teachers and the community. High impact professional learning will foster continuous improvement, underpinned by strengthened partnerships.

Initiatives

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

- High impact professional learning
- Collaborative practice

Resources allocated to this strategic direction

Professional learning

Summary of progress

High Impact Professional Learning cycles have been structured according to teacher and student need, with a strong focus on new syllabus implementation and data informed practice. This model of professional learning will continue in 2024, based on evaluative measures noting the effectiveness. Collaborative practice is embedded throughout teaching and learning programs however, the priority for co-teaching has decreased due to the demands of curriculum reform.

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
System negotiated target Attendance: <ul style="list-style-type: none">• An uplift of 5.8% increase the proportion of students attending >90% of the time.	An uplift of 22.37% (72.83% 2023) of students attended more than 90% of the time in comparison to 2022's results of 50.46%.
75% of school based professional learning is scheduled through MyPL. High impact professional learning school self-assessment tool reflects 50 % of all elements at Sustaining and Growing or above.	10% of professional learning was scheduled on MyPL. Scheduling professional learning continues to be an area for improvement as limited professional was managed through MyPL Self-assessment against the HIPL assessment tool reflects a consistent balance of 50% across all elements from 2022. External validation processes in 2023 reflects practices being at Sustaining and Growing.
An uplift 4% of staff reporting positive collaborative practices.	According to Tell Them From Me data, staff reported an uplift of 2% for positive collaborative practices which embed collective efficacy principles, shared learning opportunities across the school and feedback.

Strategic Direction 3: High impact classrooms

Purpose

Our purpose is to prioritise the delivery of high-quality explicit teaching that is research-driven and targeted to the needs of our students. Students are able to describe learning intentions and success criteria.

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.

- Quality teaching
- Visible learning

Resources allocated to this strategic direction

AP Curriculum & Instruction

Summary of progress

The role of Assistant Principal Curriculum and Instruction has been integral in supporting teachers and leaders to drive improved student learning outcomes. HIPL and CCC cycles led to a deeper understanding of the needs of teachers to improve teaching and learning. New syllabus implementation in K-2 has been supported by AP CIs and middle leaders with a focus at the end of 2023 on the 3 to 6 syllabuses.

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
60% of K-6 teachers have the elements of what works best research evidenced in their teaching practice.	60% of teachers across K-6 have the elements of What Works Best in their teaching practice. K-2 English and mathematics syllabus implementation has embedded What Works Best principles across K-2 classrooms. There is evidence of steady growth in quality assessment and data driven practices across K to 2 classrooms and targeted teachers as supported by APCIs.
40% of teaching practice and learning spaces have visible learning principles embedded.	Implementation of new syllabuses has led to an increase in visible learning principles with a strong focus on quality learning intentions and success criteria. 40% of teaching practice and learning spaces have visible learning principles embedded across K to 6. 2024 focus will be to continue to strengthen LISC across K-6 and embed quality self and peer assessment practices.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$14,098.48</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>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"> • support students and families with adjustment to a new culture and learning environment • support the work of the Community Hub as appropriate • provide interpreter services to newly arrived families ensuring needs of family are fully understood • support community members through school-based support and via the Community Hub <p>The allocation of this funding has resulted in the following impact: The school engages internal expertise and external agencies to support the implementation of a range of learning support and wellbeing programs that address the needs of English as an Additional Language or Dialect (EAL/D) and Language Background Other Than English (LBOTE) students. These programs are partnered with the Community Hub and supported by bilingual School Learning Support Officer (SLSO) support. Interpreting and translation services are integrated into school procedures and the engagement with the LBOTE community is prioritised.</p> <p>After evaluation, the next steps to support our students will be: Refugee Student Support funding will continue to engage the services of a bilingual SLSO to support initiatives for newly arrived families. Families to be connected to the PWPS Community Hub as appropriate.</p>
<p>Integration funding support</p> <p>\$211,966.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Parramatta West 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 • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with Integration Funding Support receive tailored support to meet identified needs. Processes of professional learning, consultation and review are in place to ensure goals are achieved.</p>

