

2023 Annual Report

Wakehurst Public School



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Introduction

The Annual Report for 2023 is provided to the community of Wakehurst 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 Wakehurst Public School our teachers, parents and students work in partnership to maintain high expectations with a focus on student achievement and wellbeing. We support our students through a quality learning environment where every student is known, valued and cared for. We will continue to work collaboratively to equip our students with the tools to become successful, confident and creative individuals.

School context

Wakehurst Public School is a mid-sized K-6 school of just over 400 students located in a spacious bushland setting including excellent level playgrounds and future focused learning spaces. Our teachers differentiate the curriculum so that challenging extension opportunities and extra support is offered. Learning support and enrichment programs offer targeted support where needed. In addition to catering for each student's needs across all Key Learning Areas, students participate in additional sport, dance, choir, band, debating, chess, public speaking and environmental programs.

Our innovative student welfare programs include Positive Behaviour for Learning (PBL) where students are recognised for their positive behaviour choices. Our student leadership programs including the Student Representative Council and whole school buddy classes ensures student voice is recognised and valued. We promote very positive parent and staff partnerships which strengthen our students' education.

Our flexible and innovative classroom spaces include interactive technology, iPads, Chromebooks and a Bring Your Own Device program to support and augment student learning in the senior years. Parents and carers are partners in education at Wakehurst Public School and are warmly welcomed to assist in classrooms and provide further support through our active Parents and Citizens Association.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

1. Student growth and attainment

2. A culture of success and innovation

3. Wellbeing across a connected and supported community.

This builds upon the work undertaken in our previous planning cycle regarding quality teaching and learning programs, extensive teacher professional learning in Quality Teaching Rounds, reading, numeracy and assessment practices. Our excellent student wellbeing programs have also been strengthened over the past three years.

Our school will continue to monitor student performance data to determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for the success of our school.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To further consolidate and maximise student learning outcomes in literacy and numeracy, our teaching practices will be data driven and responsive to the individual learning needs of all students.

Initiatives

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

- Literacy
- Numeracy

Resources allocated to this strategic direction

Professional learning

AP Curriculum & Instruction

Integration funding support

QTSS release

Low level adjustment for disability

English language proficiency

Beginning teacher support

Summary of progress

What did you do in the initiative? Over what time period?

With implementation of the new K-2 literacy curriculum, the school implemented Heggerty's Phonemic Awareness program for Kindergarten and Year 1 students. A range of data sources was used to assess and adjust teaching programs. Collaborative planning days with the leadership team focused on developing staff understanding to further develop our Component A programming.

Using Component B English units, school based scope and sequences were developed. Teachers collectively administered the DoE phonics assessments to plot the students in PLAN2. Executive staff conducted the DIBELS phonics and reading assessments and engaged in research and planning days to enhance staff knowledge and confidence in this area. The PAT reading test data and Check in data is evaluated by staff to triangulate literacy growth.

To build a collective understanding of explicit teaching and assessment practices, the executive team created the 'Wakehurst Reading Rope' to emphasise the distinct reading skills across all stages and the importance of explicit planning, teaching, and assessment. The focus was on promoting reading improvement as the shared responsibility of all staff in all key learning areas. This ensured a consistent approach to data analysis and student progress monitoring in order to measure impact.

In Mathematics, the school purchased essential hands-on resources for all K-2 classrooms, to ensure comprehensive support for new curriculum implementation. Centrally organised units of work for the new K-2 mathematics curriculum, along with school-generated resources, such as program summaries, resource lists and fortnightly overviews, assisted with syllabus implementation. A fully aligned scope and sequence has been used for Kindergarten, Year 1 and Year 2. Executive team members created supplementary slides to enhance teaching and learning, benefiting both our school and our network of schools. Five level (Stage 1) and three level (ES1) assessment rubrics were developed to ensure consistent teacher judgment of student achievement and progress in both English and Mathematics.

When the mathematics units for Years 3-6 were uploaded at the end of 2023, additional hands on resources were purchased to ensure a smooth transition to teaching mathematics across all learning spaces in 2024.

