

2023 Annual Report

West Wallsend Public School



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Introduction

The Annual Report for 2023 is provided to the community of West Wallsend 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

My heartfelt gratitude to both our dedicated team and the supportive community for their unwavering commitment to student education throughout 2023. Together, we've made a profound impact on the lives of our students, and we look forward to continuing this journey of growth and learning together.

Vanessa Linstrom, Relieving Principal

School vision

Every Student Matters Every Day.

Fostering a safe, secure and supportive learning environment, where students are empowered to embrace challenges, unlock their potential and cultivate confidence as creative, lifelong learners.

School context

West Wallsend Public School is a wonderful community focused public school, housed in heritage buildings and located within an outer Lake Macquarie/Newcastle suburb with a rich history based on coal mining. We serve the West Wallsend, Holmesville and Seahampton areas and we are well supported by our P&C Association and strong community links and partnerships.

West Wallsend Public School has a growing population due to a new housing estate in the suburbs of Holmesville and West Wallsend. The current enrolment is 266 students and 19% of the students identify as Aboriginal or Torres Strait Islander. The school has one non-teaching Principal, three assistant principals, eight classroom teachers plus various full-time and part-time support staff.

Learning opportunities and outcomes are maximised for all students in a purposeful, stimulating and supportive learning environment with a focus on quality literacy and numeracy. The school has a strong focus on early intervention and individualised evidence-based programs. West Wallsend Public School caters to a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

Community engagement is a critical factor for improving the progress, achievement and wellbeing of our students. We are committed to establishing genuine and meaningful relationships with our community and a strong partnership with our local Aboriginal Education Consultative Group (Kumaridha AECG).

A thorough situational analysis was undertaken in consultation with the whole school community and the local AECG. Through this process, we developed our next four year strategic improvement plan with a focus on three strategic directions, student growth and attainment, collaborative practice and high expectations and engagement.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Ensure every student grows in their learning through explicit, consistent and informed teaching which is adapted to meet individual student learning needs.

Initiatives

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

- Data Informed Practice
- Explicit Teaching

Resources allocated to this strategic direction

Beginning teacher support
Low level adjustment for disability
Professional learning
AP Curriculum & Instruction
Socio-economic background

Summary of progress

Data Informed Practice and Explicit Teaching

The school focus for 2023 was on Effective Data Collection and the use of evidence-based teaching practices to support growth in student outcomes. Strategic Direction1 focused on Executive staff completing a deep analysis of their teams' data to lead teaching and learning programs across their stage. Through developing consistent and informed decisions based on data we made micro adjustments to teaching and learning programs to improve student learning and monitor growth. Professional conversations of teacher understanding of explicit teaching strategies were explored through the lens of Centre for Education Statistics and Evaluation (CESE) What Works Best 2020 Update. Executive staff used student National Assessment Program Literacy and Numeracy (NAPLAN), Progressive Achievement Tests (PAT), Check-in assessment data to plan teaching and learning to target an area of focus in Literacy: Connecting Ideas and Numeracy: Additive Strategies and problem solving for explicit teaching. This was supported in the form of coaching, modelling, and intervention that was differentiated for staff at their point of need. Student learning growth has been monitored, observed, and followed through the collection and analysis of assessment/evaluation data and some cohorts have shown improvement.

In 2024 this initiative of data collection will refine the process to include professional learning on assessment and data, supportive observations, and feedback to staff on the implementation of their teaching and learning in the area of reading. A stronger focus in Professional Learning Teams (PLC) time will be scheduled for explicit teaching to address evidence-based practices. This will support further reflective teaching practice across the school and improve student outcomes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<i>Demonstrate progress in Yr 3 to 5 Numeracy Check-in assessment against SSSG achievement data, compared to 2022 baseline.</i>	2023 Check-in data indicates 7% increase in Yr 3 to 5 Numeracy assessment against the SSSG achievement data, compared to 2022 baseline.
<i>Demonstrate progress in Yr 3 to 5 Reading Check-in assessment against SSSG achievement data, compared to</i>	2023 Check-in data indicates 8% increase in Yr 3 to 5 Reading assessment against the SSSG achievement data, compared to 2022 baseline.

2022 *baseline.*

Strategic Direction 2: Collaborative practice

Purpose

Effective collaboration to sustain quality teaching practice through sharing of evidence-informed practices, knowledge and problem solving to improve student outcomes.

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.

- Coaching and Mentoring
- Collaborative Planning

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Professional learning
AP Curriculum & Instruction
QTSS release
Per capita

Summary of progress

Coaching and Mentoring and Collaborative Planning

All staff worked collaboratively to build their capacity in Cultural Education. This increased knowledge built the capacity of the team to deliver quality educational outcomes for all students. The school refined the Personalised Learning Pathways (PLP) process for staff and students. Students were provided the opportunity to lead the design of the PLPs to incorporate their cultural and academic goals. This process developed student voice in their learning pathway and how they are represented. Continued development of the process of how goals are monitored and acknowledged will remain a focus. The Sugarloaf Community of Schools (SCoS) Cultural Days were highly beneficial for students to connect and build relationships with one another. All students and staff involved reported positive feedback on all aspects of working collaboratively.

