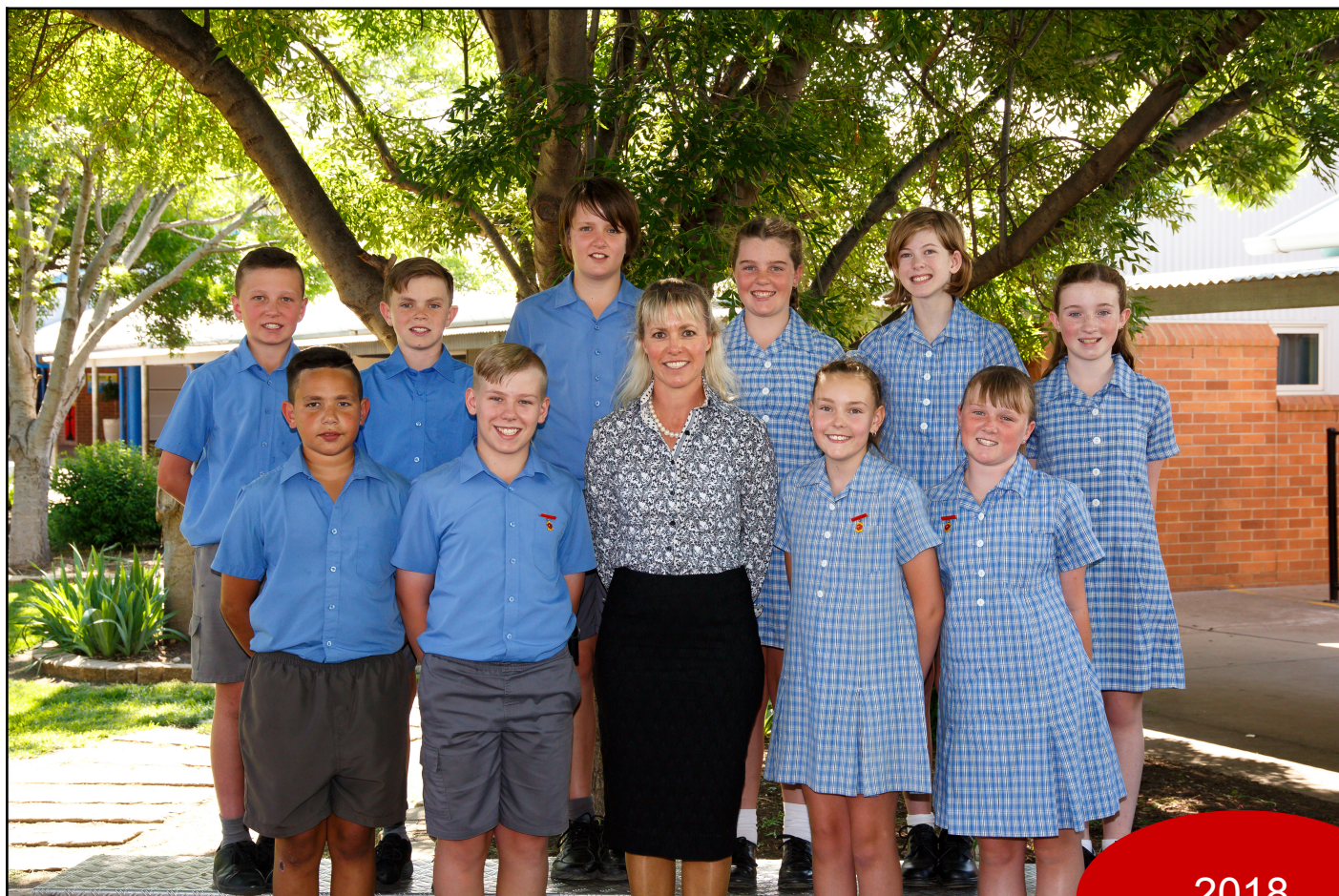


Westdale Public School

Annual Report



2018



3428

Introduction

The Annual Report for **2018** is provided to the community of Westdale 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 school 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.

Mrs Neshelle Battle

Principal

School contact details

Westdale Public School

Gunnedah Rd

Westdale, 2340

www.westdale-p.schools.nsw.edu.au

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

6760 7219

School background

School vision statement

At Westdale Public School our vision is to provide a quality, holistic education to prepare all students for a future in an ever changing world.

Students will participate in quality learning experiences in an environment that is nurturing, inclusive and responsive to individual needs.

Our positive school culture fosters lifelong learning for both staff and students so that we all continue to grow in confidence, knowledge and understanding and achieve higher goals.

The core values of being proud, safe and having high expectations are embedded in our school life so students become respectful and resilient citizens.

We strive to build strong relationships both within and beyond the school community as we acknowledge it is fundamental to future success.

School context

Our **enrolment** is currently 523 students in 22 classes including a Behaviour support class. The school's enrolment has grown considerably and further growth is expected with significant new subdivisions opening. Aboriginal enrolments remain at close to 30%. The mobility rate is significant with about 30 new students enrolling in Years K–6 and about the same leaving each year.

Students at our school have an active, healthy lifestyle and enjoy school life through a range of extra-curricular activities, including Music, Sport, Art Enrichment and Gifted and Talented Enrichment.

Westdale is in its third year of implementation of the PBL program. Students, staff and the school community have unified expectations of behaviour and learning.

Our school community is supportive of learning with high expectations.

As an Early Action for Success School, 1.6 Instructional Leaders have been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students K–2.

An additional Instructional Leader (1.0) Literacy and Numeracy Aboriginal students Years 4–6 was appointed in December 2017 and will work for 12 months targeting aboriginal students in years 4–6 in the middle 2 NAPLAN bands.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Excellence in Learning – Domain 1

Elements – Learning Culture, Wellbeing, Curriculum and Learning Assessments, Reporting and Student performance measures.

In the domain of learning the school focus was primarily on wellbeing through the effective implementation of PBL. In 2018 the school has focused on the implementation of PBL into teaching and learning environments. The expectations of behaviour are explicitly taught to students and now relate to all school settings. The PBL Team collected, analysed and used data to monitor and refine the whole school approach to wellbeing and engagement, to improve learning. This is clearly evident in explicit data and feedback from students, staff and parents.

In the area of Assessment and Reporting, teachers used processes within the school to collect and analyse data from a range of sources including NAPLAN, aspects of PLAN 2 and internal report data. Data was used to monitor the progress and achievements of students and inform teaching. In combination with this, teachers collaboratively use a range of formative and summative assessment to inform their teaching. Throughout 2018 teachers focused on developing opportunities for students to receive feedback on their learning. Parent/teacher meetings and written reports ensured parents were fully informed of their child's progress and areas for development.

Excellence in Teaching – Domain 2

Elements – Effective Classroom Practice, Data Skills and use, Collaborative Practice, Learning and Development and Professional Standards.

