

2023 Annual Report

West Pennant Hills Public School



Introduction

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

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

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School vision

At West Pennant Hills Public School, we strive to *inspire young learners* within an innovative, future focused and inclusive school culture that values and celebrates life-long learning and where they are known, valued and cared for.

To achieve academic excellence, dynamic and committed staff work in collaboration with each other, students and parents to deliver explicit and engaging learning experiences to build strong foundations in literacy and numeracy.

To maintain a positive learning environment and high expectations, teachers, parents and students work in partnership to ensure that every student is able to connect, succeed and thrive.

School context

At West Pennant Hills Public School, we acknowledge the traditional owners of the land to the east the Guringai people and to the west the Dharug people. We pay our respect to elders past, present and emerging.

West Pennant Hills Public School, officially opened in 1850, is located in the rapidly developing residential area in Sydney's north west Hills district of Sydney. Surrounded by main roads, the school is a safe hub for learning within the community. Many residents of West Pennant Hills have and continue to have a strong connection and association with the school over its long history. The school has a student population of 606, including 39% who have English as an additional language or dialect. Diversity and inclusion is highly valued.

West Pennant Hills Public School has a tradition of academic excellence with high standards and high expectations embracing the whole child and their development through a comprehensive range of learning programs that feature a strong focus on literacy and numeracy, integration of technology and extra-curricular opportunities such as bands, choirs, sport, dance, robotics, debating and public speaking. Students enjoy a nurturing, stimulating and inclusive environment where they develop their skills and capacity to become responsible productive life-long learners. Dynamic and committed staff work collaboratively to enhance student well-being, encouraging each student to achieve their full potential. The school is well supported by an active parent community. The P&C operates a wide variety of additional services for the students, parents and community, including the Creative Arts, Bands and Strings' program, the canteen, school banking and uniform shop.

West Pennant Hills Public School has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

1. Student Growth and Attainment

When analysis was conducted against student outcome measures, it was evident that the school needed to improve student achievement, growth and performance in literacy and numeracy. This will be strengthened by a whole school approach to improving explicit, differentiated teaching and improved processes for data collection, monitoring and usage.

2. Student and Parent Engagement and Wellbeing

An analysis of our wellbeing and engagement data indicated that sense of belonging for students is an area of ongoing focus. The school's focus will be on improved systems to support attendance, a clear process for collection, analysis and use of data to monitor and refine a whole school approach and improved implementation of communication and collaboration with students and parents to improve belonging and learning at WPHPS. As a school we will strive to strengthen our engagement and build relationships with our Aboriginal, Torres Strait Islander and Multicultural parents.

3. High Expectations and Continuous Improvement

Feedback from parents and staff indicated that the school needs increased collaborative and support processes to improve teaching and learning as well as work to ensure that students understand what they are learning, what they need to learn next and why it is important.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in Literacy and Numeracy through high quality explicit teaching, curriculum planning and data analysis.

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.

- Effective Classroom Practice: Explicit Teaching
- Assessment: Whole School Monitoring of Student Learning

Resources allocated to this strategic direction

QTSS release

Professional learning

AP Curriculum & Instruction

Low level adjustment for disability

Integration funding support

Summary of progress

Effective Classroom Practice: Explicit Teaching

A Learning Place A Teaching Place

In 2023, the intense whole school professional learning focus shifted from Literacy to Numeracy. Stage teams engaged in intensive professional learning and regular stage planning in collaboration with a Numeracy specialist and the newly appointed APC&I to ensure that explicit quality teaching strategies in the teaching of Numeracy were embedded into effective class practice. Together stage teams worked to develop stage specific Numeracy programs and lesson planning to support the implementation of the new mathematics curriculum.

The 2023 What Works Best survey data indicates WPHPS achieved a score of 4.2 for the Theme: Explicit Teaching. This represents an increase of 0.1 on the 2020 score of 4.1.

Instructional Leadership

The leadership team continued to work shoulder to shoulder with each of their team members to embed 'A Learning Place A Teaching Place' explicit teaching strategy, improve effective classroom practice and ensure consistent and explicit teaching across their stage. The leadership team engaged in weekly collaborative planning and programming sessions, resulting in clearer, more explicit, and more consistent programming of all stage Numeracy lessons.

The impact of this initiative has been the development of a consistent whole school approach to the teaching of Numeracy and the use of common metalanguage being utilised in all K - 6 classrooms. Explicit quality teaching practices are evident across all teaching and learning programs for Numeracy. Students are able to articulate their learning and understanding. Students are learning to identify what they need to learn next to enable continuous improvement.