In 2024 further development of collaborative planning across the Sugarloaf Community of Schools in Cultural Education will build staff capacity and strengthen student sense of belonging.

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
Strengthen sustaining and growing in the theme of coaching and mentoring in the element of 'Learning and Development'	Mentoring and coaching support was provided through effective feedback to ensure the ongoing development and improvement of all teachers, by expert teachers.
Strengthen sustaining and growing in the theme of collaborative practice and feedback in the element of 'Learning and Development'	All staff worked collaboratively to plan, program and undertake professional learning to build their capacity to deliver effective teaching and learning programs.

Strategic Direction 3: High expectations and engagement

Purpose

High expectations and effective, explicit, evidence-based teaching to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

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.

- Educational Aspiration
- Wellbeing and engagement

Resources allocated to this strategic direction

Professional learning

Summary of progress

Educational Aspiration and Wellbeing and Engagement

The implementation of differentiated instruction has yielded a positive impact, by tailoring instruction to the unique needs of each student, including high-potential gifted individuals, fostering an environment where every learner is consistently challenged in their academic journey.

The commitment extended beyond academics, with dedicated guidance and mentorship programs of Junior Aboriginal Educational Consultative Group (Jr. AECG) and student parliament allowing student voice and leadership opportunities to connect, succeed and thrive.

Engaging with parents and carers has been instrumental in shaping a collective commitment to attendance and academic achievement. Through collaborative efforts, parents were encouraged to embrace and uphold high expectations for their children, creating a powerful support network for student success.

Positive classroom environments have become the cornerstone of the approach, promoting connectivity and success for all students. Clear and specific feedback mechanisms empower students by highlighting the next steps and skills necessary for improvement.

The Anxiety Project emerged as a proactive initiative to equip students with invaluable tools for healthy coping, resilience, and self-regulation skills. Initiating strategies to build a positive learning environment, grounded in positive relationships, fostering a sense of community and inclusion.

In 2024 wellbeing and engagement processes will be embedded to ensure that all students feel empowered.

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
Moving from sustaining and growing towards excelling in the theme of "High expectations" within the element "Learning Culture"	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. We continue to develop partnerships with parents/carers to support student learning and wellbeing. Student motivation for continuous and ongoing improvement is evident through goal setting.
Moving from sustaining and growing towards excelling in the theme of 'Community engagement' within the element 'Educational Leadership'.	The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child. The school is continuing to develop partnerships within the community to support equitable outcomes.

<p>Trending upward percentage of students in the school who report positive scores for the three wellbeing indicators of the expectations for success, advocacy and sense of belonging to be at or above the system-negotiated target of 88.2 %.</p>	<p>Trending upward percentage increased across the three well-being indicators. Advocacy at school 1% increase, 4.77% increase of students with a positive sense of belonging and a slight decrease of 7% from 94% for expectations for success. Demonstrating slightly below achievement of the annual progress measure.</p>
<p>Increased (uplift) percentage of students who attend school =>90% of the time to be at or above the system-negotiated target of 85.3%.</p>	<p>The school did not achieve the target of 85.3% of students attending > 90% however the whole school attendance rate was 91.5% and above SSSG, Network and State attendance levels.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$333.37</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"> • release time to engage staff in targeted professional learning • release time for staff to provide targeted support to students, including mentoring and tutoring <p>The allocation of this funding has resulted in the following impact: Increase in professional knowledge of how to support EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop processes and practices to support learners.</p>
<p>Integration funding support</p> <p>\$170,403.00</p>	<p>Integration funding support (IFS) allocations support eligible students at West Wallsend 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 • consultation with external providers for the implementation of additional therapies. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Increase in student achievement as demonstrated in PLAN2 and Progressive Achievement tests (PAT).</p> <p>After evaluation, the next steps to support our students will be: Provide appropriate adjustments to enable students to grow academically and emotionally.</p>
<p>Socio-economic background</p> <p>\$254,840.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at West Wallsend 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"> • Explicit Teaching • Coaching and Mentoring • Collaborative Planning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through The Anxiety Project to support student learning • providing students with economic support for educational materials,