Our major focus in this domain was to engage teachers in professional learning targeted to the school literacy and numeracy priorities and their professional needs.

Teachers, in year groups, engaged in specific aspects of literacy and numeracy professional learning, as identified through internal and external data. Formal mentoring was initiated to support teachers. This involved demonstration lessons, team teaching, classroom observations and feedback to improve professional knowledge and practice.

In 2018 teachers K–6 used student performance data to monitor student progress in Literacy and Numeracy. This involved plotting students on nominated aspects of PLAN 2 every term against the progressions. Students who were deemed to be at risk or not meeting the age appropriate benchmarks were referred for specialist support/targeted intervention program through the Learning Support Team. The focus for teachers was to become more knowledgeable about the literacy and numeracy progressions and therefore more consistent when assessing students against each area. Explicit targets (benchmarks) for student learning were communicated to parents at the parent/teacher interviews so they were better able to understand their child's progress.

NAPLAN, Best Start, aspects of PLAN 2 and internal report data was collected and analysed by the executive and then specific strategies and areas were identified and addressed.

The Instructional Leaders, executive and curriculum team leaders worked with teachers to build their capacity by ensuring each had a well-developed knowledge of the syllabi, the link to the progressions, effective methods of delivery and how to plan for maximum student engagement.

Excellence in Leading – Domain 3

Elements – Leadership, School Planning, School resources, Management Practices and Processes.

In the domain of Leading, the schools priorities have been to progress leadership and to develop management practices and procedures. The school is committed to the development of leadership skills in staff and students. All staff have the opportunity to include leadership goals in their Personal Development Plan. In 2018 the school implemented an array of opportunities for teachers to develop their leadership skills through leading and managing programs, including Literacy, Numeracy, ICT, PBL, Art Enrichment, Music, Sport and Gifted education.

The self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Successful, confident and engaged student learners

Purpose

To ensure learning is based on quality educational delivery, consistently high expectations and shared professional practices. This will take place within a school culture that respects and responds to every student's aspirations, culture, gender and learning potential.

Overall summary of progress

Future Focused Learning: Staff capacity to implement ICT has been enhanced through ongoing professional learning, in-class support and training and the acquisition of hardware and innovative software to support teaching and learning programs.

Assessment / Data: Consistency in assessment has been attained through continuous professional learning with K–6 staff, focussing on analysing data to inform teaching and learning, learning goals and success criteria. Professional learning in writing analysis, SENA assessment, Spelling, PAT assessments, L3 and Running Records have supported teachers with assessment and data analysis, linked to consistency with assessment. Report writing, K–6, has focused on uniformity of report comments for English, Mathematics and general comments across each year group. The comments are linked to the syllabus and the Literacy and Numeracy progressions.

PBL/Wellbeing: In 2018, the focus for PBL was moving behaviour expectations from the playground into all learning areas. The successful implementation of this phase was achieved through the PBL team ensuring all staff were constantly provided with clear, explicit guidelines and access to all sequential lessons and resources. The community were well informed of this phase through updated information booklets, including a copy of the behaviour flow chart and award system. Behaviour data was regularly updated and analysed, with all staff, students and families informed of the positive progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement Measures Increase the proportion of students in the top 2 NAPLAN bands by 8% by 2019. Increase the proportion of ATSI students in the top 2 NAPLAN bands for reading and numeracy by 30%. At least 70% of students K–6 meeting or exceeding the expected benchmarks in literacy and numeracy. 95% of students (K–6) demonstrating consistent expected behaviour in classrooms and playground as recorded in Sentral. Increase the proportion of students who demonstrate future focused skills and dispositions.	\$100,000 funds expended on teacher release, online resources, assessment kits. \$130,000 funds expended on: Sphero equipment 14 smart boards 30 laptops and trolley \$15,000 ICT Team Release \$12,000 PBL expended: PBL coordinator release PBL Workshop (2 teachers attending) New PBL Awards PBL Information Booklets Flow Charts.	Professional learning schedule for teachers K–6, throughout Semester 1. K–6 Assessment schedule formulated and completed. Plan 2 Data recorded online with teachers selecting 5 students to track in 7 sub elements on the progressions. Teachers 3–6 completed the online 7 Steps Writing program. Teachers K–6 implementing a research based Spelling program. All teachers, K–6, issued with SENA testing kits, Report writing guide, K–6, for English, Mathematics and general comments. NAPLAN, Semester 1 and 2 report data, L3 data, Quicksmart and PAT test data recorded and analysed. Reading: Year 3: The percentage of all students performing in the proficient bands was 41.3%, an increase of 22.1%. The percentage of Aboriginal students performing in the proficient bands was

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improvement Measures</p> <p>Increase the proportion of students in the top 2 NAPLAN bands by 8% by 2019.</p> <p>Increase the proportion of ATSI students in the top 2 NAPLAN bands for reading and numeracy by 30%.</p> <p>At least 70% of students K–6 meeting or exceeding the expected benchmarks in literacy and numeracy.</p> <p>95% of students (K–6) demonstrating consistent expected behaviour in classrooms and playground as recorded in Sentral.</p> <p>Increase the proportion of students who demonstrate future focused skills and dispositions.</p>		<p>25.1%, an increase of 10.1%.</p> <p>Year 5: The percentage of all students performing in the proficient bands was 11.9%, a decrease of 15.8%. The percentage of Aboriginal students performing in the proficient bands was 0%, a decrease of 4.3%.</p> <p>Numeracy Year 3: The percentage of all students performing in the proficient bands was 18.1%, a decrease of 8.8%. The percentage of Aboriginal students performing in the proficient bands was 17.7%, an increase of 12.4%.</p> <p>Year 5: The percentage of all students performing in the proficient bands was 9.5%, a decrease of 3%. The percentage of Aboriginal students performing in the proficient bands was 3.8, a decrease of 0.5%.</p> <p>The following data pertains to the percentage of students, K–6, who achieved Sound and above in school based assessment by the end of Semester 2 in Literacy and Numeracy. The data correlates with NAPLAN data and will assist with planning for professional learning, resources and strategic directions in 2019.</p> <p>English: Reading & Viewing : K–6. Speaking & Listening: K–6. Writing & Representing K–2, Y4,Y6 Grammar, Punctuation and Vocabulary K–2, Y4,Y6 Handwriting/Digital K–6, Spelling K, Y4–6</p> <p>Mathematics: Whole Number: K–6 Addition & Subtraction: K–2, Y5,Y6 Multiplication & Division: K–2 Fractions & Decimals: K–2 Patterns & Algebra: K–2,Y3,Y4 Measurement: K–3 Geometry: K,Y2–Y4 Statistics & Probability: K–Y3,Y5.</p> <p>All classes in years 2–5, received ongoing professional learning and support through regular lessons with the ICT Team, focusing on Sphero. The ICT School Scope and Sequence was reviewed and revised. A cyclic schedule was established to annually upgrade ICT hardware in classrooms and for shared use.</p> <p>All classrooms completed the phase of PBL 'Behaviour expectations in all learning areas.' Two PBL Team members attended PBL Training and Conference. PBL team members trained in Tier 2 support. All families were issued with an updated PBL booklet, including the new awards system and flow chart. PBL data was regularly updated and shared with students, staff and families.</p> <p>PBL Data: Behaviour Statistics</p> <p>Green Level–Target 85%, Westdale–95.6% Yellow Level–Target 10%, Westdale–4% Red Level–Target 5%, Westdale–0.4%</p> <p>Data indicates the success of PBL at Westdale.</p>

