

2023 Annual Report

Liverpool West Public School



4161

Introduction

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

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

School contact details

Liverpool West Public School

79-81 Hoxton Park Rd

Liverpool, 2170

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

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

9602 8062

School vision

Our vision is to continuously improve our school with an unwavering commitment to providing the highest quality education to uplift the performance of all students. We strive to create a well-connected community that fosters life-long learners and prepares our students for success in a rapidly changing world. By prioritising excellence, collaboration, and innovation, we aim to inspire our students to reach their full potential and become leaders who positively impact their communities.

School context

Liverpool West Public School is a richly diverse and vibrant P-6 school on Darug land in south western Sydney and acknowledges connections to the Cabrogal clan of the Darug nation. The school provides quality educational programs for the current enrolment of 677 students including 33 students who identify as Aboriginal and/or Torres Strait Islander. 87% of students have a language background other than English and between 16%-20% of students are newly arrived and/or have refugee experiences. The school has a FOEI (Family Occupation and Education Index) of 164 and caters for diverse needs inclusive of students enrolled in Coota Gulla - a designated Aboriginal preschool - and students in the four support unit classes.

All teachers are committed to developing and implementing quality teaching and learning programs, based on ongoing assessment and evaluation. The NSW Quality Teaching Framework is one important tool accessed to design lessons with a strong focus on high expectations. All teachers have met the professional requirements for teaching in NSW public schools and are fully supported by a strategic professional learning model.

The school prides itself on driving important developments, including the implementation of the High Potential and Gifted Education policy. Other priorities in the school's Strategic Improvement Plan include a strong emphasis on differentiated, evidence-based teaching and learning, maximising upon already strong parent engagement and support in partnering to improve student learning outcomes.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student performance and drive improvement of student outcomes through a whole school approach, including effective teaching and assessment strategies, and data analysis to inform differentiated classroom practice for all students.

Initiatives

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

- Literacy and Numeracy
- Curriculum Differentiation

Resources allocated to this strategic direction

Socio-economic background

QTSS release

Literacy and numeracy

Professional learning

English language proficiency

Integration funding support

Summary of progress

Literacy and numeracy

Curriculum reform professional learning cycles were completed fortnightly for all staff to embed across LWPS. This was differentiated to meet the needs of the engage phase for 3-6 and enact phase for K-2. As a result of this, assessment practices will become a focus area to be revised and refined to reflect curriculum implementation and demonstrate student progress.

Timetabled collaborative practice has enabled staff to work together to analyse data, plan and program to provide consistent delivery of teaching and learning to meet the specific needs of all learners.

Curriculum differentiation

Teacher knowledge and understanding of curriculum differentiation for high potential and gifted students and the differentiation adjustment tool has increased, through a series of professional learning sessions. Teachers have been actively integrating this acquired knowledge into their instructional approaches, tailoring their programs to meet the diverse needs of high potential and gifted students. Looking ahead, there are plans to extend and implement these strategies comprehensively across all curriculum learning areas starting next year, fostering an inclusive educational landscape that ensures every student's unique strengths and abilities are acknowledged and supported.

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
A 2% growth by area of learning for Reading.	Year 4 <ul style="list-style-type: none">• Semester 2, 2022 Reading: 40.6%• Semester 1, 2023 Reading: 45.5%• Actual Increase: 45.5% - 40.6% = 4.9% Year 6 <ul style="list-style-type: none">• Semester 2, 2022 Reading: 40%• Semester 1, 2023 Reading: 44.9%• Actual Increase: 44.9% - 40% = 4.9%

