

2023 Annual Report

William Bayldon Public School



4602

Introduction

The Annual Report for 2023 is provided to the community of William Bayldon 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

William Bayldon Public School
Lyons Rd
Sawtell, 2452
<https://bayldon-p.schools.nsw.gov.au>
bayldon-p.school@det.nsw.edu.au
6658 2676

Message from the principal

It is with great pleasure that I present the 2023 Annual School Report for William Bayldon Public School. The core business of our school is highlighted through our motto, 'Making our Future'. Through explicit and systematic quality teaching in literacy, numeracy and across all key learning areas, our teachers guide, challenge and extend our students in the development of the foundation skills they will need for continued learning in the 21st century.

Staff work in partnership to maximise learning opportunities for students. We; * Provide meaningful opportunities to enhance the integration of teaching across Key Learning Areas.

- * Embed the High Performance and Gifted Education Policy across all Key Learning areas.
- * Embed and use high performance professional learning structures as a tool to build teacher capacity in differentiating the learning for all students.
- * Embed practices to provide parents with regular feedback on their child's learning progress and strategies to support learning across Key Learning Areas.
- * Enhance the teaching of HSIE and Science.
- * Utilise technology as a tool for engagement across Key Learning Areas.
- * Embed the 6 Cs (critical thinking, collaboration, communication, creativity, citizenship/ culture, and character education/connectivity) into learning across Key Learning areas.

As principal of this school, I am very proud that our school continues to have a great reputation within and beyond our community. We are part of the collegial Bongil Bongil Community of schools and a very proud public education provider. We are committed to ensuring a personable and caring community that underpins each family's presence here.

Our students are always at the heart of everything we do. Our philosophy is to put our students first in all of our decision making and work.

Our school site is valued and cared for resulting in beautiful and well maintained grounds, a variety of play equipment, a gorgeous bushland setting and we have a very welcoming community that all contribute to a school that is highly sought after.

It is my goal to build on the past achievements of the school and lead the community to even greater levels of success in the future. Although we are very proud of our academic growth, the students at William Bayldon PS have had many rich experiences this year including our sporting programs, excursions and incursions along with a range of extra curricula options and a range of cultural experiences.

This report highlights our achievements over the past year and targets specific areas for further development. I certify that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas for development. I warmly welcome both visitors and our community to our school.

School vision

Staff and community have a narrow and deep focus on improving reading, numeracy, student behaviour, engagement and well-being, attendance, community engagement and Aboriginal and Torres Strait Islander knowledge, histories and culture.

We have a culture of continuous improvement, based on explicit teaching, high expectations and consistency. Teachers and leaders engage in a cycle of collaboration. We deliver a differentiated curriculum where feedback is valued and acted upon. We collectively celebrate every students' growth.

All students, staff and community have a strong sense of belonging and pride in our school. Effective partnerships ensure that students are at the center of decision making and their learning and well-being are a priority.

School context

William Bayldon Public School is located in Sawtell, 10 kilometres south of Coffs Harbour, on Gumbaynggirr land. We have spacious, attractive and accessible grounds that are enhanced with a variety of outdoor learning areas, including a yarning circle, vegetable and mindfulness gardens. The school is staffed on a P2 entitlement with our enrolment figures for 2022 at 180. 43.2% of our student population identify as Aboriginal. Our school has seven mainstream classes from Kindergarten to Year 6. Students attending our school come from a range of socio-economic backgrounds. We are a member of the Bongil Bongil Community of Schools who work together to provide inter-school opportunities for students and staff, such as sport, public speaking and professional learning. We also liaise with a variety of agencies to support student learning needs.

Our school hosts a Special Education Unit which is a regional resource for schools across the Mid-North Coast and Coffs Harbour areas. Enrolment in the Special Education Unit is accessed by a consistent state-wide placement panel process.

We have a range of inter-school sport events as well as various sporting opportunities including coaching at a school level. Students who have an interest and/or talent in digital technologies can join before school programs to build on Science and Technology learning in the classroom. We have a school kitchen that is used by all classes to enhance learning programs that link home to school with a focus on a healthy, active lifestyles. In addition, there are Aboriginal cultural opportunities through lunch time programs and engagement with local elders.