Next Steps

All classes K–2 to have regular Sphero lessons with the ICT team, with support available in all 3–6 classrooms. Cyclic upgrade of classroom smart boards and ICT resources. Implementation of the revised ICT Scope and Sequence, K–6.

Base line data from 2018 (NAPLAN, L3, Semester reports, Quick Smart, ACER/PAT) to be instrumental to assist with the organisation of support structures and literacy and numeracy focus K–6. Continue to analyse data (NAPLAN, aspects of PLAN 2, Semester reports, ACER and PAT Assessments, SENA) to inform teaching and learning. Sustain programs to support aspects of Literacy and Numeracy in the classroom, including L3, 7 Steps Writing, 3–6 Spelling program and targeted intervention (K–6) with teachers and School Learning Support Officers.

PBL will continue to be the focus for well-being in 2019. Consolidation of expectations in all learning environments and the playground will be the key feature of the program. Nominated staff will be trained in tier 2 intervention. A PBL Officer has been added into the leadership team portfolio, with regular newsletter articles and data reports available to the school community, students and staff.

Strategic Direction 2

Building capacity, leadership and educational practice

Purpose

At Westdale, we will build and strengthen the capacity of staff through;

professional development (targeted towards identified school needs),

current researched pedagogical practices,

and professional learning opportunities to meet personal goals and career development.

Overall summary of progress

Professional Learning A school professional learning plan was developed and delivered on identified aspects of literacy and numeracy to ensure a deeper, shared understanding of quality teaching and the learning progressions. In grade groups, teachers met throughout semester 1 for seven half day professional learning sessions with the Instructional Leaders. The specific aspects of literacy and numeracy targeted included writing, spelling, comprehension, reciprocal reading, vocabulary development, place value, multiplication and division and patterns and number structure.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers displaying and using learning goals and success criteria (observed in learning walks and programs). 100% of staff achieve their PDP goals.	\$150,000 funds expended on teacher release, teacher support and classroom equipment.	<ul style="list-style-type: none">• A professional learning schedule for teachers K–6 was implemented throughout the year, with a focus on specific aspects of literacy and numeracy (data based), quality teaching, consistency with assessment and reporting.• An evaluation of the professional learning schedule for 2018 was conducted to support 2019 planning and implementation.• All teachers completed and reviewed their PDP goals. Teachers were regularly implementing learning goals and success criteria in daily lessons.• Semester 1 and 2 reports were sent home and interviews conducted when required.• Student data and work samples were prepared and sent on to 2019 teachers.

Next Steps

Professional learning for all staff will continue to be a priority in 2019. Writing will be a whole school focus, in conjunction with comprehension, spelling, grammar and punctuation and vocabulary. In aspects of numeracy, number sense and algebra will be a priority. In grade groups, teachers will be released off class for three days throughout Semester 1 and Semester 2, working with the Instructional Leaders and identified staff to assist with the delivery and support of professional learning in the nominated areas.

Strategic Direction 3

Building stronger, positive relationships

Purpose

Building stronger, positive relationships as an educational community, inspiring a culture of collaboration, participation, engaged communication, empowered leadership and organisational practices to ensure student learning outcomes continue to improve.

Overall summary of progress

Community Participation and Feedback

Engaging the school community in whole school planning of academic, social and cultural pursuits has been a priority in 2018. The school implemented a variety of opportunities that enabled all members of the school community to be involved in aspects of school life. Communication with the community was enhanced through the introduction of technology. The school satisfaction survey gave the community an opportunity to assess school life and suggest future improvements for the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Baseline data collected in 2017 will indicate an increase of 15 % over three years of results from parent, teacher and student satisfaction surveys. Increased involvement of parents and community members measured by participation in development of PLPs, P&C meetings, parent/teacher meetings, assemblies, NAIDOC Week, Education Week celebrations and sporting events.	\$65,000 funds expended on programs to support specialist teachers, student fees and resources for extracurricular activities.	The school community was invited to a range of activities and events, including: Welcome BBQ, parent/teacher interviews, P&C meetings, canteen volunteers, NAIDOC, Book and Education Week, Presentation Day, Sports carnivals, local sports competitions and gala days, classroom volunteers and weekly assemblies. Communication with students and families was extended through technology apps, including See-Saw, Class Dojo, Maths Online and Google Classroom. Students K–6 had opportunities to be involved in extracurricular activities, including Art Extension, Gifted and Talented program, Band, Choir, Eisteddfod, Dance Festival, Gymnastics, Intensive Swimming and Music. Parents, students and staff had the opportunity to complete a satisfaction survey. Results of the survey will assist in formulating directions for 2019.