The teachers now have an increased confidence in the implementation of the Mathematics Syllabus through the 'A Learning Place A Teaching Place' program. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Assessment: Whole School Monitoring of Student Learning

Data Teams

The continued implementation of Stage Literacy and Numeracy data teams has effectively facilitated the establishment of consistent and sustainable school wide practices for assessment enabling teachers to collate, analyse and interpret student data to monitor student growth, inform future teaching directions and initiate intervention strategies. Data Teams have provided consistent practice across classes for assessment to monitor, plan and report on student learning across the curriculum. Teachers are increasingly using formative assessment, particularly in literacy and numeracy, to inform their teaching and adapt their practice. Data Teams have worked hard to ensure that data collected is used

collaboratively to inform planning and identify interventions. All staff are involved in following, evaluating and adapting stage assessment maps that involve a range of assessment strategies in line with department requirements of assessment for, as and of learning. Data collected identifies teaching focuses in the classroom, learning and support and whole school focuses. Data Teams are continually moderating, reflecting and re-evaluating their approach to assessment across their stage.

The creation of student data walls provided staff with a point of continual focus. Teachers collectively engaged in discussions around where students were achieving or required support or extension. Teachers are now challenged to know all of their students, how they learn, how they are tracking and how best to support their learning needs.

The 2023 What Works Works Best survey data indicates WPHPS achieved a score of:

- 4.2 for Theme: Use of Data to inform practice. This represents an increase of 0.2 on the 2020 score of 4.0
- 4.2 for the Dataset: Evidence-informed practice. This represents an increase of 0.2 on the 2020 score of 4.0

The impact of this initiative has been that, collectively within data teams, teachers used student progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement. The Action Plan enables clear planning of both a stage based and requested LST response to data patterns.

Implications

In 2024 WPHPS staff will continue with the implementation of the explicit quality teaching practices underpinning the whole school 'Literacy Success' and numeracy focused 'A Learning Place A Teaching Place' initiatives. Ongoing reflection on adapting programs to accommodate higher expectations as students move through the school with improved knowledge and skills is important.

Stage teams will continue to engage in high impact professional learning and regular stage planning, led by stage supervisors, in collaboration with the newly appointed APC&I to ensure that explicit quality teaching strategies in the teaching of numeracy are embedded into effective class practice. All stage teams will continue to work collaboratively with the APC&I to develop stage Numeracy programs and lesson planning which is linked to the new Mathematics syllabus.

The leadership team will also continue to work shoulder to shoulder with each of their team members to ensure that explicit quality teaching practices are consistently embedded in the teaching of Literacy and Numeracy and to support effective classroom practices are evident in every classroom.

WPHPS will continue to schedule dedicated weekly data team meetings, engage in whole school data team presentations at the end of each term and continue to undertake further professional learning around data skills and use, ensuring the focus at all times is on systematic and reliable assessment information that informs teaching leading to measurable improvement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Reading Growth</p> <p>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.</p>	<p>An analysis of Check-in Assessment data for:</p> <ul style="list-style-type: none"> • Reading in Year 3 for 2023 compared with the Year 3 2022 indicates a slight decrease in the mean scale from 391 to 389.5 • Reading in Year 5 for 2023 compared with the Year 3 2022 indicates that the mean scale remained consist at 424 points.
<p>Numeracy Growth</p> <p>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.</p>	<p>An analysis of Check-in Assessment data for</p> <ul style="list-style-type: none"> • Numeracy in Year 3 for 2023 compared with the Year 3 2022 indicates a decrease in the mean scale from 387.2 to 380.5. • Numeracy in Year 5 for 2023 compared with the Year 3 2022 indicates an increase in the mean scale from 424 to 436.3. This represents a 12 point increase.

Strategic Direction 2: SD 2 - Student and Parent Engagement and Wellbeing

Purpose

To ensure that all students are able to connect, succeed, thrive and learn.

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.

- A Planned Approach to Wellbeing
- Parent and Community Engagement / Diversity and Inclusion

Resources allocated to this strategic direction

Refugee Student Support Aboriginal background

Summary of progress

Attendance:

In 2023, attendance data was regularly monitored, analysed and used to inform planning. Whole school and personalised attendance approaches led to improved attendance rates for all students including those at risk. 2023 saw the continuation of the 'Impactful Messaging Initiative' which was well received by parents. In 2024, we will continue to monitor attendance through targeted strategies and initiatives to improve how teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

A Planned Approach to Wellbeing

Throughout 2023, the school continued its commitment to and implementation of a range of initiatives to further enhance existing wellbeing practices to maintain and improve student engagement and sense of belonging. These include Chaplaincy Program, therapy dog, SRC, PBL and school improvement projects. The 'Tell Them From Me' data demonstrated an improvement of 3% in sense of belonging at school demonstrating movement toward the school's lower bound system-negotiated target. The 'Wellbeing Week' initiative enabled students and staff to focus on building their resilience skills and strategies.

The Chaplaincy program continues to provide emotional wellbeing support for an increasing number of students, parents and staff. SRC students collaborated with school executive to champion student initiatives including the purchase of two Buddy Benches, the introduction of the Break Buddy initiative and multi-day fundraiser for Bear Cottage and the RSPCA.