Check in Numeracy, PAT Mathematics and NAPLAN continued to be analysed by the executive team to assist in developing focus areas for class programs within the Stage 2 and 3 classes.

What did you do well in the initiative and what made this possible?

Through systematic professional learning the school successfully achieved a shared understanding of reading progress and its importance, with a knowledge of explicit reading instruction from Kindergarten to Year 6. This is evidenced by the collective development of the 'Wakehurst Reading Rope' and changes to pedagogy, improving decoding skills and increased emphasis on the importance of vocabulary.

New scope and sequences show full curriculum alignment, supported by the development of rubrics for assessment and reporting, primarily in Early Stage 1 and Stage 1. The school prioritised the implementation of the K-2 English syllabus and held collaborative planning days to enhance staff understanding. In Stage 2 and 3, APs and the APC&I led collaborative planning days focusing on readiness for the new curriculum and providing opportunities for collaborative learning and planning.

What didn't you do as well as you would have liked in the initiative?

The school identified an opportunity for enhancement in the executive team's understanding of the purpose of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - a comprehensive set of procedures and measures for assessing literacy skill acquisition. This realisation underscored the school's commitment to fostering improved clarity and understanding among both the executive team and staff concerning assessment purposes and methods.

What was the impact?

There has been consistent and successful implementation of literacy and numeracy units of work across all K-2 classes.

The ongoing development of rubrics for levels of achievement in terms of assessment and reporting, particularly in Early Stage 1 and Stage 1, enriched the school's capacity to consistently measure and communicate student progress.

The concentrated focus on change and implementation of the K-2 English syllabus was a priority of the APC&I. This resulted in a reflective and aligned English program, ensuring students received a solid foundation in reading and language skills.

Collaborative planning days were beneficial for all staff members, allowing them to work together to develop a shared understanding of teaching and learning programs. These collaborative efforts have deepened staff understanding of the new syllabus and promoted effective teamwork.

A school wide assessment overview was developed to track literacy and numeracy assessment practices across the school. This approach provided clarity for all staff regarding the implementation of literacy and numeracy assessments.

Where to next?

- The executive team will assess students three times annually using DIBELS reading, covering Kindergarten to Year 6. Results will be analysed and goals will be set for students based on the data. Grade data from the three assessments will monitor student progress. This data will visually represent key learning variables, offering insights and fostering discussion in case management meetings.
- Check in assessments for Years 3-6 and PAT tests for Years 2-6 will be used to track students in English and will be used to track student growth twice a year.
- Evidence of teaching and learning in vocabulary across various subject areas (KLAs) will be collected and evaluated to ensure the success of professional learning initiatives in this area.
- Check in assessments for Years 3-6 and PAT tests for Years 2-6 will be used to track students in Mathematics and will be used to triangulate student progress in line with formative and summative assessments linked to the new curriculum units K-6.
- The school will utilise the insights gained from the K-2 team's work with the new curriculum in 2023 to support our 3-6 team in 2024. This knowledge will inform curriculum development and teaching practices led by our APs and APC&I.
- Curriculum reform time will be used weekly by stage teams, who will work with the APC&I on a structured program of professional learning linked to new curriculum implementation.

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>Mathematics Check-in data</p> <p>Increase % of students achieving growth in numeracy.</p>	<p>An analysis of Check-in Assessment data for numeracy in Year 3 for 2023 compared with Year 3 2022 indicates slight decrease in the percentage correct from 68.1% to 67.2%.</p> <p>An analysis of Check-in Assessment data for numeracy in Year 4 for 2023 compared with Year 4 2022 indicates an increase in the percentage correct from 67.3% to 75.6%.</p> <p>An analysis of Check-in Assessment data for numeracy in Year 5 for 2023 compared with Year 5 2022 indicates an increase in the percentage correct from 59.1% to 63.1% .</p>
<p>Reading Check-in data</p> <p>Increase % of students achieving growth in reading</p>	<p>An analysis of Check-in Assessment data for reading in Year 3 for 2023 compared with Year 3 2022 indicates an slight decrease in the percentage correct from 68.1% to 67.2%.</p> <p>An analysis of Check-in Assessment data for reading in Year 4 for 2023 compared with Year 4 2022 indicates an increase in the percentage correct from 62.9% to 75.6%.</p> <p>An analysis of Check-in Assessment data for reading in Year 5 for 2023 compared with Year 5 2022 indicates an increase in the percentage correct from 61.5% to 70.7%.</p>