Next Steps

The results and suggestions from the 2018 school satisfaction survey will inform new directions for 2019. The school will continue with technology communication and workshops for families on the STEM technology being used across the school. Kindergarten families will continue to receive a take home literacy/numeracy pack to support their children at home. The continuation of extracurricular activities in Sport, the Arts, Academic programs, Cultural and Historic events will enable families to be actively involved in school life throughout 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$263,411 (including salary for full time AEO)</p> <p>Staffing in 2018:</p> <p>Employment of a fulltime Aboriginal Education Officer.</p> <p>Employment of two fulltime Aboriginal School Learning Support Officers.</p> <p>Employment of a full time School Learning Support Officer.</p> <p>Employment of a LaST one day per week to target students from years 4 and 6 who did not meet the national minimum standard in NAPLAN.</p> <p>Purchase of resources for NAIDOC and Reconciliation Week activities, Language Lessons, Cultural activities and programs.</p>	<p>100% of PLP's completed in 2018.</p> <p>The Westdale GEMS Girls Vocal Group and the Boys Dance Group performing at school and community events throughout the year.</p> <p>Regular classroom visits, K–6, by the AEO and the Aboriginal SLSO, teaching Gomerioi Language to students</p> <p>NAIDOC Week–'Because of her we can', involving three generations of Westdale families, students, families and the wider community in an assembly, morning tea and activities of dance, songs and crafts featured and demonstrated, focusing on how Aboriginal women have contributed to their communities. Stage 3 Aboriginal girls working with the Yinarr Maramali Cultural centre, learning weaving and producing a variety of woven products.</p> <p>Analysis of NAPLAN data: 2018 NAPLAN data indicates a growth in the percentage of Aboriginal students performing in the proficient bands (Year 3–bands 5 & 6, Year 5–bands 7 & 8) in aspects of literacy and numeracy.</p> <p>Year 3: Growth in Reading (10%), Spelling (28%) Grammar and Punctuation (12%) and Numeracy (12%)</p> <p>Year 5: Growth in Writing (9%) and Numeracy, band 7 (4%).</p>
English language proficiency	<p>\$9056 for the employment of a teacher (0.2) to work with identified students.</p>	<p>LBOTE students identified (4.6% of total enrolments)</p> <p>Two EAL/D students identified in the beginning phase and supported through the engagement of EAL/D teacher providing intensive English language instruction.</p>
Low level adjustment for disability	<p>\$230,929 total allocation:</p> <p>\$160,074 staffing for 1.5 FTE, LaST.</p> <p>\$70,845 flexible funding for the employment of 1 x SLSO full time, four days per week.</p> <p>2 x SLSO 4 hours a day, 5 days a week.</p>	<p>LaST teachers working with students K–6 in aspects of literacy and numeracy. Regular assessment and data reviews to monitor students' progress, exit students and identify new students requiring support.</p> <p>SLSOs in class support, K–2, for 3 hours, focussing on literacy and numeracy, L3 and Numeracy.</p> <p>SLSOs in class support, 3–6, in the afternoons working with students across the KLAs.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$90,787 funded allocation.</p> <p>Employment of a teacher (0.4) to support staff with professional learning.</p> <p>Employment of two teachers (0.5) to relieve</p>	<p>Professional learning schedule implemented for teachers K–6, throughout the year with a focus on specific aspects of literacy and numeracy (data based), quality teaching, consistency with assessment and reporting.</p>

Quality Teaching, Successful Students (QTSS)	<p>teachers off class for professional learning sessions throughout semester one.</p>	<p>Full evaluation of the professional learning schedule for 2018 to support 2019 planning and implementation.</p> <p>Analysis of NAPLAN, School Report and aspects of PLAN 2 data in the areas where professional learning has focused. Data utilised to set targets for 2019.</p>
Socio-economic background	<p>\$525,142 funds, including 0.6 staffing allocation (\$64,030). Teacher employed 0.6 as an additional LaST.</p> <p>Flexible funding \$461,112 allocated for the employment of:</p> <p>Deputy Principal, Welfare.</p> <p>Additional classroom teacher.</p> <p>Full time SLSO, supporting technology.</p> <p>0.8 specialist teachers for Music, Gymnastics, Art Enrichment and Gifted and Talented.</p>	<p>Deputy Principal managed and supported school welfare programs across the school. Data analysis and review indicated the position had a positive impact on behaviour, student support, school community support and staff support.</p> <p>All students in Kinder, Year 2, 4 and 6 accessed a Gymnastics program with specialist teachers during terms 2 and 3. Through school supplementation all students accessed the program.</p> <p>Identified Gifted and Talented students, 3–6, worked with a teacher one day a week, on a rotational timetable, with a focus on extension activities in literacy and numeracy.</p> <p>Identified students, K–6, worked with a teacher one day a week on an art extension program. The student groups participated in a 5 week program.</p> <p>The rotational timetable for both programs enabled an increase in the number of students accessing extension.</p> <p>A specialist music teacher worked in classrooms, K–6, in conjunction with forming and training a Junior and Senior Choir. The choirs performed at school and community functions throughout the year. There was an increase in student numbers in both choirs.</p> <p>A specialist band teacher provided individual lessons to students and provided opportunities for these students to perform.</p> <p>The Intensive Swimming program was supplemented through the payment of buses for all identified non-swimmers, in years 2–6.</p>
Support for beginning teachers	<p>\$17,950 funds allocation. Additional allocation of release and mentoring support for all teachers on the program.</p>	<p>Beginning teachers were involved in all professional development for staff throughout the year.</p> <p>The teachers were assigned a mentor to provide ongoing support.</p> <p>Supervisors provided feedback and support after classroom observations, learning walks and professional learning sessions.</p> <p>Two teachers were provided with additional time every week for the completion of accreditation and visit other classrooms. Instructional Leaders supported the teachers with PLAN 2 data, syllabus outcomes,</p>

Support for beginning teachers	\$17,950 funds allocation. Additional allocation of release and mentoring support for all teachers on the program.	learning progressions and data analysis. Beginning teachers successfully completed their accreditation.
Instructional Leader–Aboriginal Student Engagement	<p>\$159,272 funds allocation for the employment of an Instructional Leader, Aboriginal Engagement, working with Aboriginal student's in years 4–6 who achieved results in the middle bands of NAPLAN in literacy and numeracy.</p> <p>Through RAM Equity funding, three SLSO's were allocated to support students, 3 hours a day, in this program.</p>	<p>The Instructional leader:</p> <ul style="list-style-type: none"> • Provided professional learning and support to staff working across years 3–6. • Accessed professional learning at local and state level to support the role. • Trained SLSOs in the implementation of Quick Smart. • Monitored and evaluated Quicksmart. • Initiated learning walks, 3–6, throughout the year with a focus on explicit teaching and the engagement of Aboriginal students. • Managed PLPs with support from AEO, Aboriginal SLSO's and class teachers. • Monitored and analysed data, 3–6 from, PLAN 2, NAPLAN and external testing. <p>Data analysis from PAT Assessment indicated that students in years 4–6 had made growth in Reading and Mathematics:</p> <ul style="list-style-type: none"> • Year 4–Reading 93%, Mathematics 100% of students made growth. • Year 5–Reading 66%, Mathematics 83% of students made growth. • Year 6–Reading 63%, Mathematics 63% of students made growth.
Early Action For Success	\$254,836 funds allocated for the employment of 1.6 Instructional Leaders, K–2.	<p>The Instructional Leaders have:</p> <ul style="list-style-type: none"> • Accessed professional learning at local and state level to support their role. • Provided professional learning and support, to staff working across years K–2, including: <ul style="list-style-type: none"> • Literacy and Numeracy Learning Progressions, incorporating student work and assessment samples. • L3 training for new teachers and ongoing L3 training for continuing teachers. • Revised Best Start Kindergarten Assessment data entry. • Monitoring and analysis of K–2 internal and external data. • Support for teachers to work collaboratively to assess and plan teaching programs with greater consistency. • Support for teachers to use the Literacy and Numeracy progressions to assess student progress and how to tailor their teaching accordingly. <p>Internal data analysis indicated that in all areas of literacy and numeracy (excluding Year 1 and 2 Spelling) 70% or more of K–2 students were achieving expected benchmark level.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	266	271	258	255
Girls	251	237	250	266