<p>Socio-economic background</p> <p>\$254,840.48</p>	<p>uniform, equipment and other items</p> <p>The allocation of this funding has resulted in the following impact: Professional Learning in MiniLit and Australian Decodables to support reading instruction.</p> <p>After evaluation, the next steps to support our students will be: Provide further Professional Learning to support staff in The Science of Reading.</p>
<p>Aboriginal background</p> <p>\$69,710.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at West Wallsend 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"> • Coaching and Mentoring • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Increased capacity of staff to deliver cultural programs and increase of cultural knowledge for students.</p> <p>After evaluation, the next steps to support our students will be: Continue to expand knowledge and draw on the resources and knowledge of Aboriginal Education Cultural Mentors, to further develop a sense of belonging.</p>
<p>English language proficiency</p> <p>\$5,401.04</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at West Wallsend 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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Professional Learning in EAL/D resources to support students.</p> <p>After evaluation, the next steps to support our students will be: Increase the knowledge of staff in the EAL/D progressions, so students skills develop further.</p>
<p>Low level adjustment for disability</p> <p>\$153,512.32</p>	<p>Low level adjustment for disability equity loading provides support for students at West Wallsend 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>

<p>Low level adjustment for disability</p> <p>\$153,512.32</p>	<ul style="list-style-type: none"> • Data Informed Practice • Explicit Teaching <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 <p>The allocation of this funding has resulted in the following impact: The development and implementation of differentiated lessons allowed all students to access the curriculum at their level.</p> <p>After evaluation, the next steps to support our students will be: Continue to explicitly teach skills and concepts in reading and numeracy.</p>
<p>Professional learning</p> <p>\$22,736.20</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 Wallsend 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"> • Explicit Teaching • Wellbeing and engagement • Collaborative Planning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Increase in staff understanding of concepts and development of skills to explicitly teach.</p> <p>After evaluation, the next steps to support our students will be: Continue to refine the explicit teaching pedagogy.</p>
<p>QTSS release</p> <p>\$49,122.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at West Wallsend 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"> • Collaborative Planning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Coaching and mentoring of teachers by Assistant Principals to develop knowledge, understanding and appreciation of the new syllabus implementation.</p> <p>After evaluation, the next steps to support our students will be: Continue to coach and mentor.</p>
<p>COVID ILSP</p> <p>\$97,536.18</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>COVID ILSP</p> <p>\$97,536.18</p>	<ul style="list-style-type: none">• Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none">• employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Positive student growth in literacy and numeracy is tracked through PLAN2.</p> <p>After evaluation, the next steps to support our students will be: Continue to support intervention through small group instruction.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	113	125	140	136
Girls	123	114	116	130

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.8	94.1	92.3	94.3
1	93.0	94.6	89.4	91.6
2	93.5	93.3	90.5	91.3
3	92.3	92.1	89.2	91.8
4	93.8	91.5	87.2	92.2
5	93.8	91.5	88.8	88.5
6	90.1	92.2	89.0	89.8
All Years	92.9	92.8	89.6	91.5
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
Assistant Principal(s)	5.2
Classroom Teacher(s)	9.38
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	776,511.82
Revenue	3,780,133.63
Appropriation	3,717,766.82
Sale of Goods and Services	-2.28
Grants and contributions	55,471.25
Investment income	6,227.84
Other revenue	670.00
Expenses	-3,726,622.28
Employee related	-3,117,661.15
Operating expenses	-608,961.13
Surplus / deficit for the year	53,511.35
Closing Balance	830,023.17

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	170,736
Equity Total	483,464
Equity - Aboriginal	69,710
Equity - Socio-economic	254,840
Equity - Language	5,401
Equity - Disability	153,512
Base Total	2,205,575
Base - Per Capita	66,627
Base - Location	0
Base - Other	2,138,948
Other Total	476,367
Grand Total	3,336,143

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

Gauging the satisfaction of parents, students, and teachers is crucial for our school, serving as a compass for continuous improvement. The feedback from these key stakeholders is obtained through surveys, Tell Them from Me, People Matter, and school-based surveys that are tailored to elicit comprehensive insights into their experiences.

Parents and caregivers, the primary supporters of a student's educational journey, contribute invaluable perspectives. Their satisfaction reflects not only the academic environment but also the school's ability to foster a sense of community and communication.

"It's so nice to be actively involved in the school again. We are looking forward to see the exciting new projects." - Year 6 parent.

For students, their feedback delves into the quality of education, extracurricular offerings, and the overall school atmosphere. Their contentment is a measure of the institution's success in meeting their diverse needs.

Student voice can be heard in Parliament and experienced in the following student lead initiatives:

- Minister for Land and Environment leads the bush tucker garden and cares for the Yarning Circle.
- Minister for Playground Equipment leads social games and team sport during break times to promote active lifestyle and inclusion.
- Minister for Functions actively raises funds and coordinates with the P&C with community events.

Equally significant is the input from teachers, the backbone of the educational system. Their satisfaction extends beyond the curriculum, encompassing professional development opportunities, administrative support, and the overall work environment. A positive teacher experience often correlates with enhanced student outcomes. In the continuous cycle of evaluation, West Wallsend Public School nurtures an atmosphere that prioritises the contentment of parents, students, and teachers, ultimately enhancing the educational experience for everyone involved.

By working collaboratively with all stakeholders to strive for excellence in Public Education has contributed to significant gains.

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.