<p>A 2% growth by area of learning for Reading.</p>	<p>For both Year 4 and Year 6 students, the actual increase in reading performance from one assessment period to another (Semester 2, 2022 to Semester 1, 2023) is 4.9%. This indicates that both groups of students have achieved the expected growth of 2% and surpassed it by an additional 2.9%.</p> <p>Their progress towards achievement in improving reading skills aligns with and exceeds the anticipated growth targets set for these assessment periods. This demonstrates notable advancement in their reading abilities within the specified timeframe.</p>
<p>To increase the % of students achieving 'C' or above in English by 5%.</p>	<p>We needed minimum target of 57% of students achieving 'C' or above in English was needed to achieve the 5% increase.</p> <p>Our current attainment stands at 66% surpassing the minimum threshold required for progress. This remarkable achievement speaks volumes about the dedication and efforts of our students. Our trajectory toward meeting the 5% increase is promising, as we have not only met but exceeded the baseline necessary for improvement. This progress reaffirms our commitment to academic excellence and sets a solid foundation for further improvements in the coming year.</p>
<p>A 2% growth by area of learning for Numeracy.</p>	<p>Year 4</p> <ul style="list-style-type: none"> • Semester 2, 2022 Numeracy: 44.7% • Semester 1, 2023 Numeracy: 45.5% • Actual Increase: 45.5% - 44.7% = 0.8% <p>Year 6</p> <ul style="list-style-type: none"> • Semester 1, 2023 Numeracy: 43.3% • Semester 2, 2023 Numeracy: 47.5% • Actual Increase: 47.5% - 43.3% = 4.2% <p>For Year 4 students, the actual increase in numeracy performance from Semester 2, 2022 to Semester 1, 2023, is 0.8%. This indicates that they have not reached the expected growth of 2% within that time frame.</p> <p>However, Year 6 students have made significant progress. They achieved a 4.2% increase in numeracy performance from Semester 1, 2023 to Semester 2, 2023. This exceeds the expected growth of 2%, showing substantial improvement in their numeracy skills within the specified timeframe.</p> <p>It is noteworthy that while Year 4 students fell short of the anticipated growth, Year 6 students surpassed the expected growth, demonstrating commendable advancement in their numeracy abilities.</p>
<p>To increase the % of students achieving 'C' or above in Mathematics by 5%.</p>	<p>Our goal was to raise the number of students scoring 'C' or above in mathematics by 5%, needing at least 46% to reach this benchmark.</p> <p>Excitingly, we have 67% of students that have gained a 'C' or above, far above what we needed to progress. This incredible success highlights our students' dedication. We are on a great path towards the 5% increase, having not just met but exceeded the starting point for improvement.</p> <p>This progress confirms our dedication to academic excellence and gives us a strong base for more enhancements in the year ahead.</p>

Strategic Direction 2: Engagement and Learning Culture

Purpose

To provide a positive quality learning culture underpinned by high expectations, meaningful challenge and innovative practice that meets individual student needs, increases student engagement and develops autonomous learners.

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.

- Learning Culture
- Engagement

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Summary of progress

Learning Culture

Throughout 2023, our focus on fostering a robust learning culture within an optimal environment remained consistent. LWPS staff delved into professional learning sessions centered on identifying unacknowledged high potential among underachieving students. This initiative significantly enhanced staff confidence in effectively addressing underachievement, aligning with our commitment to challenge and engage every student in reaching their educational potential. Simultaneously, the information sessions provided valuable insights for community members, enriching our home-school partnerships. These efforts collectively contribute to cultivating an environment where all students are supported and empowered to thrive academically, resonating with our goal of embedding a vibrant learning culture within our school.

Engagement

In 2023, we noticed a slight 3% dip in overall attendance from Semester 1 to Semester 2, which coincided with a resurgence of COVID cases. Families, prioritising safety, kept unwell or symptomatic students at home. Our response focused on accountability, with staff diligently following up on absences. To encourage consistent attendance, we celebrated students who attended regularly, offering incentives like canteen vouchers, class parties, and bonus auction money. This effort aimed to reinforce the importance of consistent attendance while acknowledging and rewarding students who arrived prepared to learn each day.