The introduction of a PBL Awards book to enable students and teachers to monitor and track student awards across their time at our school has resulted in an increased number of students being awarded their certificates at the PBL assemblies at the end of each term.

In 2024, in this initiative, the school leadership team will revise the schedule of PBL focus lessons across classes, continue to build the SRC as a vehicle for student voice and continue to implement Wellbeing Week in Term 3 across the whole school.

Parent and Community Engagement / Diversity and Inclusion

The school continues to be committed to maintaining a school climate that promotes a sense of community and ensures that all parents have opportunities to engage with staff and learn about what happens during the school day. Research has shown that opportunities for parents to connect with student learning results in more positive home talk about school, improved student outcomes and school attendance.

Throughout 2023, opportunities to connect have included:

- Meet the teacher presentations in the hall
- K-2 Literacy Parent Presentation
- Stage 1 Parent Helper Program
- Whole school Music Through the Ages concert
- Parent Teacher Interviews
- Education Week Open Day

- Multiple Parent forums.

In 2024, in this initiative, WPHPS will continue to implement a range of initiatives to further develop school culture and promote a sense of community among students, staff and parents.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Attendance:</p> <p>Increase the proportion of students attending more than 90% of the time to be at or above the school's lower bound system-negotiated target of 91.2%.</p>	<ul style="list-style-type: none"> • The overall attendance rate for WPHPS for 2023 was 80.7%. Although this is below the negotiated target of 91.2, it is an increase on the 2022 attendance rates.
<p>Wellbeing:</p> <p>Increase TTFM Wellbeing data (belonging, expectations) to be at or above the lower bound system-negotiated target of 91.2%.</p>	<p>Analysis of Tell Them From Me data indicates:</p> <ul style="list-style-type: none"> • 79.76% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). • 75% of students report a positive sense of belonging at school. This is an increase of 3% demonstrating movement toward the school's lower bound system-negotiated target. • 92.73% of students report high expectations for success. • 90% of students demonstrated positive behaviour. This is 7% above NSW Govt Norms. • 79% of students demonstrated high level of effort.
<p>Parent and Community Engagement</p> <p>Improvement to be moving towards the NSW Govt Norms as measured by by the Tell Them From Me surveys in the areas of Two-way Communication with Parents, School Supports Learning, Eight Drivers of Student Outcomes and Social-Emotional Outcomes.</p> <p>Improvement as measured by the School Excellence Framework to be moving towards Excelling in the following themes:</p> <ul style="list-style-type: none"> • A Planned Approach to Wellbeing • Parent Engagement • Instructional Leadership • Community Engagement 	<p>Analysis of the 2023 Tell Them From Me data indicates:</p> <ul style="list-style-type: none"> • a mean score of 7.5 in the area of Two-way Communication with Parents for the subset 'Parents feel welcome'. This represents an increase of 0.1 on 2022 data. • a mean score of 6.8 in the area of Two-way Communication with Parents for the subset 'Inclusive school'. This represents an increase of 0.2 on 2022 data. • a mean score of 8.0 in the area of Two-way Communication with Parents for the subset 'School supports positive behaviour'. This represents an increase of 0.3 on 2022 data. • a mean score of 6.7 in the area of Two-way Communication with Parents for the subset 'School supports learning'. • 75% in the area of Social-Emotional Outcomes for the subset 'Sense of belonging'. • 87% in the area of Social-Emotional Outcomes for the subset 'Positive Relationships'. This is 2% above the NSW Govt Norm of 85%. • a school mean of 7.0 for Eight Drivers for Student Learning for the subset 'Parent Involvement'. This represents an increase of 0.2 on 2022 data. • a school mean of 6.8 for Eight Drivers of Student outcomes section for the subset 'Inclusive School'. This represents an increase of 0.2 on 2022 data. • a mean score of 70% in the area of Social-Emotional Outcomes for the subset 'Participate extracurricular activities'. This represents an increase of 8% on 2022 data. • a school mean of 8.0 for Eight Drivers of Student outcomes section for the subset 'Leadership'. This represents an increase of 0.4 on 2022 data and is 0.9 above the NSW Govt Norm of 7.1. <p>Self-assessment against the School Excellence Framework shows the school currently performing at</p> <ul style="list-style-type: none"> • excelling in the theme of A Planned Approach to Wellbeing in the element of Wellbeing. • sustaining and growing in the theme of Parent Engagement in the element of Reporting.

Parent and Community Engagement

Improvement to be moving towards the NSW Govt Norms as measured by by the Tell Them From Me surveys in the areas of Two-way Communication with Parents, School Supports Learning, Eight Drivers of Student Outcomes and Social-Emotional Outcomes.

Improvement as measured by the School Excellence Framework to be moving towards Excelling in the following themes:

- A Planned Approach to Wellbeing
- Parent Engagement
- Instructional Leadership
- Community Engagement

• sustaining and growing in the in the theme of Instructional Leadership in the element of Educational Leadership.