Strategic Direction 2: A culture of success and innovation

Purpose

Develop an innovative culture where every teacher and student sets and achieves challenging learning goals, and is inspired to achieve their 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.

- Evidence-based practice
- Innovative technology and learning programs K-6
- Personalised Learning

Resources allocated to this strategic direction

Professional learning QTSS release

Summary of progress

What the school did well in this initiative? Over what time period?

The school's commitment to High Potential, Gifted, and Talented Education (HPGE) has been high in 2023. The Stage 2 Assistant Principal actively engaged in the HPGE Cross-network Leadership program, participating in meetings, delivering professional learning sessions, and collaborating with fellow educators. This involvement allowed the school to share best practices and strategies, fostering a network of support and enrichment for gifted students. The school also focused on refining identification processes, ensuring they were accurate and comprehensive to better identify and nurture the potential of gifted students.

Each term, all teachers prepare a comprehensive teaching and learning program. Feedback from our stage and specialist supervisors indicates that the majority of staff utilise learning intentions and success criteria effectively in their teaching and learning programs to establish learning goals for students.

As a focus for improving our reporting to parents, 100% of student academic reports have challenging and achievable learning goals for literacy and numeracy.

Our school was one of 90 metropolitan schools to receive significant funding to completely upgrade all WiFi and router points across the school. This has allowed for increased connectivity for all users.

In terms of technology integration, the school made significant progress to enhance digital learning experiences. The school took steps to continue to effectively set up and maintain Bring Your Own Device (BYOD) systems, particularly for Chromebooks in Years 4-6. The school provided regular access to school-managed class sets of Chromebooks and iPads for students in Years K-3. These efforts helped create a technology-rich learning environment, ensuring students have access to modern tools and resources that enhance their educational experience.

What did the school do well in the initiative and what made this possible?

A new streamlined HPG identification process made it easier for teachers to identify students. Updating how the school identifies HPG students using a new process allowed for efficient and accurate identification of students in the intellectual domain, with 80% of identified students falling into this category. The analysis of HPG students' results demonstrated consistent achievement across various assessments, such as PAT and NAPLAN or PAT and Check-In, highlighting the correlation between high skills, high challenge and strong performance.

Student feedback through the TTFM survey reaffirmed that students with high skills and high challenge tend to excel. In numeracy, there was notable success among boys in Years 4 and 5. The alignment between the two domains of giftedness and the professional learning received by staff regarding different domains and their characteristics indicated a positive impact on staff understanding and awareness in this area.

The school excelled in the effective setup and maintenance of Bring Your Own Device (BYOD) systems across Years 4-6. Specifically, the use of BYOD Chromebooks continued to be seamlessly integrated into class teaching and learning programs. These accomplishments were made possible through careful planning, dedicated maintenance, and a strong commitment to ensuring the school's educational approach involved effective technology integration. This efficiency and integration not only benefits students but also showcases the school's ability to adapt to evolving educational needs and practices.

What didn't you do as well as you would have liked in the initiative?

In the HPGE domain, there exists a disparity between teacher identification and student performance, and the identification process is incomplete, leaving certain classes unaccounted for. Potential obstacles include teacher engagement in the identification process. During Term 3, HPG identification witnessed an increase. Following concentrated professional learning, a greater number of teachers then identified students compared to the previous terms. There might be hesitancy among some staff to identify students, with a tendency for teachers to focus more on improving the performance of low-achieving students rather than elevating the results of high-performing ones. We will continue to monitor our process around HPG identification.

What was the impact?