Concurrently, our teachers showcased an impressive 91% commitment to engaging in comprehensive Aboriginal Education through professional learning sessions. They demonstrated a strong intent to apply this enriched knowledge extensively in their teaching practices. Looking forward, our aim is to formalise these learnings and programs through the development of our Reconciliation Action Plan. This dedicated focus on Aboriginal Education aligns with our overarching goal to foster student engagement, allowing for personalised learning opportunities that cater to individual needs, aspirations, and the empowerment of students to take ownership of their learning journey.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending school for 90% of the time or more from a baseline of 71.7% to at least 74.9%. (System Negotiated Target).	<p>Current progress indicates that the actual attendance rate is 65.45%, falling below the baseline.</p> <p>The agreed upper and lower bounds for progress are set at 79.9% and 74.90%, respectively. The annual trajectory upper and lower bounds are aligned with the agreed bounds, indicating a targeted range for improvement. In summary, there is a notable gap between the current attendance rate and the established target.</p>

<p>Increase the proportion of students attending school for 90% of the time or more from a baseline of 71.7% to at least 74.9%. (System Negotiated Target).</p>	<p>A concerted effort is required to align with the annual trajectory and achieve the desired improvement, ensuring that more students consistently attend school for 90% of the time or more</p>
<p>To have achieved Sustaining and Growing or above for Statements 1.2 and 1.4 in the High Potential and Gifted Policy (HPGE).</p>	<ul style="list-style-type: none"> • Statement 1.2 - still at developing. There will be a refocus on assessment in the next school improvement plan so that the needs of high potential and gifted students are identified and met. • Statement 1.4 - overall talent development still at the developing stage, however, in terms of curriculum differentiation, which has been our strategy of focus, we are at sustaining and growing.
<p>To increase results of the student 'Tell Them From Me' survey in High Skill/High Challenge by 5-8% from 2022 data.</p>	<ul style="list-style-type: none"> • From 2022 to 2023 June: Increase of 7% • From 2023 June to 2023 October: Decrease of 2% <p>The trend still reflects fluctuation, despite an initial promising increase of 7% from the 2022 baseline to the June 2023 survey. However, this was followed by a subsequent decline of 2% in the October 2023 survey. The initial progress seen with a 7% increase from the 2022 baseline to the June 2023 survey showed a positive trend toward the goal of enhancing student perceptions in the 'High Skill/High Challenge' category. However, the subsequent decrease of 2% in the October 2023 survey resulted in a reversal of this positive momentum.</p>

Strategic Direction 3: Inclusivity and Belonging

Purpose

To build a school community in which all members (students, staff, parents/carers, community members) are feeling valued and connected as informed partners in providing authentic opportunities for all to be involved in, and contribute to, student learning and wellbeing.

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.

- Community Learning
- Communication and Engagement

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

Community learning

The establishment of a parent and community body has built a platform for communication between the school, principal, staff, parents/carers and community members to expand engagement and inclusivity. As we continue to grow, we will ensure there is a voice and active contribution by all parents/carers and community members.

Communication and engagement

Positive school culture has allowed staff, students and community members to have an increased sense of belonging, engaging students, parents and carers as they feel more welcomed within the school and not afraid to ask questions. Moving forward we need to continue building student and community culture through student, staff, and community voice.

Parents and carers are actively involved in school updates and information. In the last 5 months over 4,800 interactions on our website, show their interest. On ClassDojo, they are involved with around 360 views on school highlights and 35 views on class updates. In 2024, we plan to create more opportunities for everyone to connect and participate.