Purpose

Increased understanding of High Expectations and a continuous improvement culture through explicit systems for collaboration and feedback.

Initiatives

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

- Collaboration and Feedback for Staff
- Student Feedback

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning
QTSS release
Beginning teacher support
English language proficiency
Socio-economic background

Summary of progress

Professional Learning and Development

Throughout 2023, staff at WPHPS continued to engage in sustained high impact professional learning specifically focusing on Explicit Teaching strategies in Literacy and Numeracy, Data Teams, Data Analysis, the new K-2 syllabus and Learning Walks as a model of collaborative learning.

All class teachers participated in stage-based learning walks to visit and observe evidence related to an agreed literacy focus. These learning walks provided staff with the opportunity to participate in collaborative learning and engage in professional dialogue around teaching and learning and quality teaching with colleagues.

In 2023 WPHPS embedded and enhanced explicit systems to facilitate and maintain high expectations to ensure ongoing school wide improvements in teaching practice. Initiatives included the ongoing implementation and monitoring of the Practicum Teachers policy and procedures, the school-based induction program for newly appointed teachers and a strong Performance and Development process.

All teaching staff were provided with detail information regarding the Performance and Development (PDP) procedures, requirements and expectations at the start of the school year. Each supervisor worked closely with their stage teams to negotiate and identify professional goals as part of the PDP process.

Each Assistant Principal continued to work shoulder to shoulder with individual class teachers to support and embed consistent explicit teaching strategies, support the implementation of effective classroom practice and promote a culture of high expectations across all classrooms.

Implications:

In 2024, in this initiative WPHPS will:

- Continue to schedule learning walks for all class teachers
- Continue professional learning with a focus on whole school consistent Explicit teaching of Numeracy
- Revisit Curriculum planning and programming requirements

High Expectation and Continuous Improvement

Teachers have continued to build their capacity to effectively interpret and analyse student data to inform planning, identify required interventions and make appropriate teaching adjustments. Throughout 2023, teachers engaged in data conversations at regular data team meetings to ensure that each student was known and their progress was closely monitored and tracked. Each term, data teams completed a Learning Support Learning Action plan requesting support based on student data.

The Learning Support team has continued to provide a consistent approach to the early identification of students needing additional support. This team has continued to review student data to allocate additional resources and plan appropriate interventions, work with class teachers to design Individual Learning Plans, support teachers to differentiate programs and collaboratively plan to ensure all students continue to make progress and achieve their potential.

In consultation with senior executive, the Learning Support team has continued to provide a range of differentiated support programs including Mini Lit, Multi Lit, extension groups for writing and mathematics, in-class Numeracy and LST teacher support as well as targeted small group withdrawal Literacy and Numeracy programs.

The continuation of Instructional Leadership release for each Assistant Principal has supported the introduction of the new whole school Numeracy platform 'A Learning Place, A Teaching Place', supported continuous improvement in effective classroom practice and embedded a strong focus on student progress.

Implications:

To move towards achieving and maintaining identified progress measures, WPHPS will:

- Continue to embed consistent Learning Support structures and processes to strengthen the expertise of all staff to differentiate for a range of student learning, behaviour and social emotional needs
- Continue to systematically monitor student progress through the Learning and Support team
- Review existing High Potential and Gifted Education practices and embed a HPGE focus across all areas

Improved Student Feedback

Throughout 2023, the percentage of teachers incorporating WALT, WILF, WAGGOL, Learning Intentions and Success Criteria in their classroom as evidenced by classroom observations and teaching programs achieved the school identified target of 90%. Teachers across all grades worked with their students to establish learning goals and routinely checked in with their students monitoring their progress towards achieving their individual learning goals.

The impact of this initiative is that teachers regularly reviewed learning with their students to ensure that their students had a clear understanding of lesson expectations, what they were learning and how to move forward and improve. The executive team developed a consistent whole school approach to goal setting with a clear, consistent proforma.

The 2023 What Works Best survey indicates:

- an overall score of 3.8 for the theme of Effective Feedback, an increase of 0.1 on the 2020 score of 3.7
- a score of 3.9 for the subset: '*I actively help students understand the purpose of feedback and grades / marks*'. This represents an increase of 0.1 on the 2020 score of 3.8
- a score of 4.0 for the subset: '*I create opportunities for students to reflect on their work and progress*'. This represents an increase of 0.1 on the 2020 score of 3.9.
- a score of 3.6 for the subset: '*I provide rubrics, guidelines and examples to help students self-assess their work*'.