Enrolment at Westdale has been sustained over the last four years with a 2% increase in 2018. This is attributed to the location of the school in a natural growth area, increased employment opportunities in industry within the school zone and the respected reputation of the school.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.5	93.7	95	93.2
1	92.6	93.2	92.9	93.2
2	93.3	92.7	93.4	92.9
3	93.1	91.1	92.4	93.1
4	92.6	92.8	92.7	92.3
5	92.6	93.2	93	91.7
6	91.6	92.7	92.7	91
All Years	92.8	92.8	93.2	92.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school has sustained a high attendance profile over the last four years, consistent with State Department of Education (DoE) data. The school has in place a School Attendance plan, linked to the expectations of attendance procedures of the DoE. Families are reminded on a regular basis of attendance expectations through the weekly newsletter. Families

have been vigilant notifying the school of student absences either by verbal or written communication. The school has a system in place to regularly monitor attendance, communicate with families and involve inter-agencies if considered necessary. The implementation of the positive behaviour for learning program over the last four years has supported and contributed to sustaining high attendance rates.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.34
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.96
Other Positions	2

*Full Time Equivalent

Westdale Public School has 0.06% Aboriginal composition of their workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

School Development Days.

- Term 1: Mandatory modules for Child protection and Code of Conduct. Roles and Responsibilities for Westdale Public School. Stage meetings focusing on planning, assessment and supervision schedules and expectations.
- Term 2: Information Technology Training with the Coder Academy – Robotics, plugged and unplugged STEM technology. All SLSO's attended a Conference and Workshop at Farrer

Memorial Agricultural High School.

- Term 3: School Plan 2018–2020–Milestone Planning. Live Life Well module with Peter Butler. Stage planning.
- Term 4: Teaching students who have experienced trauma. Code of Conduct and WHS training. Sharing student information.

Professional Learning

The school developed and implemented a professional learning schedule that encompassed:

- Technology–Orientation and training of Apps for the classroom, ICT Scope and Sequence review and rewrite.
- Literacy and Numeracy Learning progressions, entering PLAN 2 data, analysing data.
- L3 Reading and Writing and TEN training K–2. Seven Steps Writing, 3–6. Spelling Program.
- K–6.School Evaluation. Framework–grade group analysis. School Plan–Milestones–cross stage groups.
- Data Analysis–NAPLAN, Semester reports, PLAN 2, External assessments.
- Student Well–Being–PBL training, NCCD update.
- Report Writing–guide for English, Mathematics and General comments. Sentral report writing. The school utilised the Department professional learning allocation (\$40,005), the literacy and Numeracy implementation grant (\$16,125), Beginning Teachers support (\$17,950), QTSS (\$90,707) and Equity Funding (\$74,367) to support professional learning for all teaching staff. The average expenditure per teacher was \$5978.

Teacher Accreditation

100% of the teaching staff at Westdale Public School are registered and accredited with NESA. All teachers are responsible for their accreditation journey.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	968,080
Revenue	6,292,436
Appropriation	6,156,518
Sale of Goods and Services	2,512
Grants and Contributions	128,839
Gain and Loss	0
Other Revenue	500
Investment Income	4,066
Expenses	-6,006,669
Recurrent Expenses	-6,006,669
Employee Related	-5,541,939
Operating Expenses	-464,730
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	285,767
Balance Carried Forward	1,253,847

Westdale Public School's financial management processes and governance structures to meet financial policy requirements

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	3,630,929
Base Per Capita	99,063
Base Location	3,555
Other Base	3,528,311
Equity Total	1,028,538
Equity Aboriginal	263,411
Equity Socio economic	525,142
Equity Language	9,056
Equity Disability	230,929
Targeted Total	207,321
Other Total	887,682
Grand Total	5,754,471

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

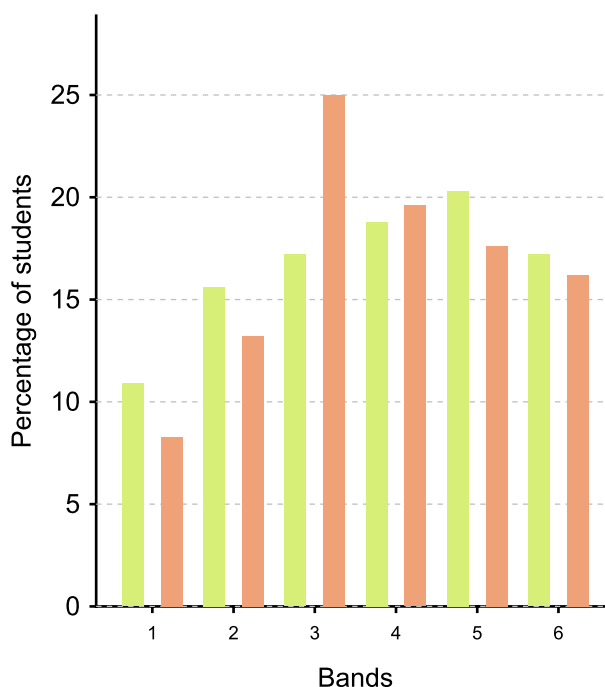
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

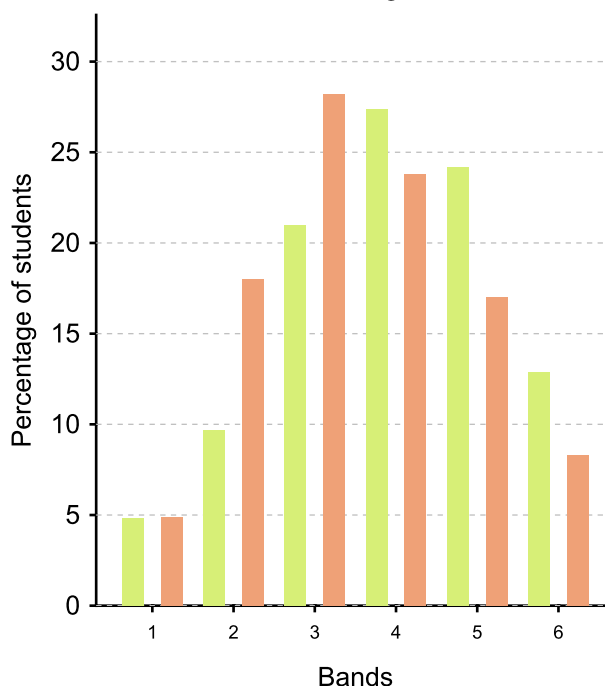
The school has identified the students in Year 3 and 5 performing in the proficient bands in all aspects of Literacy and Numeracy, to monitor and track their progress throughout 2019 to ensure these students continue to reach their potential.

