

Westmead Public School

2019 Annual Report



3883

Introduction

The Annual Report for 2019 is provided to the community of Westmead 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.

School contact details

Westmead Public School

Hawkesbury Rd

Westmead, 2145

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

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

9635 7793

School background

School vision statement

Our school community is dedicated to providing every student with the opportunity to grow and achieve their personal best. We are diverse, equitable and inclusive of all students and their families. We are committed to delivering quality teaching and learning programs and a well-balanced curriculum that cares for the whole child.

School context

Westmead PS is a large K–6 school with 1664 students. 98% of our students come from Language Backgrounds Other than English (LBOTE). We have a positive and valued reputation in the community. Learning opportunities are provided for students within a stimulating and secure environment. The school provides a planned and comprehensive approach to continuously improving student learning outcomes. Students take responsibility for their learning. They are encouraged to develop resilience by taking risks within supportive student–teacher relationships. Relationships between home and school are actively supported and developed so that parents are informed, engaged and included in their child's education. Our school embraces a well-balanced education. We provide a range of extra-curricular activities and have a focus on wellbeing through sports, fitness and healthy lifestyle programs. We are constantly adapting our school site to accommodate our increasing enrolments with all available spaces being utilised.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

High Engagement, Inspired Learning

Purpose

To ensure all students are inspired to learn and experience success and progress through learning that is challenging and is situated in authentic and meaningful contexts. Students are highly engaged through quality learning across the curriculum that is evidence –based and provides equity and improvement for all.

Improvement Measures

Increase in student engagement in Literacy and Numeracy

85% of students achieve a year or more worth of growth in a year in Literacy and Numeracy

Increase in teacher capacity to use evidence based research in their teaching and learning programs

All teaching and learning programs demonstrate that evidence –based practices are embedded.

Progress towards achieving improvement measures

Process 1: Teachers will build their capacity to deliver evidence based Literacy and Numeracy programs that improve outcomes for all.

Evaluation	Funds Expended (Resources)
All teaching and learning programs now demonstrate evidence of evidence based literacy and numeracy pedagogy within their teaching and learning programs.	Payment of professional learning.
All teaching and learning programs show STEM concepts embedded.	Funding Sources: <ul style="list-style-type: none">• (\$5000.00)

Process 2: Parents and carers will participate in workshops, forums and information sessions to develop a shared understanding.

Evaluation	Funds Expended (Resources)
50% or more of our parents engaged in one or more opportunities to interact with the school.	Casual Relief Teachers for preparation.
	Funding Sources: <ul style="list-style-type: none">• (\$5000.00)

Process 3: Teachers will embed and enhance the visible culture in the school that promotes and supports students and teachers to continually improve.

Evaluation	Funds Expended (Resources)
85% of students achieve a year or more worth of growth in a year in writing	Funding Sources: <ul style="list-style-type: none">• (\$5000.00)
70% of Students demonstrate increased motivation and engagement when participating with literacy and numeracy in Science and Technology tasks.	

Strategic Direction 2

Connect and Grow

Purpose

To ensure that every child knows that they are valued and cared for. Teachers and the school nurture, guide and challenge students to be increasingly self motivated, confident and creative individuals whose individual potential is developed and grown.

Improvement Measures

Increase teacher capacity to use strategies which support intrinsic motivation

All teaching programs show evidence of strategies to support intrinsic motivation e.g feedback

Increase in student motivation and resilience

Improvements measures, surveys and report data show a considerable increase in student's self-motivation and resilience.

Increase teacher capacity to cater for students with emotional needs

Teacher confidence has increased to identify and support students with social and emotional needs.

Progress towards achieving improvement measures

Process 1: The school will implement evidence based change to whole school wellbeing practice that supports the wellbeing of all students so they can connect and grow.

Evaluation	Funds Expended (Resources)
All teaching programs show evidence of strategies to support intrinsic motivation. For example feedback. Improvements measures, surveys and report data including student maths journals/workbook reflections show a considerable increase in student's self-motivation, perseverance and response to feedback.	Funding Sources: • (\$3325.00)

Process 2: Leaders will foster a school wide culture of shared sense of responsibility, personal wellbeing and connectedness for all.

Evaluation	Funds Expended (Resources)
Improvements measures, surveys and report data including student maths journals/workbook reflections show a considerable increase in student's self-motivation, perseverance and response to feedback.	Funding Sources: • (\$3325.00)

Process 3: Parents actively engage in workshops, digital platforms, and information sessions to develop a shared understanding.