Students have opportunities through the Student Representative Council and sports houses to develop leadership skills. Student voice is valued in decision making for improving the learning environments and extra-curricular activities. We develop and support quality transition programs for all students, including entry to kindergarten and high school.

Through our situational analysis and consultation with members of the local Aboriginal community, parents, staff and students, we have identified the following focus areas:

- Reading and Numeracy,
- Attendance,
- Student behaviour, engagement and well-being,
- Community engagement and
- Aboriginal student support.

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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

Maximise student learning outcomes for every student, in reading and numeracy, and build strong foundations for academic success in all key learning areas.

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.

- Improving student reading outcomes
- Improving student numeracy outcomes

Resources allocated to this strategic direction

Socio-economic background
Low level adjustment for disability
Integration funding support
Literacy and numeracy
AP Curriculum & Instruction
Beginning teacher support
Professional learning
Aboriginal background
QTSS release
English language proficiency

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
Reading All students are able to demonstrate growth and achievement in reading over the year, using Check-In Assessment.	While, overall, the school is performing 8% above Statistically Similar School Groups (SSGs) in Check in Assessment in reading comprehension outcomes, there is still approximately a 10% disparity with the state average. Data analysis indicates that a continued focus on areas of reading comprehension will be necessary into 2024.
All students are able to demonstrate growth and achievement in numeracy over the year, using Check-In Assessment.	Analysis of term 4 check in data indicates that numeracy for year 3 is 6% below SSSGs, years 4 and 5 were 6% above SSSGs, While year 6 results matched SSSGs. Item analysis indicates that generally, a continued focus on number sense and algebra, is necessary while incorporating the use of reasoning in measurement and geometry in 2024.
Aboriginal students achieve expected, or above expected, growth in reading as measured through the Check-In Assessment and when compared to Statistically Similar School Groups and State averages.	Check-In analysis shows that most elements of reading and numeracy have no significant division between our Aboriginal and non-Aboriginal students. There is only a 5-8%, lower %, across each element. Comparing our Semester 2 overall school results to the SSG, WBPS is within the 5-8% range of the SSG in reading assessments from years 3 to 6. 35% of students had more than 10% growth between Check-In assessments, with 45% of students At State or Above State.
Aboriginal students achieve expected, or above expected, growth in numeracy as measured through the Check-In Assessment and when compared to Statistically Similar School Groups and State Averages.	Check-In analysis shows that most elements of reading and numeracy have no significant division between our Aboriginal and non-Aboriginal students. There is only a 5-8%, lower %, across each element. Comparing our Semester 2 overall school results to the SSG, WBPS is within the 5-8% range of the SSG in numeracy assessments from years 3 to 6. 53% of students had more than 10% growth between Check-In assessments, with 29% of students At State or Above State in numeracy.

Strategic Direction 2: A consistent whole school approach to student well being

Purpose

To implement a planned whole school approach to wellbeing through effective partnerships.

Initiatives

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

- Attendance
- Student behaviour, engagement and wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability

Aboriginal background

Location

Socio-economic background

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
Attendance Increase the percentage of students attending school 90% or more to between 76% and 81%	William Bayldon Public School has at attendance rate of 85.2% which is very slightly above Statistically Similar School Groups (SSSGs) who sit at 84.5%. 49.2% of students attend school more than 90% of the time which is higher than SSGs at 42.8% and slightly lower than the state at 53.2%. Although we have not achieved our target, we have made gains of 9% for 90% or more attendance over a 12 month period. (From 40.1% - 49.2%) We sit slightly behind the network - 50.8%
Wellbeing Increase the percentage of students reporting positive wellbeing on the Tell Them from Me Survey to between 83.3% and 88.3%	In 2023, we examined 3 specific areas of well-being: Belonging, positive behaviour and advocacy. In 2023, there were two "Tell Them from Me: (TTFM) surveys conducted that averaged our belonging data at 52%, our positive behaviours at school at 75% (an improvement of 7% over the school year) and advocacy at school at 73%. We did not reach our targets but have made significant gains across these three areas. In 2024 we will endeavour to increase our sense of belonging through offering extra-curricula activities such as garden club, film making, choir and dance that will foster opportunities for deeper connection, and deeper belonging, to school.