- Reading: The school had 41.3% Year 3 (an increase of 22.1%) and 12% Year 5 students performing in the proficient bands.
- Writing: The school had 32.6% Year 3 performing in the proficient bands.
- Spelling: The school had 32.6% Year 3 and 15.9% Year 5 students performing in the proficient bands.
- Grammar and Punctuation: The school had 32.6% Year 3 performing in the proficient bands. Student growth Year 3 to Year 5:
- Reading: Aboriginal girls growth was above DoE and State.
- Writing: Aboriginal boys growth was above DoE.
- Spelling: Non-Aboriginal girls and boys and Aboriginal girls growth was above DoE and State.
- Grammar and Punctuation: Aboriginal boys growth was above DoE.

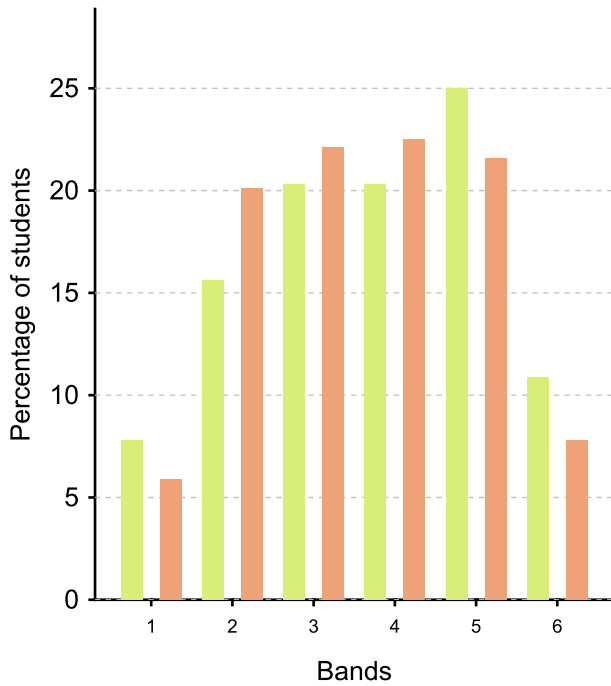
Percentage in bands:
Year 3 Grammar & Punctuation



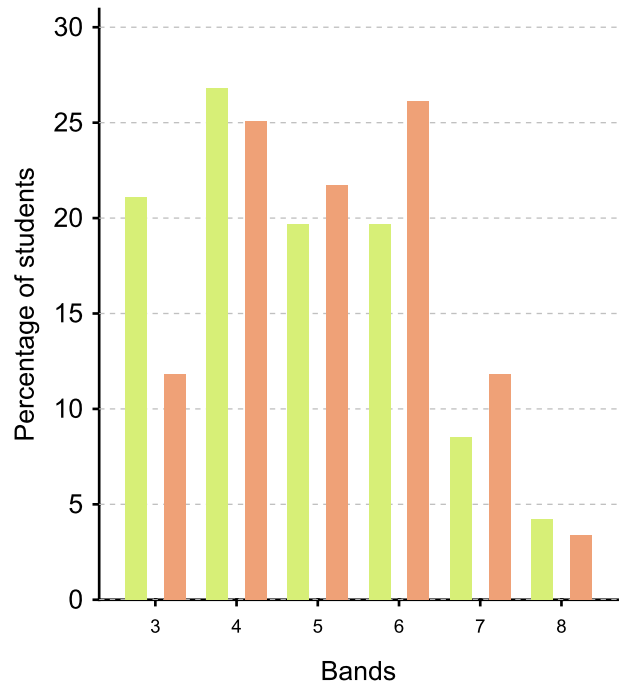
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Spelling



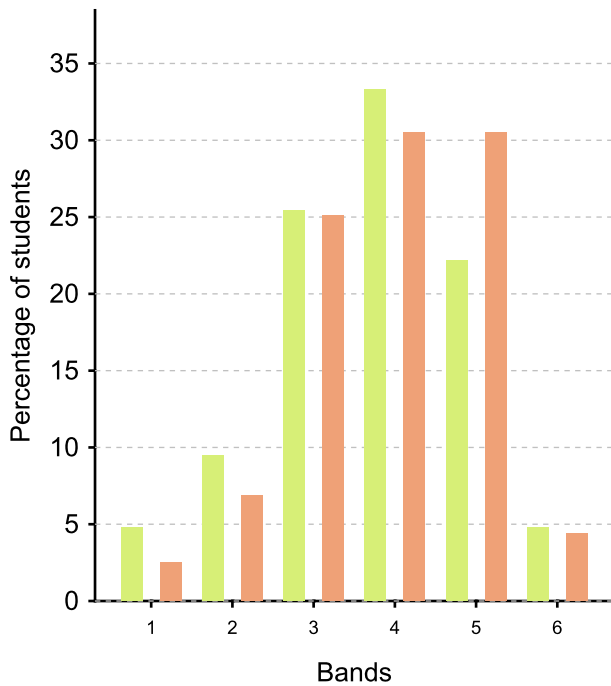
Percentage in bands:
Year 5 Grammar & Punctuation



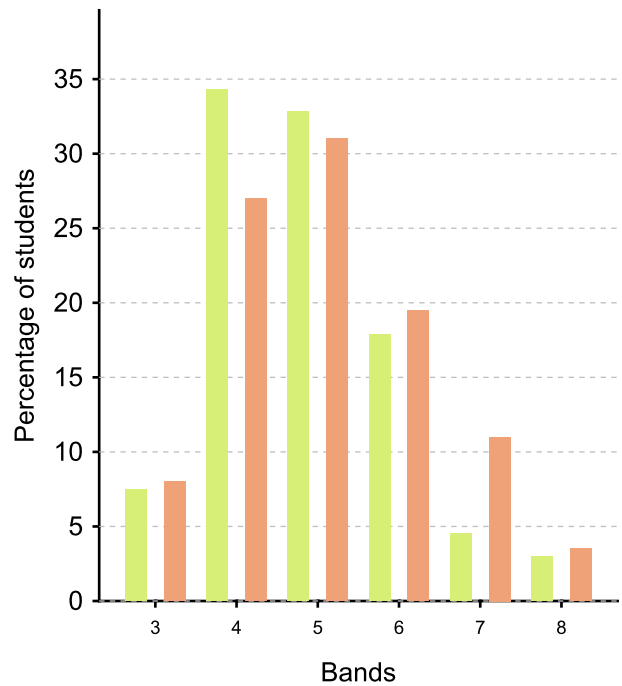
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