The provision of additional professional learning opportunities, as well as increased focus from leaders and HPGE Committee members on the importance of identifying students, has seen an increase in the identification of HPG students across all school years. This increase in identification of students shows that the continued focus on HPGE is having a positive impact on its visibility within the school. Using this student identification data has also been evident in this cycle, with teachers and leaders using the data shared by the HPGE team about identification and NAPLAN/PAT achievement to facilitate discussions on next steps for teaching and learning. This increase in identified students has allowed greater access to programs for targeted students e.g. GATEWAYS.

The HPGE team attended professional learning (led by our XDY Network) and undertook an Action Research Project where they used the Differentiation Adjustment Tool to modify units of work to better suit the needs of their learners. This process culminated in sharing their ideas with the staff in Term 4.

Case Management Meetings are timetabled for each term and interventions are put in place and monitored to ensure students are being provided with appropriate interventions as required to achieve their expected growth across the curriculum. Teachers provide information on a range of students at regular case management meetings to ensure that every child is known, valued and cared for.

Having a formalised 'student check in' section in teacher programs enabled teachers to be aware of how regularly they are making one on one contact with each of their students. This also allows both students and teachers to monitor their progress against learning goals. Staff programs reflect that teachers check in with their students at least twice a term and provide opportunities to set new learning goals.

Technology is being used to enhance student learning through the 4-6 BYOD program. There is a focus on the provision of digital technology resources for teachers and students across K-6 (including laptops, Chromebooks, iPads, coding tools/resources, interactive screens in classrooms) and the purchase of online platforms to support teaching and learning programs. Classes with BYOD more easily integrate technology into their teaching and learning programs due to the convenience and availability of resources.

Where to next?

- In order to boost the numbers of teachers completing HPG identification, more support and visibility will be allocated.
- All team leaders will promote and support identification with their teams to ensure all students are captured by the survey and further increase numbers of identified students.
- Share success of the HPGE team with the whole staff to support all teachers in using the Differentiation Adjustment Tool to modify programs to suit the needs of a wider range of learners.
- Case Management Meetings will focus on investigating and analysing girls' underachievement in numeracy as well as planning next steps.
- Student goal setting will have a more streamlined and consistent approach across the school with professional learning provided to staff in early 2024.

- Embed effective professional learning into the supports to personalise teachers' learning that will lead to an increase in usage of online platforms. Support strategies include mentoring and co-teaching.
- Supplement additional technology to the existing fleet of iPads and Chromebooks. Additional hardware will be ordered to fill gaps and provide teachers with easier access to resources. The increased convenience and accessibility of technology will increase the likelihood of teachers using the platforms.

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>All Key Learning Areas (KLAs) reference learning intentions and success criteria which are embedded into classroom practice. Individual student learning goals are evident for all students so that students are achieving their learning goals. Continue to build the knowledge and skills of every student to be able to use success criteria to review their own work and give feedback to others.</p>	<p>Every term, programs are gathered, and feedback from the executive team indicates that the majority of staff incorporate learning intentions and success criteria in their lessons to establish meaningful learning goals for students.</p> <p>All student academic reports consistently feature challenging yet achievable learning goals for both literacy and numeracy, ensuring a comprehensive focus on academic growth.</p>
<p>80% of teacher programs reflect that staff effectively integrate technology to enhance student engagement and learning.</p>	<p>The school's BYOD Chromebook program in Years 4-6 has enabled classroom teachers to effectively integrate technology across all KLAs.</p> <p>The supply of a class set of Chromebooks and iPads support other classes to effectively integrate technology in the younger years.</p> <p>Staff and student survey data reflects that technology enhances lesson engagement. All classroom teaching and learning programs reflect effective technology integration.</p>

Purpose

To further develop an inclusive school community where students, staff, parents and carers are engaged in positive partnerships to support student achievement 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 connections
- Wellbeing practices

Resources allocated to this strategic direction

Per capita

Socio-economic background

Professional learning

Summary of progress

What did you do in the initiative? Over what time period?