Implications:

In 2024, in this initiative WPHPS will:

- continue the consistent implementation of whole school approach to goal setting and the use of stage specific goal setting proforma.
- continue to collaboratively maintain a strong focus on Learning Intentions and Success Criteria
- focus on formative assessment strategies within the new numeracy program with differentiated learning to ensure students are learning in their zone of proximal development.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Explicit Teaching</p> <p>The percentage of teachers incorporating WALT, WILF, WAGGOL, Learning Intentions and Success Criteria in their classroom as evidenced by classroom observations and teacher surveys is moving towards the school</p>	<p>The 2023 What Works Best survey indicates;</p> <ul style="list-style-type: none"> • an overall score of 4.2 for the theme of Explicit Teaching, an increase of 0.1 on the 2020 score of 4.1 • a score of 4.2 for the subset: '<i>I set clear learning intentions for each lessons</i>'. This represents an increase of 0.2 on the 2020 score of 4.0 • a score of 4.2 for the subset: '<i>My students understand the success criteria for learning tasks</i>'. This represents an increase of 0.2 on the 2020 score of 4.0.

<p>identified target of 90%.</p>	
<p>Learning Culture</p> <p>Minimum of 7.9 in the school mean for TTFM Eight Drivers of Student outcomes section for the subset 'Explicit Teaching Practices and Feedback'.</p> <p>Minimum of 7.6 in the school mean for TTFM Drivers of Student outcomes section for the subset 'Explicit Teaching Practices and Feedback'.</p> <p>Minimum of 8.7 (NSW Govt Norm) in the school mean for TTFM Drivers of Student outcomes section for the subset 'Expectations for success'.</p> <p>Minimum of 7.8 in the school mean for TTFM Eight Drivers for Student Learning for the subset 'Learning Culture'.</p> <p>Minimum of 7.6 (7.5 is NSW Govt Norm) in the school mean for TTFM Four dimensions of classroom and school practices for the subset 'Challenging and Visible Goals'.</p>	<p>Analysis of Tell Them From Me data for 2023 indicates:</p> <ul style="list-style-type: none"> • a school mean of 6.8 for Eight Drivers of Student outcomes section for the subset 'Explicit Teaching Practices and Feedback'. • a school mean of 8.0 for Drivers of Student outcomes section for the subset 'Expectations for success'. This represents an increase of 0.1 on 2022 data. • a school mean of 8.0 for Eight Drivers for Classroom Context for the subset 'Learning Culture'. This is equal to NSW Govt Norm. • a school mean of 7.6 for Eight Drivers for Classroom Context for the subset 'Challenging and Visible Goals'. This is 0.2 above NSW Govt Norm • a school mean of 7.8 for Eight Drivers for Classroom Context for the subset 'Overcoming Obstacles to Learning'. This is 0.1 above NSW Govt Norm.
<p>Collaboration, Feedback and Evaluative Practice</p> <p>Minimum Improvement to 4.0 as measured by the What Works Best survey on the Theme: Collaboration</p> <p>Minimum Improvement to 3.6 as measured by the What Works Best survey on the Dataset: Evaluative Practice: Individual</p> <p>Minimum Improvement to 3.6 as measured by the What Works Best survey on the Dataset: IICD Collaboration</p> <p>Minimum Improvement to 4.0 as measured by the What Works Best survey on the Theme: Effective Feedback</p>	<p>West Pennant Hills PS achieved a score of:</p> <ul style="list-style-type: none"> • 4.1 for the What Works Best Theme: Collaboration. This represents an improvement of 0.4 from the 2020 score of 3.7, exceeding the school's target of 4.0 by 0.1. • 4.1 for the What Works Best Dataset: Evaluative Practice: Individual. This represents an improvement of 0.6 from the 2020 score of 3.5, exceeding the school's target of 3.6 by 0.5. • 3.9 for the What Works Best Dataset: IICD Collaboration. This represents an improvement of 0.5 from the 2020 score of 3.4, exceeding the school's target of 4.0 by 0.3. • 3.8 for the What Works Best Theme: Effective Feedback. This represents an improvement of 0.1 from the 2020 score of 3.7. • 4.5 for the What Works Best Dataset: Evaluative Practice:Whole school. This represents an improvement of 0.3 from the 2020 score of 4.2.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$751.60</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"> • Parent and Community Engagement / Diversity and Inclusion <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in the following impact: Student progress demonstrating growth on the EAL/D learning progressions. EAL/D students are more confident and prepared to take risks with their language use. Collaborative planning between EAL/D teacher and class teacher in differentiating the classroom program to accommodate the needs of all EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: To employ an EAL/D teacher for increased time to support any refugee students, as required, to clarify learning in their home language on a needs basis</p>
<p>New Arrivals Program</p> <p>\$15,901.00</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 West Pennant Hills Public School.</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support intensive English language development <p>The allocation of this funding has resulted in the following impact: Student progress demonstrating growth on the EAL/D learning progressions. EAL/D students are more confident and prepared to take risks with their language use. Collaborative planning between EAL/D teacher and class teacher in differentiating the classroom program to accommodate the needs of all EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: To employ an EAL/D teacher for increased time to support any refugee or new arrival students, as required, to clarify learning in their home language on a needs basis</p>
<p>Integration funding support</p> <p>\$36,902.00</p>	<p>Integration funding support (IFS) allocations support eligible students at West Pennant Hills 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"> • Assessment: Whole School Monitoring of Student Learning <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