<p>Integration funding support</p> <p>\$211,966.00</p>	<p>After evaluation, the next steps to support our students will be: To maintain targeted support and the processes which determine the allocation of resources and interventions. Further develop the skills of Learning Support Team members to develop access request documentation. Professional learning associated with the changes in funding model related to the National Consistent Collection of Disability Data (NCCD).</p>
<p>Socio-economic background</p> <p>\$145,466.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Parramatta West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff to support student learning • resourcing to increase equitability of resources and services • employment of additional staff to support the wellbeing programs implementation <p>The allocation of this funding has resulted in the following impact: Funding used for the maintenance of a Wellbeing Coordinator role has led to enhanced PLPs across the school setting, with improved success rate for SMART goals. Behavioral instances have been strategically supported minimising re-occurrence of events / behaviours. Strong links to Homes School Liaison Officer (HSLO) and NSW police youth liaison officer have been developed.</p> <p>After evaluation, the next steps to support our students will be: To maintain the Wellbeing Coordinator role supporting at risk students and families. Establish a retreat location for at risk students to engage with coordinator and Learning and Support Team personnel.</p>
<p>Aboriginal background</p> <p>\$10,959.24</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Parramatta West 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>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 specialist additional staff (SLSO) to support Aboriginal students • develop Reconciliation Action Plan with school staff • monitor students attendance with personal contact with families to enhance attendance patterns <p>The allocation of this funding has resulted in the following impact: The school based Wellbeing Co-ordinator effectively supporting ATSI students in the areas of attendance, leadership, home learning strategies and pathway plans. Systems are in place to track and monitor student attendance as well as communication methods established to connect with families in these areas. The development of a First Nations People's Ambassador leadership position for senior students has positively impacted</p>

<p>Aboriginal background</p> <p>\$10,959.24</p>	<p>ATSI outcomes in school engagement and attendance.</p> <p>After evaluation, the next steps to support our students will be: The continuation of resources to support attendance with steady increases between 2022 and 2023 data, school engagement and home learning completion, inclusive of the distribution of technology and access to school uniform. The First Nations People's leadership position will continue to be refined and the role developed further through the participation in leadership development opportunities and connection to pathways plans.</p>
<p>English language proficiency</p> <p>\$720,996.16</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Parramatta West 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"> • teachers support growth and attainment of EALD students through co-teaching practices. They deliver learning using effective research driven strategies • teachers design essential learning in collaboration with teachers and assess student achievement along EAL progressions • engagement of six permanent full time employees through department entitlement • allocated hours within the Curriculum Support Framework to facilitate engage in cycles of inquiry and external professional learning linked with identified curriculum focus areas <p>The allocation of this funding has resulted in the following impact: Supported connections between classroom teacher and EAL/D specialists through collaborative processes and tools. This has led to well-planned, synchronised support of EAL/D learners. All classroom teachers and EAL/D specialist are utilising developed 'Co-Teaching Agreement Tools' to strengthen co-teaching in the EAL/D context as well as school designed critical talk protocols to improve EAL/D pedagogy. This has led to increased use of high impact strategies for EAL/D learners</p> <p>After evaluation, the next steps to support our students will be: To refine and strengthen co-teaching practices between EAL/D specialists and classroom teachers through the use of developed tools and professional learning. A strengthened system to align EAL/D specialists with school based assessment schedules within grades/stages to increase data analysis and filtering for EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$236,964.76</p>	<p>Low level adjustment for disability equity loading provides support for students at Parramatta West 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 specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support further capacity building for staff in providing reasonable adjustments in connection to the PLP process, ensuring strong systems of completion of SMART goals and evaluations to drive improvement • LAST provides support and advice to teaching staff on differentiation and