The principles of 'The Resilience Project' and Positive Behaviour for Learning (PBL) were explicitly taught across all K-6 classrooms throughout 2023. The use of a common framework and teaching and learning sequence enabled all students to have a clear understanding of the core concepts of gratitude, empathy and mindfulness. During 2023, the school began the implementation of 'The Anxiety Project'. All staff completed training in the principles of the program and parents had the opportunity to attend either face to face or online training.

Aboriginal perspectives are evident in teaching and learning programs and reflect the professional learning from early Term 2 and beyond. Stage incursions built on and reflected the cultural themes being taught. The school leadership and Aboriginal Education team consult and work with community groups including the AECG and school community to foster a shared vision of cultural inclusiveness.

Monitoring attendance remained a focus throughout 2023, with our administration staff successfully managing and investigating non attendance for a 100% result. Our SPaRO Attendance Data from Semester 1 from 2023 shows an attendance rate of 93.3% across the school, which places our attendance rate at the top of the SSG.

What did you do well in the initiative and what made this possible?

When working in the field of Positive Behaviour for Learning, Tier 1 intervention data recording processes were evaluated and staff referral forms were updated to reflect evidence required to investigate the underlying reasons for student behaviour. The focus on identifying the antecedent behind student behaviour has assisted with the reflective process conducted by Stage APs to support and mentor students with their behaviour choices.

Data from 'The Resilience Project' (TRP) correlates with PBL and TTFM data that strong relationships exist between students and their teachers throughout the school. There was a high response rate from parents wishing to participate in 'The Anxiety Project' (TAP) learning, demonstrating that parents are seeing similar behaviours in their children and want to be educated to support their children.

Professional learning on Aboriginal Cultures and Histories was led by DoE Aboriginal Learning and Wellbeing Officers. The Officers provided constructive feedback on learning programs to increase the frequency and enhance the intellectual quality of lessons embedding Aboriginal perspectives. This will become standard practice when preparing teaching and learning programs in the future. The Wakehurst PS Aboriginal education team has been using evidence based research and literature to deepen their knowledge. This will enable them to lead the school in this area more authentically and effectively.

Our administration team effectively managed attendance data and processes across the school to ensure that all student absences were monitored and accounted for.

What didn't you do as well as you would have liked in the initiative?

The delay on production and accessing of teaching and learning programs for 'The Anxiety Project' made it difficult for teachers to complete the program effectively with their classes in 2023. The revised teaching and learning programs for 'The Anxiety Project' are now readily available, enabling teachers to smoothly implement the program with their classes in 2024.

While the Tell Them From Me Survey completion rates among parents have been below expectations, there is room for growth, and we are optimistic about increasing participation to gather a more comprehensive perspective on school successes and improvement.

According to a survey post our learning around Aboriginal perspectives in 2023, there is a strong desire among staff for additional practical strategies and creative ideas for programming and lesson implementation. We are committed to fostering the integration of Aboriginal perspectives into programs, and this will continue to be supported through our school and department links.

What was the impact?

Data from TTFM consistently shows that students in Years 4-6 experience positive relationships with teachers and their peers. 94% of students recognise they have positive behaviour at school, which is 10% above the national average.

TTFM student data in the area of expectations for success reflected that 99% of students reported positive expectations for success.

Executive staff are prioritising a restorative approach to relationships across the school community and provide adequate staff training and support for implementation. This enables our school to reduce the frequency of behaviour incidents and continue to develop a positive school culture.

Aboriginal perspectives have been embedded and explicitly taught across all KLAs in a more effective and authentic manner. Revision of teaching and learning programs will continue as part of our collaborative practice to embed more authentically.

Where to next?

- Continue to implement and embed the principles of gratitude, empathy and mindfulness from 'The Resilience Project' as well as educate students about how to deal with anxiety through using the teaching and learning program from 'The Anxiety Project'.
- Ongoing development and refinement of our PBL processes to ensure consistency in understanding and application across all areas of practice.
- Investigate and implement strategies to improve the 'sense of belonging' students feel in line with our TTFM survey results.
- Amend and implement teaching and learning programs with more refined Aboriginal perspectives.
- Evaluate programs and student work to determine the quality of learning and depth of student understanding of Aboriginal perspectives.