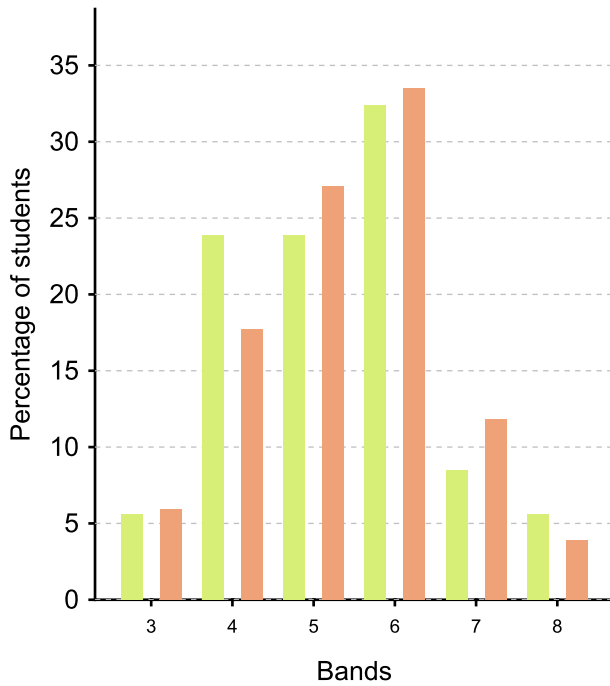
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

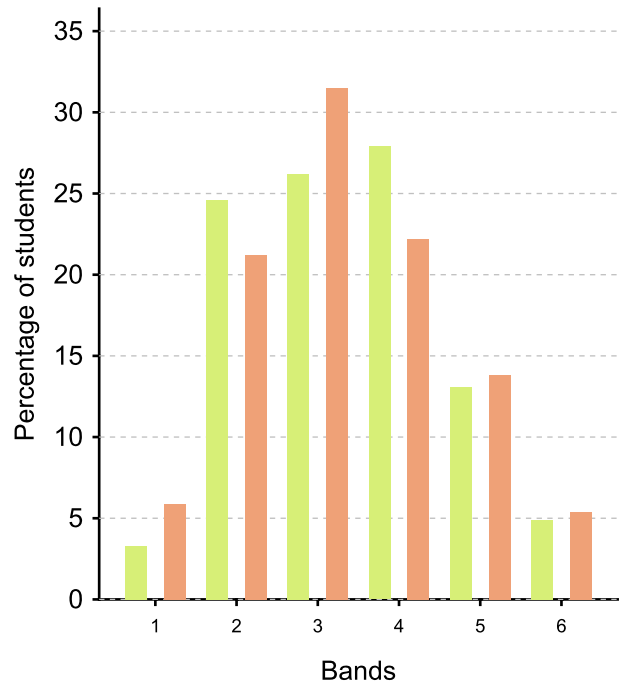
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



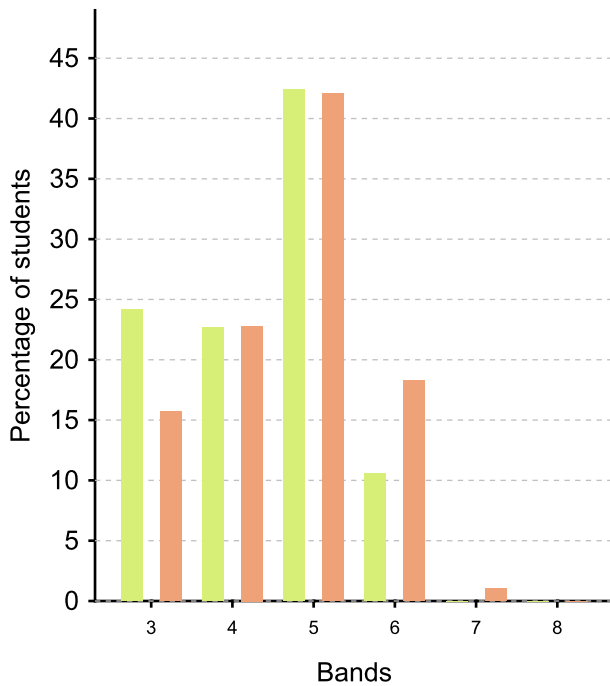
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



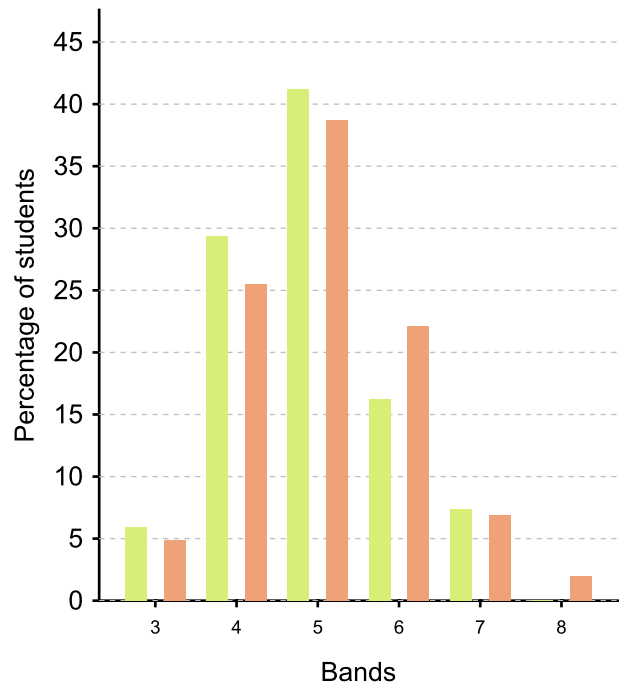
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The school had 18.1% Year 3 and 9.5% Year 5 students performing in the proficient bands in Numeracy. Non-Aboriginal girls growth in numeracy was above DoE and State.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal

education outcomes for students in the top two NAPLAN bands. Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019.

Reading Year 3: The percentage of all students performing in the proficient bands was 41.3%, an increase of 22.1%. The percentage of Aboriginal students performing in the proficient bands was 25.1%, an increase of 10.1%.

Reading Year 5: The percentage of all students performing in the proficient bands was 11.9%, a decrease of 15.8%. The percentage of Aboriginal students performing in the proficient bands was 0%, a decrease of 4.3%.

Numeracy Year 3: The percentage of all students performing in the proficient bands was 18.1%, a decrease of 8.8%. The percentage of Aboriginal students performing in the proficient bands was 17.7%, an increase of 12.4%.

Numeracy Year 5: The percentage of all students performing in the proficient bands was 9.5%, a decrease of 3%. The percentage of Aboriginal students performing in the proficient bands was 3.8, a decrease of 0.5%.

Parent/caregiver, student, teacher satisfaction

The 2018 Survey has been designed to measure school culture and support the school leadership teams to improve the school. The three surveys all identified issues and barriers to success and provided strategies for addressing the issues and improving the school.

Parent Satisfaction This survey measured parent satisfaction and identified specific areas of concerns and actions to address them.