<p>Low level adjustment for disability</p> <p>\$236,964.76</p>	<p>behaviour management strategies through the development of PWPS Care Continuum</p> <p>The allocation of this funding has resulted in the following impact: Identified students receiving appropriate levels of support in accordance with priority levels, as indicated on the NCCD and LaST priority data base. The consultation process is providing effective support for teachers as evidenced through visible adjustments, evaluation of plans and teacher feedback. SLSO programs are planned and targeted to address identified needs. SLSO support is allocated to both IFS and non-funded students.</p> <p>After evaluation, the next steps to support our students will be: Further capacity building for staff in providing reasonable adjustments in connection to the PLP process to ensure strong systems to complete SMART goals and improved evaluative processes to drive improvement. Strengthen as appropriate during 2024 the processes and practices already in place in relation to National Consistent Collection of Disability Data.</p>
<p>Professional learning</p> <p>\$69,737.71</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 Parramatta West 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"> • Data informed practice • High impact professional learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • collaborative practice professional learning and support • team leaders facilitate and lead professional learning that addresses a problem of practice and their shared PDP team goal • Deputy Principal and Assistant Principal Curriculum and Instruction (AP C&I) develop and lead professional learning school wide, targeted for classroom teachers and Leadership Team • curriculum reform team continues to support implementation of new syllabus <p>The allocation of this funding has resulted in the following impact: The HIPL Cycle of Inquiry approach implemented to address PDP shared goals and curriculum reform has supported key elements such as collective learning, consensus, savvy use of data and clear focus questions. The AP C&I framework of support, focused on demonstration lessons, reflection and increased capacity building in high impact themes has effectively supported targeted groups in mainstream and support classes.</p> <p>After evaluation, the next steps to support our students will be: Professional learning approaches will be scheduled accordingly to meet the needs of the staff and identified PL focus areas and aligned with the AP C&I model of support. focused on delivery of explicit teaching through the curriculum reform roll-out. Action Plan and PL plan will be developed accordingly.</p>
<p>QTSS release</p> <p>\$188,796.96</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Parramatta West 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"> • staffing release to align professional learning to the Strategic

<p>QTSS release</p> <p>\$188,796.96</p>	<p>Improvement Plan and develop the capacity of staff</p> <ul style="list-style-type: none"> • Deputy Principal works with executive to ensure High Impact Professional Learning (HIPL) is used to guide their teams through spirals of professional learning • support the implementation of HIPL policy and planning tools to drive spirals of inquiry in teams <p>The allocation of this funding has resulted in the following impact: Strength in the area of collaboration, within the Tell Them From Me survey. This remains strong over time and significantly higher than the state. Within the domain of leadership, the school remains higher than the state. The breakdown of indicators shows that the area of school leaders have taken time to observe my teaching remains an area for improvement.</p> <p>After evaluation, the next steps to support our students will be: To fund an 'off class' Deputy Principal to ensure conditions are maintained for collaborative practice through professional learning and teams as well as smooth functioning systems and processes to lead the school. Develop an executive model of 'Walk through's' linked to professional development and effective feedback</p>
<p>COVID ILSP</p> <p>\$95,748.43</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 • providing targeted, explicit instruction for student groups in literacy and numeracy, comprehension and problem solving strategies • providing intensive small group tuition for identified students who were identified using a variety of data <p>The allocation of this funding has resulted in the following impact: Improved student outcomes in the identified and targeted areas of reading comprehension and mathematics. This growth can be seen through NAPLAN and check-in data, as well as through formative assessments.. Student and teacher surveys have also shown that students have improved their confidence and engagement in these areas.</p> <p>After evaluation, the next steps to support our students will be: The continuation of a cyclic approach to small group intervention with focus areas determined through the analysis of 2023 NAPLAN and Check-In data. Adjustments will be made to suit identified areas of need and selected cohorts of students the program will be monitored through the Learning and Support Teacher. Adjustments will be made to suit identified areas of need and selected cohorts of students the program will be monitored through the Learning and Support Teacher.</p>
<p>New Arrivals Program</p> <p>\$317,311.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Parramatta West 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 targeted funding include:</p> <ul style="list-style-type: none"> • teachers design essential learning in collaboration with teachers and assess student achievement along EAL/D progressions

New Arrivals Program

\$317,311.00

- engagement of additional temporary employees through department entitlement including teaching and school learning and support officers.
- engaging specialist staff to collaborate with classroom teachers to build capability in meeting the language needs of identified students

The allocation of this funding has resulted in the following impact:

The EAL/D New Arrivals Program model of support allows for holistic and targeted support for NAP learners within the school. Students are making progress and staff are reporting improved social outcomes as language skills develop. Staff reported improvements in engagement for non NAP EAL/D learners through the use of the supporting SLSO role.