<p>Integration funding support</p> <p>\$36,902.00</p>	<ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals with learning being monitored by the Stage Data Teams. 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> <p>After evaluation, the next steps to support our students will be: 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 and data team monitoring of progress to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$8,980.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at West Pennant Hills 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"> • Collaboration and Feedback for Staff <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 the HPGE program implementation. <p>The allocation of this funding has resulted in the following impact: Students identified as High Potential and Gifted in the domain of writing and mathematics worked with specialist teachers to further extend their writing/mathematics skills and engage in writing/mathematics related enrichment activities. Student improvement is evidenced by work samples and through external data like NAPLAN where the majority of students in these HP&G groups performed well.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide enrichment opportunities for students identified as HP&G for Writing and Mathematics and other enrichment programs including Night of Notables and/or Learning Adventures.</p>
<p>Aboriginal background</p> <p>\$5,394.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at West Pennant Hills 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"> • Parent and Community Engagement / Diversity and Inclusion <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 deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process

<p>Aboriginal background</p> <p>\$5,394.11</p>	<p>The allocation of this funding has resulted in the following impact: The development of a more authentic PLP process and the identification of meaningful and achievable student goals. Teachers and students alike have a deeper understanding and appreciation of Aboriginal culture.</p> <p>After evaluation, the next steps to support our students will be: Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process in collaboration with Community of Schools.</p>
<p>English language proficiency</p> <p>\$85,250.24</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at West Pennant Hills 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"> • Collaboration and Feedback for Staff <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phases • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: 20% of EAL/D students in our school receive specialist EAL/D teacher support. Student progress demonstrating growth on the EAL/D learning progressions. EAL/D students are more confident and prepared to take risks with their language use. Collaborative planning between EAL/D teacher and class teacher in differentiating the classroom program to accommodate the needs of all EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage additional staffing intensive support for students identified in beginning and emerging phases and additional teacher time to provide targeted support for EAL/D students and for development of programs.</p>
<p>Low level adjustment for disability</p> <p>\$131,817.53</p>	<p>Low level adjustment for disability equity loading provides support for students at West Pennant Hills 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"> • Assessment: Whole School Monitoring of Student Learning <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 • Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • Employment of SLSO to improve the development of students by implementing programs developed by Learning & Support teachers <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning</p>

<p>Low level adjustment for disability</p> <p>\$131,817.53</p>	<p>support and interventions with a streamlined Stage Data Team request process for targeted learning support programs. Additional support was provided for identified students through the employment of trained SLSOs to implement specific learning support programs.</p> <p>After evaluation, the next steps to support our students will be: To maintain the impact of the learning support team, the school will continue with it's commitment to providing additional support for identified students through the employment of trained SLSOs in the implementation of specific learning support programs as requested by the Stage Data Teams based on stage assessment results. To provide ongoing professional learning and support for teachers to further build their capacity to effectively differentiate and support the learning needs of students with specific learning needs.</p>
<p>Professional learning</p> <p>\$34,876.25</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 West Pennant Hills 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"> • Effective Classroom Practice: Explicit Teaching • Collaboration and Feedback for Staff • Student Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a Numeracy consultant to support the introduction of whole school explicit teaching of Numeracy • implementation of the 'A Learning Place A Teaching Place' platform to support the implementation of the new K-2 Numeracy curriculum <p>The allocation of this funding has resulted in the following impact: Increased capacity of all classroom teachers to embed explicit quality teaching practices to enhance the teaching of Literacy and Numeracy resulting in improved student outcomes. Improved collaboration and collegial planning within each stage team resulting in a more consistent programming and lesson delivery in the areas of Literacy and Numeracy for all students.</p> <p>After evaluation, the next steps to support our students will be: A continued focus on explicit teaching of Numeracy with continued stage based planning and professional learning each term in consultation with a Numeracy consultant with a focus on demonstration lessons and supported programming. For staff to engage in learning walks to continue to consolidate the whole school Literacy Success programming that is delivered across each stage. The continued whole school focus on the introduction of the new English and Mathematics Syllabuses. K-2 teachers will continue to embed the new curriculum into their teaching program, whilst 3-6 teachers will engage with and unpack the newly introduced 3-6 Syllabus units and available online training.</p>
<p>Beginning teacher support</p> <p>\$52,713.70</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at West Pennant Hills Public School during their induction period.</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"> • Collaboration and Feedback for Staff <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional timetabled release from face to face teaching, professional learning and programing support to facilitate the development of explicit