Strategic Direction 3: Community Engagement

Purpose

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

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 engagement
- Aboriginal student support

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
QTSS release
Beginning teacher support
Professional learning

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
At least 90% of parents and community indicate high level satisfaction in the school in the annual community survey.	<p>Parents are satisfied across a number of areas as indicated in a community survey. 86% of parents feel welcome when they visit our school and overall are satisfied with the way the school communicates - 81%. Parents believe teachers listen to their concerns - 76% and 66% believe they can speak easily to the current relieving school principal. In 2024, the principal will ensure she is highly visible in the school and will endeavor to build stronger community connections. 75% of parents are satisfied that the school would contact them promptly if they had concerns about a child.</p> <p>In 2024, we will continue to employ a Community Liaison Officer who will assist other school staff in supporting parents to understand ways to discuss learning goals with their child, assist with building parental capacity to engage with school and assist teachers and executive staff to enhance communication across the school.</p>
The percentage of Aboriginal students attending school 90% or more is equal to or better than the school average.	Over the course of the year, the percentage of our Aboriginal students attending school 90% or more of the time was 34.4%, compared to our non-identifying students at 62.6%. While this significantly lower than the target, compared to last years attendance our students attending 90% of the time or more has risen by 9% for our Aboriginal students and 8% for our non-identified students. Improving student attendance will continue to be a focus in 2024.
For at least 60% of Aboriginal students to achieve 1 years growth in essential assessment Mathematics.	Measuring a years growth through the use of Essential Assessment, overall 42% of our Aboriginal students made 1 years growth in numeracy. Compared to 42% of non-identified students making 1 years growth. This growth is mostly comparably in alignment with student scores received during Check-In and NAPLAN assessments. The school will continue to focus on improving numeracy achievement and aim to meet the 60% goal in 2024.
60% of Aboriginal students to be achieving stage appropriate outcomes in reading.	Aboriginal students achieving stage appropriate outcomes in reading are as measure by; NAPLAN (42%), Essential Assessment (30%), A-E grading in school reports (65%). In 2024, the school will continue to focus on improving reading achievement for every Aboriginal student.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$147,581.00</p>	<p>Integration funding support (IFS) allocations support eligible students at William Bayldon 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"> • Improving student reading outcomes • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • School Learning and Support Officers (SLSOs) employed to assist in the monitoring and delivery of learning programs that are designed by teaching and support staff. SLSOs are also involved in monitoring the social and emotional needs / programs of various students and reporting back to teaching staff. • Additional support from SLSOs at extra curricula activities such as school camps, carnivals and excursions. • Support in the playground with Social and Emotional learning / playing safely and making friends. <p>The allocation of this funding has resulted in the following impact:</p> <p>Individualised Support: SLSOs have provided one-on-one and small group support to students who may be struggling with specific concepts or skills. They offer additional explanations, guidance, and practice, which has helped students grasp the material more effectively.</p> <p>Classroom Management: SLSOs assist in maintaining a well-managed classroom. They can help with tasks like monitoring student behavior, enforcing classroom rules, and ensuring that the learning environment remains orderly and conducive to learning.</p> <p>Inclusive Education: SLSOs have been instrumental in promoting inclusive education for students with additional needs. They assist in providing personalised supports and accommodations, ensuring that students with disabilities have equal access to the curriculum and can participate in classroom activities.</p> <p>Differentiated Instruction: SLSOs work with the classroom teachers to implement differentiated instruction, tailoring lessons to meet the diverse learning needs of students.</p> <p>Extra Practice and Review: SLSOs provide additional practice and review materials to students, helping reinforce the concepts taught in the classroom. This can be particularly beneficial for students who require extra support.</p> <p>Behavior Intervention: In some cases, SLSOs have supported students who exhibit challenging behaviors. They have worked with the teacher to implement behavior intervention strategies and provide consistent guidance to help students improve their behaviour.</p> <p>Overall, the SLSOs at William Bayldon Public School have enhanced the educational experience of students by offering personalised support, improving classroom management, promoting inclusive education, and assisting with a variety of instructional and non-instructional tasks.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to provide SLSOs for students who require funding accommodations and provide support and professional learning to further enhance the skills of SLSOs.</p>
<p>Professional learning</p> <p>\$27,275.53</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 William</p>