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
89.8% of students attend school 90% of the time or more by 2023.	The number of students attending greater than 90% increased by 22.78% from 2022.
TTFM Wellbeing data (advocacy,	88% of students indicate a positive sense of wellbeing (expectations for

<p>expectations for success, belonging) increased to be between 91% and 93% (system-negotiated target).</p>	<p>success, advocacy, and sense of belonging at school) demonstrating achievement of the school based progress measure.</p>
<p>Increased community knowledge of teaching and learning programs compared to our TTFM baseline data from 2020.</p>	<p>2023 data from the Tell Them from Me survey indicates that there has been an increase in community knowledge of teaching and learning programs from 2020.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$48,625.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wakehurst 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"> • Numeracy • Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Three SLSOs were employed this year to provide support to funded and identified students. <p>The allocation of this funding has resulted in the following impact: Creation of a SLSO support timetable to support students across all classes and the playground. SLSOs also supported mini-lit and multi-lit groups for targeted students for early reading support.</p> <p>After evaluation, the next steps to support our students will be: Continue to support our students through the employment of SLSOs, and continue the programs for early intervention across the school.</p>
<p>Socio-economic background</p> <p>\$7,089.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wakehurst 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"> • Community connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Identified families have received financial support so that all students have equitable access to curriculum.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support families and students as needed in 2024 through equity funding.</p>
<p>English language proficiency</p> <p>\$9,864.44</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wakehurst 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 <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 • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p>

<p>English language proficiency</p> <p>\$9,864.44</p>	<p>Throughout 2023, 18 students from Kindergarten to Year 6 received small group instruction to support their English language learning across reading and viewing, speaking and listening and writing. This has allowed students to achieve their potential in their attainment of grade based literacy skills.</p> <p>After evaluation, the next steps to support our students will be: Funding in 2024 will continue with the same model to support all EAL/D learners across the school</p>
<p>Low level adjustment for disability</p> <p>\$91,893.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Wakehurst 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"> • Numeracy • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Learning and support groups for targeted students have taken place daily. Intervention programs have included, MiniLit, MultiLit and small literacy and numeracy support groups. Maths Olympiad has also run for some students in Years 5 & 6, catering for HPGE needs within the school. In addition, classroom support has been timetabled each term to cater for the different learning needs of individual students.</p> <p>After evaluation, the next steps to support our students will be: Learning and support programs, alongside of HPGE programs will operate in 2024. The MacqLit program will be introduced, focusing on the literacy needs of students in years 3-6. All these intervention programs will support the individual needs of the targeted students.</p>
<p>Professional learning</p> <p>\$27,279.79</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 Wakehurst 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"> • Numeracy • Literacy • Evidence-based practice • Community connections • Personalised Learning <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 • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Executive planning days and further instruction to support the explicit teaching of literacy and numeracy and new curriculum implementation. Creation of the WPS reading rope and a school wide assessment schedule so that all data can be captured and analysed to support student growth. Mandatory training such as CPR training has been undertaken by all staff. Staff have attended writing, HPGE and wellbeing professional learning throughout the year and all staff have had additional professional learning</p>

Professional learning \$27,279.79	time each week to support the new English and Mathematics curriculum implementation. After evaluation, the next steps to support our students will be: In Semester 1 2024 APs will assess all students using DIBELS three times a year to track student reading and fluency. The AP C&I will lead structured stage based professional learning each week to support teacher learning in the new curriculum. Including streamlining effective resourcing, assessing and tracking all data sources and ensuring students have manageable and achievable learning goals.
QTSS release \$78,477.98	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wakehurst Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Numeracy • Literacy • Personalised Learning Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff The allocation of this funding has resulted in the following impact: The implementation of new K-2 literacy assessment programs to support the new K-2 English curriculum. Effective resourcing including the purchase of decodable texts to teach reading Component A. The development of a full scope and sequence to support and track student growth and attainment. After evaluation, the next steps to support our students will be: Continue to support curriculum implementation for students and teachers in Years 3-6 in literacy and numeracy. APs will be released to work with their teams to support our students attain their learning goals in 2024.
COVID ILSP \$15,624.60	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. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in numeracy - focusing on additive strategies The allocation of this funding has resulted in the following impact: The COVID ISLP program has helped to improve student outcomes and our data reflects positive growth in the areas of numeracy and literacy. After evaluation, the next steps to support our students will be: Continue to support identified students through targeted programming and intervention to ensure students reach their potential.
AP Curriculum & Instruction \$93,052.80	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.