<p>Beginning teacher support</p> <p>\$52,713.70</p>	<p>classroom practice by teachers in the first years of their teaching career</p> <ul style="list-style-type: none"> • School based induction program <p>The allocation of this funding has resulted in the following impact: All new and beginning teachers at WPHPS have ongoing support from stage supervisors to facilitate increasing their understanding of DoE policies, school procedures, curriculum and pedagogy.. Beginning teachers are provided with additional release time to work towards satisfying the Australian Professional Standards and work with the supervisor / mentor to further develop their practice.</p> <p>After evaluation, the next steps to support our students will be: To provide ongoing support, supervision and mentoring to ensure the continual improvement in teaching practice and to develop strong successful teachers.</p>
<p>QTSS release</p> <p>\$114,816.96</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at West Pennant Hills 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"> • Effective Classroom Practice: Explicit Teaching • Collaboration and Feedback for Staff <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: The provision of additional release time for school executive supported the introduction of whole school explicit numeracy initiative and enhanced the professional practice of all staff to improve the quality of classroom teaching within their stage.</p> <p>After evaluation, the next steps to support our students will be: The provision of additional release time for school executive to support the continued focus on the consistent implementation of whole school explicit numeracy initiative and to enhance the professional practice and planning of all staff in their stage in a consistent and explicit manner.</p>
<p>COVID ILSP</p> <p>\$21,697.98</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> <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"> • providing targeted, explicit instruction for student groups in numeracy • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Students in targeted groups were selected based on current school - based assessment data that was collected throughout Semester 2, 2022 and all terms in 2023. Stage 1 students received additional learning support for additive strategies, with a focus on number bonds, counting on and back strategies, adding a single digit number to a two-digit number using place value to bridge to any decade and when achieved subtracting a single digit number from a 2 digit</p>

<p>COVID ILSP</p> <p>\$21,697.98</p>	<p>number bridging to the decade.</p> <p>All students demonstrated some level of growth in the learning program. All students demonstrated that they could identify some or all number bonds to 10 or 20. Some students could apply this knowledge to any decade. All students demonstrated an ability to add a single-digit number to a two-digit number, using counting on strategies and/or concrete materials for support. In term 4, 10 students demonstrated their ability to add a single digit number to a two-digit number using place value to bridge to any decade. With some support 3 students demonstrated an understanding of bridging to the decade and some students demonstrate their ability to add two-digit numbers by two-digit numbers using bridging or compensation strategies. No students regressed during the learning program.</p> <p>Most students moved towards subtracting a single digit number from a two-digit number using place value to bridge to any decade. All students demonstrated an ability to subtract a single digit number from a two-digit number using counting on or back strategies, using concrete materials when needed. Some students modelled their ability to use bridging strategies, with the support of concrete materials and/or prerecorded number lines.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of effective literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been refined. The school will fund additional allocation of SLSO time to provide additional targeted LST support.</p>
<p>AP Curriculum & Instruction</p> <p>\$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>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"> • Effective Classroom Practice: Explicit Teaching • Collaboration and Feedback for Staff <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • working with all stages on planning days to refine and develop scope and sequences and lessons/programs from A Teaching Place A Learning Place that align with the K-2 and 3-6 Mathematics syllabus documents. • Work shoulder to shoulder with 19 staff members to successfully deliver and embed the new mathematics program within classes, and ensure differentiation is evident within all lessons. • Support Data teams to ensure assessment maps and procedures align with the new syllabus documents, develop data tracking and monitoring systems and use this information to effectively target learning needs. • Work alongside stage Assistant Principals to ensure a school wide approach to programming, planning and content delivery. <p>The allocation of this funding has resulted in the following impact: The APC&I role has had an impact on ensuring collective efficacy in the programming, delivery and evaluation of numeracy throughout the school. Through the provision of professional guidance and team teaching within a safe, risk-taking environment, staff have been upskilled in their ability to successfully implement the new syllabus, program scope and sequences and collaboratively create differentiated programs to cater to the individual needs of their students. Ongoing data collection and analysis of student learning has led to programs that guide stage, class, LST and HPGE targeted interventions. Supporting executive and data teams in the creation and implementation of Stage Assessment Maps has ensured a consistent approach to assessment across the school in which all assessment tasks have been carefully selected to adhere to best practice criteria.</p> <p>After evaluation, the next steps to support our students will be:</p>

AP Curriculum & Instruction

\$124,070.40

To continue to track student data to evaluate the success of school programming, assessment and intervention strategies to ensure current research-based practices employed by staff are enhancing student learning outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	338	325	315	296
Girls	282	275	268	248

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.4	95.6	89.8	93.8
1	93.5	96.1	90.1	93.5
2	95.9	94.9	88.2	92.6
3	95.7	95.8	88.3	95.2
4	91.2	94.2	89.2	92.6
5	90.9	95.1	87.5	94.3
6	93.0	93.8	87.6	92.1
All Years	93.7	95.1	88.6	93.4
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)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	19.75
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher EAL/D	0.2
School Counsellor	1
School Administration and Support Staff	3.96

*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	713,887.85
Revenue	5,630,811.91
Appropriation	5,168,389.92
Sale of Goods and Services	4,085.00
Grants and contributions	431,415.44
Investment income	24,521.55
Other revenue	2,400.00
Expenses	-6,059,757.17
Employee related	-5,071,443.18
Operating expenses	-988,313.99
Surplus / deficit for the year	-428,945.26
Closing Balance	284,942.59