<p>Professional learning</p> <p>\$27,275.53</p>	<p>Bayldon 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"> • Improving student reading outcomes • Aboriginal student support • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All staff have participated in ongoing professional learning around the 'Big Ideas' in mathematics. This has included collaborative time to unpack evidence-based approaches with an Assistant Principal to lead the staff in exploring mathematical proficiency. • Opportunities for all staff to Analyse data and collaborate on the most effective practices to address areas of need. • Support for staff from Assistant Principals to Engage and enact (and in K-2 continued support to embed) new syllabus documents in English and Mathematics. <p>Engage - During weekly staff Professional Learning one on sessions, explore new aspects and identify changes in practice required for successful syllabus implementation. This included support in adjusting, differentiating and contextualizing the units of work.</p> <p>3-6 Staff to familiarise themselves with syllabus requirements for 2024.</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>The DoE units have provided a quality scaffold that staff they are proficient in adjusting, differentiating and contextualising for their students.</p> <p>Staff have deepened their understanding in reasoning and working mathematically, as evidenced by teaching and learning programs. Improved learning outcomes for students in areas that have been the target at collaboration meetings.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>In 2024, stage 2 and 3 teachers will receive additional support and appropriate professional learning to enact the mandatory syllabus requirements.</p> <p>Staff will engage in Quality Teaching Rounds with other Bongil Bongil schools with a focus on numeracy. This will enable staff to discuss current theory, employ best practice and receive feedback from peers across our Community of Practice (COS) for teacher growth.</p>
<p>Socio-economic background</p> <p>\$415,952.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at William Bayldon 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"> • Improving student reading outcomes • Student behaviour, engagement and wellbeing • Aboriginal student support • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <p>In 2023, all staff deepened their understanding and use of data in informing</p>

<p>Socio-economic background</p> <p>\$415,952.69</p>	<p>their teaching practice through working closely with Assistant Principals, including the APCI.</p> <p>There has been a decrease in unexplained absences and staff are following up absences more frequently.</p> <p>There has been a continued focus on expectations for behaviour.</p> <p>After evaluation, the next steps to support our students will be: We will continue to fund valuable time for teacher collaboration and for staff to work together on research based quality professional learning that is available on the Department of Education's Literacy and Numeracy website for staff.</p> <p>In 2024, these funds will continue to support the building of staff capacity to meet the needs of our diverse student population.</p>
<p>Aboriginal background</p> <p>\$191,082.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at William Bayldon 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"> • Improving student reading outcomes • Attendance • Community engagement • Aboriginal student support • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: In 2023, this funding has supported individualised learning with a focus on student academic growth and wellbeing. Additional staff were engaged to implement small-group intervention programs for Literacy and Numeracy with all staff engaged in tracking and monitoring student learning data. Engagement of an Aboriginal Education Officer supported strengthening community connections and the implementation and tracking of Personalised Learning Pathways.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to ensure every student engages in their learning and can access the curriculum and all Aboriginal students are supported by the engagement of an Aboriginal Education Officer.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at William Bayldon 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"> • Improving student numeracy outcomes <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