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
Student wellbeing to be between 91.5%-96.5% (System Negotiated Target).	Data indicates that targeted progress has not been achieved, however, there has been a slight improvement. In particular, a 0.62% improvement with students feeling that they have developed more positive relationships at school.
To increase results of the student 'Tell Them From Me' survey in 'Sense of Belonging' by 5-8%.	The increase in 1.8% of students reporting a 'Sense of Belonging' can be attributed to the split site and construction/demolition process. This is an area that needs to continue to be a focus as all students will be together on the new school site moving forward.
To increase results of the parent 'Tell Them From Me' survey in 'Parents are informed' by 5-8%.	We have yet to increase the proportion of parents reporting they are informed. This year's survey data indicated that more needed to be done in this area with streamlining communication methods.
To increase results of the staff 'People Matter' survey in 'Inclusion & Diversity' by 5-8%.	This year's survey data indicated that more needed to be done in this area with a particular focus on our marginalised demographic to foster inclusion and diversity.

To have achieved 'Building' in Dimension 5 Consultative Decision Making against the School Assessment Tool Reflection Matrix.

Working towards 'building', as families feel represented in the school decision making processes through the re-establishment of our Parent & Citizens association.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$28,384.86</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"> • employment of multi-lingual SLSOs to support refugee students to participate actively in the school community before, during and after transition into mainstream class. <p>The allocation of this funding has resulted in the following impact: Targeted support provided to refugee students with identified learning needs through multi-lingual SLSOs and EAL/D teachers across each stage.</p> <p>After evaluation, the next steps to support our students will be: To strategically staff the EAL/D team to support EAL/D progressions and data collection, including having multi-lingual SLSOs in classrooms supporting refugee students.</p>
<p>New Arrivals Program</p> <p>\$274,229.00</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 Liverpool West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of multi-lingual SLSOs to support EAL/D staff in meeting the needs of new arrival students with early English language acquisition. <p>The allocation of this funding has resulted in the following impact: Twenty-one students receiving New Arrivals funding in 2023 has enabled targeted support by specialist EAL/D teachers and bilingual SLSOs. The New Arrivals program developed students' English language acquisition and literacy.</p> <p>After evaluation, the next steps to support our students will be: To monitor the New Arrival enrolments and apply for funding to employ an EAL/D teacher who will run an effective New Arrivals program in 2024. Continue providing targeted English support.</p>
<p>Integration funding support</p> <p>\$205,251.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Liverpool West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/

<p>Integration funding support</p> <p>\$205,251.00</p>	<p>curriculum adjustments</p> <p>The allocation of this funding has resulted in the following impact: Students have access to personalised resources, adjustments and personalised assistance where required. This has significantly enhanced their educational experiences fostering a more inclusive and conducive learning environment.</p> <p>After evaluation, the next steps to support our students will be: Refining our strategies and implementation of targeted interventions and personalised support mechanisms. Our aim will be to continue collaboration with specialised support and integrate innovative approaches to better meet the needs to our students.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Liverpool West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Curriculum Differentiation • Learning Culture • Engagement • Communication and Engagement • Community Learning <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 new curriculum reform and collaborative planning to support student learning • employment of additional staff to support collaborative practices and program implementation. <p>The allocation of this funding has resulted in the following impact: Implementation of the new curriculum has enhanced learning experiences, while collaborative professional learning sessions have strengthened staff expertise and collaboration. Differentiation and implementation of HPGE policy have enriched learning for diverse student needs. Establishment of Parent and Citizens (P & C) has fostered community engagement.</p> <p>After evaluation, the next steps to support our students will be: To refine our curriculum further, ensuring it caters to diverse learning needs through personalised approaches, such as differentiated instruction. Collaborative professional development sessions will continue to enhance staff expertise and teamwork, while refining HPGE initiative will further nurture exceptional student talents. Strengthening attendance processes and shared responsibilities will remain a priority, alongside an intensified commitment to Aboriginal cultural education.</p>
<p>Aboriginal background</p> <p>\$88,991.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Liverpool West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal

<p>Aboriginal background</p> <p>\$88,991.00</p>	<p>students</p> <ul style="list-style-type: none"> 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>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in significant strides, fostering enhanced engagement within the community, particularly in involving students and their families in the personalised learning pathway (PLP) process. Additionally, it has facilitated targeted initiatives aimed at advancing the educational achievements of Aboriginal students while preserving their cultural identity.</p> <p>After evaluation, the next steps to support our students will be: Refining the engagement strategies with the community, intensifying efforts in implementing personalised learning pathways, and expanding initiatives aimed at elevating the educational achievements of our Aboriginal students while respecting and nurturing their cultural heritage. Additionally, we plan to assess and augment the impact of these interventions continuously, ensuring a tailored and effective approach to meet the diverse needs of our student body.</p>
<p>English language proficiency</p> <p>\$609,851.21</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Liverpool West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds withdrawal lessons for small group (developing) and individual (emerging) support engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms provide EAL/D Progression levelling professional learning to staff. <p>The allocation of this funding has resulted in the following impact: The impact of this funding allocation includes significant professional learning for EAL/D staff concerning EAL/D provision and support. Additionally, the integration of the tracking system for ESL Progressions and ESL Scales notably improves the allocation of EAL/D staffing, aiding in planning and evaluating EAL/D programs.</p> <p>After evaluation, the next steps to support our students will be: To retain an Assistant Principal EAL/D responsible for leading EAL/D provision and team professional development. Maintain additional bilingual staff for improved communication support. Integrate the online tracking tool with other systems to enhance planning, resourcing, and evaluation. Launch a school wide EAL/D initiative emphasising oral language and vocabulary for enhanced student learning in English and mathematics.</p>
<p>Low level adjustment for disability</p> <p>\$476,375.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Liverpool West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities

<p>Low level adjustment for disability</p> <p>\$476,375.20</p>	<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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Increased provision of tailored support within mainstream classes for students with disabilities or additional learning needs. The employment of LaST (Learning and Support Teacher) and interventionist teachers, along with additional staff support, has significantly enhanced the differentiation of the curriculum. This, in turn, has led to the development of specialised resources and classroom activities, fostering noticeable improvements in the educational experiences and achievements of students requiring additional learning support.</p> <p>After evaluation, the next steps to support our students will be: To support our students by refining and expanding our approach. We aim to further optimise the impact of our Learning and Support Teacher and interventionist teacher roles. This will include continuous professional development to enhance their support for students with disabilities or additional learning needs within mainstream classes. Additionally, we plan to broaden our scope by exploring innovative strategies and resources to ensure ongoing improvement in meeting the diverse educational requirements of these students. Regular assessment and adaptation of our methods will remain central to our commitment to providing effective and inclusive education.</p>
<p>Professional learning</p> <p>\$57,296.91</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 Liverpool West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <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 • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • collaborative methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: The facilitated engagement of all staff in a continuous cycle of professional learning, aligning seamlessly with professional learning for all teachers. By providing teacher release, it allowed staff to actively participate in professional learning opportunities. This has also enabled the engagement of a specialist teacher to delve into evidence-based approaches for teaching writing. This exploration included diverse methods, such as modelled, interactive, guided, and independent writing, along with collaborative learning strategies. As a result, there has been a discernible enhancement in student outcomes, particularly in their writing abilities, showcasing the direct impact of these initiatives on improving teaching methodologies and ultimately benefiting student learning experiences.</p> <p>After evaluation, the next steps to support our students will be: A comprehensive approach. We plan to strengthen our focus on professional learning, extending it to encompass a wider spectrum of evidence-based strategies beneficial for student development. This includes further refining the teaching methodologies explored during the previous professional learning sessions, ensuring their effective implementation across various subjects and classrooms. Additionally, the aim to sustain the engagement of specialist teachers in</p>