After evaluation, the next steps to support our students will be:

To ensure that a flexible model of support for NAP students be deployed dependent on learning needs and age appropriateness of class immersion vs withdrawal. Continued use of Student Learning Support Officers to support students when EAL/D specialist is not available.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	468	469	479	478
Girls	417	388	432	438

Student attendance profile

School				
Year	2020	2021	2022	2023
K	86.5	92.5	84.5	88.2
1	81.6	92.4	86.3	88.8
2	82.8	93.2	84.6	90.6
3	87.8	94.4	86.5	90.7
4	88.9	93.0	87.1	91.7
5	85.2	91.7	86.4	91.2
6	90.1	92.2	86.1	89.3
All Years	85.8	92.8	85.8	90.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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
Deputy Principal(s)	2
Assistant Principal(s)	6.6
Classroom Teacher(s)	39.49
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.4
Teacher EAL/D	6
School Counsellor	1
School Administration and Support Staff	8.87

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,408,688.85
Revenue	10,961,063.97
Appropriation	10,772,735.07
Sale of Goods and Services	14,452.58
Grants and contributions	137,805.91
Investment income	30,070.41
Other revenue	6,000.00
Expenses	-10,968,350.22
Employee related	-10,201,885.94
Operating expenses	-766,464.28
Surplus / deficit for the year	-7,286.25
Closing Balance	1,401,402.60

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.

	2023 SBAR Adjustments (\$)
Targeted Total	212,031
Equity Total	1,114,387
Equity - Aboriginal	10,959
Equity - Socio-economic	145,467
Equity - Language	720,996
Equity - Disability	236,965
Base Total	7,141,249
Base - Per Capita	241,797
Base - Location	0
Base - Other	6,899,452
Other Total	1,007,719
Grand Total	9,475,387

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Each year the school is required to seek the opinions of parents, students, and teachers about the school. Parramatta West Public School has utilised the Tell Them From Me (TTFM) survey instrument to obtain data on the perspectives of the three stakeholders.

The surveys include separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Parent data highlighted the following key findings.

- Score 7.6 Parents feel welcome.
- Score 7.3 Parents are informed.
- Score 7.8 Parents support learning at home.
- 83% of Parents attended meetings two or more times.

Implications:

- Can we identify ways to better engage parents in understanding their child's social and emotional development?
- What could we do to encourage greater participation in school meeting opportunities?
- How might we better support parents to ask about challenges their child might have at school

After evaluation the next steps to support parents will be:

- Incorporate additional components to teacher parent meeting to further support parents in being informed about their child's social and emotional development.
- Continued support for the community in effective engagement with various communications channels including the use of the school app and importance of face-to-face meeting opportunities.
- Increase opportunities for parent workshops through the community hub.

Student data highlighted the following key findings.

- 75% of students indicated a positive sense of belonging.
- 85% of students have friends at school they can trust and who encourage them to make positive choices.
- 89% of students feel that they do not get in trouble at school for disruptive or inappropriate behaviour.
- Score 7.4 Students find classroom instruction relevant to their everyday lives.

Implications:

- Do we need to target certain students (e.g. individuals and or cohorts for tailored programs).
- How might we ensure the explicit teaching is understood by students to be relevant.
- How can we best continue to support students' sense of belonging.

After evaluation the next steps to support students will be:

- Focus on education relevance with students in years 5 and 6 and how it may impact their everyday lives.
- Develop additional positive behaviour supports for boys to further engage with learning minimising disruptive or inappropriate behaviour.

Staff data highlighted the following key findings.

- Score 8.5 Leadership: school leaders have helped me improve my teaching.
- Score 8.9 Collaboration: Teachers in our school share their lesson plans and other materials.
- Score 8.5 Data informs practice: My assessments help me understand where students are having difficulty.

Implications:

- How might leaders further enhance the leadership model within the school?
- What initiatives in the collaboration sphere might further improve our ability to provide helpful feedback in relation to teaching practise?
- How might we further expand the effective range of assessment practices for all staff.

After evaluation the next steps to support students will be:

- Develop a walk-through initiative with senior executive to observe classroom teaching and student engagement with visible learning principles.
- Further develop and support staff in the use of formative assessment practices and explicit teaching in Literacy and Numeracy.

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.