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>differentiation initiatives</p> <p>The allocation of this funding has resulted in the following impact: In 2023 these funds supported all identified students to better engage in their learning, with specific focus on improving achievement in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: In 2024, this funding source will continue to support all identified students to access the curriculum and engage successfully in their learning.</p>
<p>Low level adjustment for disability</p> <p>\$200,975.26</p>	<p>Low level adjustment for disability equity loading provides support for students at William Bayldon 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"> • Improving student reading outcomes • Attendance • Student behaviour, engagement and wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in the following impact: Low level adjustment for disability funds have been used to provide William Bayldon Public School students with intervention at 'point of need'. This has included; not only the employment of teachers and SLSOs, but other professionals to support students identified in National Consistent Collection of Data such as speech pathologists and occupational therapists.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we will continue to support identified students to engage with the curriculum successfully and to obtain growth in reading and numeracy. We will also support other students as necessary through utilising effective Learning and Support Team processes.</p>
<p>Location</p> <p>\$1,334.44</p>	<p>The location funding allocation is provided to William Bayldon Public School to address school needs associated with remoteness and/or isolation.</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"> • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact:</p>

<p>Location</p> <p>\$1,334.44</p>	<p>Students report positive relationships with staff and as a result have a high sense advocacy. Location funding has provided many opportunities and allowed them to showcase their strengths, talents and interests. Some location funds have been utilised to assist with attendance strategies and release for ongoing parent contact. There has been an improvement in unexplained absences.</p> <p>After evaluation, the next steps to support our students will be: Continued opportunities for students to engage in extra curricula activities including dance, choir, STEM team, excursion, camps and incursions for the continued growth of the whole child.</p>
<p>Beginning teacher support</p> <p>\$19,332.14</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at William Bayldon Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving student reading outcomes • Improving student numeracy outcomes • Aboriginal student support • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: Improving student reading and numeracy outcomes • Mentoring support for newly appointed beginner teacher. <p>The allocation of this funding has resulted in the following impact: In 2023, these funds supported mentoring on a regular basis for a newly appointed beginner teacher, providing opportunity for lesson observations, feedback conversations, and engagement in professional dialogue.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will embed further mentoring opportunities across the whole staff, building capacity to support quality teaching practices.</p>
<p>QTSS release</p> <p>\$44,506.37</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at William Bayldon 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"> • Improving student numeracy outcomes • Aboriginal student support <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 • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: This funding has been integrated into existing staffing structures and timetables to allow for additional release for coaching and mentoring. Temporary staff were employed for this purpose. This has allowed the staff to receive ongoing, individualised support.</p> <p>After evaluation, the next steps to support our students will be: In 2024, QTSS funding will continue to be integrated into existing staffing structures and timetables to allow for additional release for coaching and</p>

<p>QTSS release</p> <p>\$44,506.37</p>	<p>mentoring. Temporary staff were employed for this purpose. This has allowed the staff to receive ongoing, individualised support.</p>
<p>COVID ILSP</p> <p>\$125,272.32</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: All staff were involved in the targeting of students and we found this to be very beneficial. Data has demonstrated that all students receiving COVID intensive support have improved in targeted areas.</p> <p>After evaluation, the next steps to support our students will be: Class teachers will analyse data collaboratively with support from the assistant Principal Curriculum and Instruction to determine needs of students and tiers of intervention required.</p>
<p>Per capita</p> <p>\$51,141.09</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at William Bayldon 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 operational funding include:</p> <ul style="list-style-type: none"> • Extra Curricula opportunities • Resources to enhance all curriculum areas such as; sports equipment, maths equipment, reading materials, essential assessment subscription, STEM resources and materials required for the Peer Support program and collaborative art works as a team building / well-being initiative. <p>The allocation of this funding has resulted in the following impact: The per capita allocation gave the principal and the school team more flexibility in local decision making to meet the unique needs of students at William Bayldon P.S. We had flexibility with this operational resource and primarily used this allocation to enhance teaching resources and opportunities for students. We believe that a sense of belonging is secured through involvement in extra curricula activities and the sense of 'team' the students develop through involvement in such activities.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise this funding primarily to enhance teaching resources and opportunities for students.</p>
<p>AP Curriculum & Instruction</p> <p>\$186,105.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>AP Curriculum & Instruction</p> <p>\$186,105.60</p>	<p>including:</p> <ul style="list-style-type: none"> • Improving student reading outcomes • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Leading staff in a variety of professional learning including: Mathematical mindsets Leading K-2 staff in developing their understanding of the new English and Mathematics Syllabus documents. Working side by side staff K-6 in classrooms to mentor, coach and model best practice in delivering high quality learning opportunities in English and Mathematics. • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: The role of the Assistant Principal, Curriculum and Instruction has supported improvement in student growth and attainment as outlined in Strategic Direction 1 of this school plan.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we will utilise the specialist skills of the Assistant Principal Curriculum and Instruction to continue to lead professional learning, collaboration and build staff expertise in use of data to inform practice.</p>
--	--