Professional learning \$57,296.91	refining targeted approaches, like writing techniques, and expand collaborative learning methods to augment student outcomes across diverse learning areas. Our commitment remains rooted in continuous improvement, ensuring that the strategies adopted from this evaluation will be adapted, monitored, and enhanced to effectively meet the evolving needs of our students.
QTSS release \$135,057.89	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Liverpool West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Facilitation of additional staffing, crucial for fostering collaborative efforts among teachers in implementing high-quality curriculum. Moreover, the provision of staffing release enabled the alignment of professional learning sessions with the strategic improvement plan, actively enhancing the capacity and expertise of our staff.</p> <p>After evaluation, the next steps to support our students will be: To enhance our efforts by refining the utilisation of additional staffing. This will involve fostering deeper collaboration among staff to fine-tune curriculum implementation, ensuring it aligns seamlessly with our improvement measures. Additionally, we will continue to utilise staffing release effectively, focusing on aligning professional learning initiatives directly with our strategic improvement plan. This targeted approach aims to continually develop our staff's expertise and capabilities.</p>
COVID ILSP \$441,615.73	<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"> • employment of teachers/educators to deliver small group tuition • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: These interventions have been successful with most students as demonstrated by comparing pre- and post-assessments. There are a small number of students who continue to struggle due to more complex speech concerns. These families are encouraged to seek additional external support. For students involved in individual programs or working in small groups progress is monitored through PLAN2 data. This progress determines which students requiring additional support and those who do not. Students who seem to continue struggling are referred to the Learning Support Team for further assessments and support.</p> <p>After evaluation, the next steps to support our students will be: To sustain these effective learning activities that have met students' needs.</p>

COVID ILSP

\$441,615.73

Additional focused assistance will be offered to small groups of students, incorporating specific programs and strategies tailored to address particular areas of focus.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	341	336	319	347
Girls	352	323	293	311

Student attendance profile

School				
Year	2020	2021	2022	2023
K	77.4	88.2	83.5	86.0
1	70.2	91.0	80.4	88.6
2	72.5	89.0	86.2	88.7
3	77.5	91.3	84.9	87.5
4	75.7	91.5	84.9	88.2
5	75.8	91.8	82.7	88.2
6	77.4	91.3	83.5	88.9
All Years	75.2	90.6	83.8	88.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

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

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

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	26.65
Learning and Support Teacher(s)	2.5
Teacher Librarian	1.2
Teacher EAL/D	4.4
School Counsellor	1
School Administration and Support Staff	9.26

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,302,304.64
Revenue	10,361,932.64
Appropriation	10,215,659.25
Sale of Goods and Services	55,958.60
Grants and contributions	61,681.03
Investment income	28,533.76
Other revenue	100.00
Expenses	-9,510,447.80
Employee related	-8,382,882.52
Operating expenses	-1,127,565.28
Surplus / deficit for the year	851,484.84
Closing Balance	2,153,789.48

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	177,023
Equity Total	2,475,217
Equity - Aboriginal	88,991
Equity - Socio-economic	1,300,000
Equity - Language	609,851
Equity - Disability	476,375
Base Total	5,378,195
Base - Per Capita	171,282
Base - Location	0
Base - Other	5,206,912
Other Total	973,143
Grand Total	9,003,578

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

Below are a number of highlights from the Student, Teacher and Parent Tell Them From Me Surveys (TTFM).

Student TTFM

Students have demonstrated a 3% increase of students who have positive relationships at school. There has also been a 2% increase of students who believe that schooling is useful in their everyday lives.

There is a decline in the percentage of students who are motivated, place effort in their learning and who feel that learning is suitably challenging. In part, being on a split site has had an impact on students. There will be a focus in the new school improvement plan on curriculum reform, differentiated learning and creation of engaging learning sequences which meet the needs of all students.

Teacher TTFM

88% work with school leaders to create a safe working environment.

84% report implementing evidence-based teaching strategies to meet the needs of all students.

82% believe they foster a positive learning culture, particularly in setting high expectations.

Parent TTFM

83% feel their children are clear about the school rules and behaviour expectations.

90% encourage their children to do well at school and encourage their efforts with praise.

81% feel welcome when they visit the school.

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.