95.4% of parents either agreed or strongly agreed with the overall satisfaction of the school. Satisfaction comprised: School / Home communication, student welfare, quality education and opportunities for all students, school facilities and resources.

4.0% of parents neither agreed nor disagreed with the overall satisfaction of the school. 0.4% of parents disagreed or strongly disagreed with the overall satisfaction of the school. The dissatisfaction related to the facilities at the school, specifically air conditioning and the accessibility of the school leadership team.

Parents indicated that the best features of the school were: Pride of Aboriginal Culture, the physical presentation of the school, the teachers and the care they have for education and happy students.

Areas for improvement included: An App for online ordering and payment at the Canteen, a School Term calendar with regular communication about upcoming events to enable parents to organise time off work and suitable air conditioning in all rooms.

Student Satisfaction This survey sought input from students on their overall experience within the school.

73% of students either agreed or strongly agreed with the overall satisfaction of the school. Satisfaction comprised: School environment, acceptance by others, achievements, learning with a focus on literacy and numeracy, technology, care from teachers and homework.

16% of students neither agreed nor disagreed with the overall satisfaction of the school. 11% of students disagreed or strongly disagreed with the overall satisfaction of the school. The dissatisfaction related to acceptance by others, homework that is not interesting and doesn't support learning, lessons that are not interesting and feeling safe at school.

Students indicated that the best features of the school were: Sport, Zumba, the Library, friends, the playground, Art, technology, activities across the school, equipment and learning.

Suggested areas for improvement included: More technology, more sports equipment in the playground, air conditioning upgrade, more bubblers and shelter, caring for each other, a recycling centre and improved behaviour.

Staff Satisfaction This survey provided feedback specifically for the school leadership team on emerging issues within the school. Not only did it measure staff morale but also identified specific areas of concern and actions to address them.

80% of staff either agreed or strongly agreed with the overall satisfaction of the school. Satisfaction comprised: Work environment, team spirit, meetings, school organization, communication, collaboration, change, feedback, and resources.

14% of staff neither agreed nor disagreed with the overall satisfaction of the school. 6% of staff disagreed or strongly disagreed with the overall satisfaction of the school. The dissatisfaction related to demands placed on their role in the school, communication between staff and leaders, resources, opportunities to have input into school decisions, management of change, and effective feedback on performance.

Staff indicated that the best features of the school were: Students, people at the school, support for students and staff, funding available to support learning, organisation, collaborative planning and opportunities.

Suggested areas for improvement included: Air conditioning upgrade, tolerance and respect for all, additional staff and student toilets, increased technology, community consultation, less extra workload and additional activities for students at break times.

Various suggestions from all three groups in relation to dissatisfaction and school improvement have been incorporated into the 2019 School Plan.

Policy requirements

Aboriginal education

In 2018, Aboriginal enrolment at Westdale Public School remained at 30%. Westdale Public School has sustained a diverse array of programs for all Aboriginal students to improve outcomes in Literacy and Numeracy, Leadership, Sport, Cultural and Social activities. Support was provided in literacy and numeracy for identified Aboriginal students through a combination of small group instruction and in-class support. Programs and resources have been implemented through Resource Allocation Model (RAM).

Staffing 2018:

- Employment of an Instructional Leader working with Aboriginal students, years 4–6, who are currently performing in the middle bands of NAPLAN in Reading and Numeracy.
- Employment of a fulltime Aboriginal Education Officer.
- Employment of two fulltime Aboriginal School Learning Support Officers.
- Employment of a full time School Learning Support Officer.
- Employment of a LaST one day per week to target students from years 4 and 6 who did not meet the national minimum standard in NAPLAN.

Achievements in Aboriginal Education:

- The Westdale GEMS Girls Vocal Group and the Boys Dance Group performing at school and community events: 'Closing the Gap'–Coledale Community Centre, Seniors Week at the Tamworth Community Centre, National Reconciliation Week at the Coledale Community Centre and an opening performance for Dance Festival.
- Regular classroom visits, K–6, by the AEO and the Aboriginal SLSO, teaching Gomeroi Language to students.
- NAIDOC Week–'Because of her we can', involving three generations of Westdale families, students, families and the wider community in an assembly, morning tea and activities of dance, songs and crafts featured and demonstrated, focusing on how Aboriginal women have contributed to their communities.
- Stage 3 Aboriginal girls working with the Yinarr Maramali Cultural centre, learning weaving and producing a variety of woven products.
- 2018 NAPLAN data indicates a growth in the percentage of Aboriginal students performing in the proficient bands (Year 3–bands 5 & 6, Year 5–bands 7 & 8) in aspects of literacy and numeracy:
- Year 3: Growth in Reading (10%), Spelling (28%) Grammar and Punctuation (12%) and Numeracy (12%)
- Year 5: Growth in Writing (9%) and Numeracy, band 7 (4%).
- Student growth, Year 3 to Year 5 for Aboriginal girls in Reading and Spelling, was above State Aboriginal and DoE Aboriginal growth. Year 3 to

Year 5 for Aboriginal boys in Grammar and Punctuation was above DoE Aboriginal growth.

Multicultural and anti-racism education

Multicultural perspectives are a fundamental component of school practices, ensuring an inclusive school community and a racism-free learning and work environment. There has been an increase in the percentage of enrolments from a variety of cultural and language backgrounds. This has ensured a continued focus on Multicultural education at Westdale Public School. Programs are embedded in the K–6 curriculum and students are supported to develop the knowledge, skills and attitudes necessary to be effective individuals in a modern, diverse society.

Westdale Public School staff and students were involved in a variety of learning activities throughout 2018 to develop an understanding of cultural, linguistic and religious differences that explicitly teach about racism and discrimination.

Westdale celebrated Harmony Day–Everyone Belongs–as a school event. Students wore orange and donated a gold coin to Ronald McDonald House.

Through the PBL program, students were taught core values, their application and impact on daily life.

School leaders participated in the Grip Leadership Conference to develop leadership skills and support students in the values of inclusivity, respect and a sense of belonging.

Students attended weekly Religious education lessons and combined Easter, Education and Christmas services. Students who did not participate in Religious Education attended Values lessons, led by classroom teachers.

All students participated in a Colour Fun Run, promoting teamwork and cooperation.

Student participation in school and community National Reconciliation Week, Anzac Day Service and March, Remembrance Day Services and Commonwealth Games Day supported the development of a historical and ethical perspective of world events. At the community Remembrance Day Service, Westdale students recited a poem, laid a wreath and were part of the combined schools choir.

Students in years 3–6 had the opportunity to participate in a one, three or four day excursion off site. The excursions provided opportunities for students to extend their experiences in cultural diversity through practical application.

The school has two trained Anti-racism Contact Officers (ARCO) who are accessible to staff, students and the school community.