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	100	99	89	81
Girls	86	84	86	79

Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.5	88.1	85.7	85.8
1	92.2	89.5	86.4	85.0
2	92.9	89.7	85.0	89.7
3	90.7	90.8	87.7	90.9
4	89.2	89.3	88.4	88.2
5	87.2	83.9	88.6	83.7
6	87.8	85.9	79.8	82.9
All Years	90.2	88.1	86.2	86.1
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)	4.2
Classroom Teacher(s)	8.61
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	8
Other Positions	1

*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	349,003.59
Revenue	4,737,402.75
Appropriation	4,660,762.85
Sale of Goods and Services	47,568.13
Grants and contributions	24,138.63
Investment income	3,747.72
Other revenue	1,185.42
Expenses	-4,357,129.59
Employee related	-3,841,505.87
Operating expenses	-515,623.72
Surplus / deficit for the year	380,273.16
Closing Balance	729,276.75

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	93,326
Equity Total	810,411
Equity - Aboriginal	191,083
Equity - Socio-economic	415,953
Equity - Language	2,400
Equity - Disability	200,975
Base Total	2,364,648
Base - Per Capita	51,141
Base - Location	1,334
Base - Other	2,312,173
Other Total	754,305
Grand Total	4,022,690

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

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Staff Satisfaction

Each year, all New South Wales Government employees complete the People Matter Engagement Survey. (PMES) Employee engagement is about a person's connection to their organisation. It is a global measure of employee experience. Many factors influence engagement: a positive and inclusive work culture, manager support, accountability.

The survey is centred around key driver questions. The most recent results for William Bayldon Public School indicate that;

Key Driver Question / Topic: Recognition Result: 86% of staff believe they receive recognition for the work they do from their manager and 77% believe they receive recognition for their contribution from the organisation.

Key Driver Question / Topic: Team work and Collaboration Result: 90% of staff believe that their work group works collaboratively.

Key Driver Question / Topic: Risk and Innovation Result: 86% of staff believe their manager encourages people in their work group to keep improving the work they do.

Key Driver Question / Topic: Role Clarity and Support Result: 100% of the staff feel they are provided with the support they need to do their job well and 90% believe the training and development they have received allows them to do their job well.

Key Driver Question / Topic: Communication and Change Management Result: 90% of staff believe their manager communicates well with them.

Key Driver Question / Topic: Decision Making and Accountability Result: 82% of staff have confidence in the decisions their manager makes.

Key Driver Question / Topic: Customer service Result: 90% of staff believe they are empowered to make decisions needed to help customers and/ or communities and we (90%) consider customer needs when planning our work.

Overall, William Bayldon Public School Staff are satisfied with their job (75%), staff feel motivated to contribute more than what is normally required at work (68%) and their job gives them a feeling of personal accomplishment (90%).

Parent Satisfaction

77% of William Bayldon parents feel welcome at school. This encompasses how well they feel staff listen to their concerns, how easily they can speak with the school principal and they believe that school information is clear and well communicated.

72% of parents believe the school supports learning. This encompasses teacher interest in their child, teachers having high expectations and teachers expecting students to work hard.

75% of parents believe the school supports positive behaviours. This encompasses teacher expectation about students paying attention in class, teacher control of students, children being clear about behaviour expectations and teacher dedication to extra curricula activities.

Student Satisfaction

78% of students believe they have positive behaviour at school, on par with the NSW Gvt norm of 81%.

78% of students believe that school staff emphasise academic skills and hold high expectations for them to succeed.

89% of students believe they are treated fairly with regard to their cultural background.

89% of students believe they demonstrate perseverance with tasks, even when faced with obstacles.

for help text (?) for advice on this section

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.