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	37,654
Equity Total	231,442
Equity - Aboriginal	5,394
Equity - Socio-economic	8,980
Equity - Language	85,250
Equity - Disability	131,818
Base Total	4,055,575
Base - Per Capita	151,732
Base - Location	0
Base - Other	3,903,843
Other Total	492,921
Grand Total	4,817,592

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

Students

Students were surveyed through the online Tell Them From Me (TTFM) survey regarding social and emotional wellbeing at school. The survey includes students' sense of belonging at school, the extent to which students value schooling and their psychological investment in learning. A score of 0 indicates strong disagreement, 10 indicates strong agreement, with 5 as neutral (neither agree nor disagree).

Social-Emotional Outcomes for Students

64% of students participate in extracurricular activities. This is an increase of 2% on 2022 scores and 9% higher above NSW Govt Norms.

75% of students felt a high sense of belonging. This is an increase of 3% on the 2022 scores.

90% of students demonstrated positive behaviour. This is an increase of 1% on 2022 scores and 7% above NSW Govt Norms.

79% of students demonstrated high level of effort.

Drivers of Student Outcomes

Effective learning time - 7.2

Explicit teaching practices and feedback - 6.8

Positive teacher-student relations - 7.2

Expectations for success - 8.0.

Relevance - 6.7.

Parents

Parents were surveyed through the online Tell Them from Me (TTFM) survey. The 'partners in learning' parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour; as well as promotes a safe and inclusive environment. A score of 0 indicates strong disagreement; 10 indicates strong agreement; with 5 as neutral (neither agree nor disagree).

Parents feel welcome - 7.5. This is an increase of 0.1 on the 2022 scores.

Parents are informed - 6.5. This is an increase of 0.7 on the 2022 scores.

Parents support learning at home - 6.7. This is an increase of 0.8 on the 2022 scores.

Support for learning - 7.6. This is an increase of 0.5 on the 2022 scores.

Support for positive behaviour - 8.0. This is an increase of 0.3 on 2022 scores.

Safety - 7.5 This is an increase of 0.2 on the 2022 scores.

Inclusive school - 6.8. This is an increase of 0.3 on 2022 scores.

Teachers

The Focus on Learning survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms - Effective schools and Dimensions of Classroom and School practices. A score of 0 indicates strong disagreement; 10 indicates strong agreement; with 5 as neutral (neither agree nor disagree).

Challenging and Visible Goals - 7.6.

Planned Learning Opportunities - 7.8. This is 0.2 above Govt Norms.

Parent Involvement - 6.7.

Collaboration - 8.0. This is 0.2 above Govt Norms.

Data informs Practice - 8.0. This is an increase of 0.1 on 2022 scores and is 0.2 above Govt Norms.

Teaching Strategies - 8.0. This is an increase of 0.1 on 2022 scores. This is equal with Govt Norms.

Technology - 6.9. This is an increase of 0.3 on 2022 scores. This is 0.2 above Govt Norms.

Quality Feedback - 7.5. This is an increase of 0.2 on 2022 scores. This is 0.2 above Govt Norms.

Learning Culture - 8.0. This is an increase of 0.1 on 2022 scores.

The findings from these surveys are used by the school to determine future action for student, staff and community development. They are also used as a measure of the effectiveness of school policies, procedures and initiatives.

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.

Aboriginal Education - School statement

West Pennant Hills PS is committed to building respectful working relationships with Aboriginal students and their families. Together school and home will be working to promote a culturally safe learning environments in which Aboriginal students can achieve their potential.

The celebration of NAIDOC, embedding of Aboriginal perspectives across the curriculum and the purchase of quality Aboriginal resources combine to ensure that all students at WPHPS, Aboriginal and non-Aboriginal, develop a deeper understanding and knowledge of the heritage, culture and history of Aboriginal people.

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.

Anti-Racism - School statement

Our school continues to implement a variety of programs and activities that provide the diversity, skills and knowledge to meet the needs of all students to ensure an inclusive school community free from racism. Classroom teachers ensure that multicultural and anti racism education is embedded into their routine classroom practice.

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.

Multicultural and anti-racism education - School Statement

Approximately 33% of our student population come from Non-English speaking background. School programs are developed by staff to promote and strengthen all students' understanding of culture, cultural diversity, racism and citizenship within a democratic multicultural society.

Many programs have been implemented to support and promote multicultural education. These include English as an Additional Language/Dialect (EALD) strategies being implemented in the classroom by a specialist teacher. This teacher develops comprehensive programs that target the individual needs of students who identify as being from a Non English speaking background. The aim is to increase the proficiency of these students to work and learn in English. Support is

provided within their regular classroom, within small groups or on an individual basis.

We celebrate Harmony Day to highlight and promote multicultural education.