AP Curriculum & Instruction

\$93,052.80

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Numeracy
- Literacy

Overview of activities partially or fully funded with this Staffing - Other funding include:

- lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school
- collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum
- coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum
- lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers

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

Whole school assessment schedule has streamlined data analysis and assessment practice is consistent.

Teachers have changed to evidence-informed teaching practice in literacy with all classrooms using explicit teaching strategies in reading.

Use of DIBELS assessment in reading has resulted in teachers targeting specific skills that impact student growth.

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

Data analysis as a result of DIBELS showing growth will allow us to track student progress over time. As we gather more data, this analysis will be more informative. APC&I focus on 3-6 curriculum implementation by continuing to support teacher growth to enhance student outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	202	195	188	192
Girls	181	189	214	210

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.7	96.3	92.1	93.2
1	96.4	96.0	90.8	93.7
2	95.8	94.8	91.2	93.4
3	96.2	95.7	89.5	94.7
4	94.7	96.3	90.5	91.9
5	96.9	92.4	90.7	93.6
6	95.2	95.7	86.2	92.8
All Years	96.1	95.4	90.4	93.3
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)	3.6
Classroom Teacher(s)	15.04
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*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	325,604.30
Revenue	4,050,389.72
Appropriation	3,756,174.93
Sale of Goods and Services	60.00
Grants and contributions	277,139.81
Investment income	13,289.98
Other revenue	3,725.00
Expenses	-4,049,334.05
Employee related	-3,536,481.43
Operating expenses	-512,852.62
Surplus / deficit for the year	1,055.67
Closing Balance	326,659.97

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	32,691
Equity Total	108,847
Equity - Aboriginal	0
Equity - Socio-economic	7,089
Equity - Language	9,864
Equity - Disability	91,893
Base Total	2,991,824
Base - Per Capita	104,625
Base - Location	0
Base - Other	2,887,199
Other Total	268,831
Grand Total	3,402,193

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

School performance - NAPLAN

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of parents, carers, students and teachers about the school. In 2023 students in Years 4-6 completed the 'Tell Them From Me' (TTFM) survey electronically and only 26 parents completed the survey. The student survey included nine measures of student engagement alongside the five drivers of student outcomes. Some of the findings included:

Students:

- 87% reported positive advocacy at school compared to 82% in 2022. This is higher than both the state and similar schools group (SSG) average.
- 99% reported expectations for success compared to 98% in 2022. This is higher than both the SSG and the state average.
- 77% reported a positive sense of belonging compared to 78% in 2022. This is higher than both the similar schools group and the state average. This does however remain a focus area for our school.

Our parent community are actively involved in the school and support their child's learning. Results remained consistent, however fewer parents engaged in the survey.

Parents:

- believed that teachers have high expectations for their child to succeed
- recognised that the school supports positive behaviour choices
- 100% of parents either agreed or strongly agreed that the school's physical environment is welcoming, easy to access and that the school is well maintained.

Teachers:

- recognise that our school is inclusive and strive to include students with special learning needs in class activities.
- understand that assessments help them understand where students are having difficulty.
- recognise that they incorporate new concepts to add to previously mastered skills and knowledge.

Next steps

Our school regularly provides and seeks community feedback at P&C meetings and parent presentations throughout the year. Feedback is elicited from parents through a survey link provided in fortnightly newsletters. Teachers regularly check in with small groups regarding goal setting and social / emotional wellbeing. In 2024, we will continue to monitor our data to support targeted groups across 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.