Evaluation	Funds Expended (Resources)
50% or more of our parents engaged in one or more opportunities to interact with the school.	Funding Sources: • (\$3325.00)

Process 4: Teachers will actively participate in a balanced professional learning program to strengthen growth mindset, feedback and intrinsic motivation.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Teacher confidence has increased to identify and support students with social and emotional needs.

Funding Sources:

- (\$3325.00)

Strategic Direction 3

Proactive Partnerships

Purpose

To ensure that collaborative, positive partnerships are built with students, staff, families, communities and other organisation to support and develop students and the school.

Improvement Measures

Parents attend workshops, information sessions and access digital platforms

Parents engage in one or more opportunities to interact with the school.

Increase in participation in professional networks

All staff will participate or connect with a professional network to broaden their knowledge.

Progress towards achieving improvement measures

Process 1: Teachers and leaders will endeavour to strengthen collaboration with key stakeholders within the Department of Education and engage with external sectors (e.g. preschools, tertiary and NSW Health).

Evaluation	Funds Expended (Resources)
50% or more of our parents engage in one or more opportunities to interact with the school. All staff will participate or connect with a professional network to broaden their knowledge	Funding Sources: <ul style="list-style-type: none">• (\$4650.00)

Process 2: Students will strengthen their relationships with parents, peers and the wider community.

Evaluation	Funds Expended (Resources)
50% or more of our parents engage in one or more opportunities to interact with the school. All staff will participate or connect with a professional network to broaden their knowledge	Funding Sources: <ul style="list-style-type: none">• (\$4650.00)

Process 3: Community Hub will be responsive to parent needs. A stronger connection between hub parents and staff will be fostered through more regular communication.

Evaluation	Funds Expended (Resources)
Regular communication fostered a stronger connection between hub parents and staff	Funding Sources: <ul style="list-style-type: none">• (\$45000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: • English language proficiency (\$576 266.00)	Growth achieved by all students including those identified as EAL/D.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$147 749.00)	Personalised learning plans or learning adjustments were created for all students identified as requiring support beyond standard classroom differentiation. Highest needs students received explicit instruction from specialist Learning Support Teacher and SLSOs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • (\$92 331.00)	All teachers had a minimum of 2 lessons observed and were given constructive feedback. Executive completed formal Performance Development process with all staff and were able to use QTSS time to support teachers through team teaching, collaborative planning and observing and providing feedback.
Socio-economic background	Funding Sources: • (\$16 126.00)	Growth achieved by all students including those identified as from low-socioeconomic backgrounds. Students requiring financial assistance to access school programs were supported.
Strategic Direction 1	Funding Sources: • (\$15 000.00)	Increase in student engagement in literacy in numeracy. 85% of students achieved a year or more worth of growth. Increase in teacher capacity to use evidence based research in their teaching and learning programs
Strategic Direction 2	Funding Sources: • (\$13 300.00)	Increase teacher capacity to use strategies which support intrinsic motivation. Increase in student motivation and resilience Increase teacher capacity to cater for students with emotional needs
Strategic Direction 3	Funding Sources: • (\$54 300.00)	Parents attend workshops, information sessions and access digital platforms. Increase in participation in professional networks .
Building quality teacher leaders	Funding Sources: • (\$56 950.00)	All beginning teachers meet NESAs and DoE requirements. Leaders engaged in executive leadership programs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	673	796	864	841
Girls	598	703	789	797

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.5	92.8	92.5	92.8
1	95	93.8	93	92.1
2	95.4	94.4	94.4	93.1
3	95.9	95	94.8	93.7
4	95.9	94.7	95.7	94.4
5	96.4	95.1	95.1	94.6
6	95.6	94	92.5	92.4
All Years	95.8	94.3	94	93.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	7
Classroom Teacher(s)	61.69
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	0.8
Teacher Librarian	2.2
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	8.27

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	2,042,733
Revenue	13,185,486
Appropriation	12,539,631
Sale of Goods and Services	147,655
Grants and contributions	472,681
Investment income	18,719
Other revenue	6,800
Expenses	-13,302,572
Employee related	-11,812,535
Operating expenses	-1,490,036
Surplus / deficit for the year	-118,335
Gain / Loss on Disposal	-1,249

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.

	2019 Approved SBA (\$)
Targeted Total	106,289
Equity Total	850,939
Equity - Aboriginal	657
Equity - Socio-economic	16,126
Equity - Language	640,294
Equity - Disability	193,862
Base Total	9,936,332
Base - Per Capita	387,857
Base - Location	0
Base - Other	9,548,476
Other Total	823,642
Grand Total	11,717,203

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

The opinions and ideas of parents, students and teachers are highly valued. Suggestions are incorporated into planning and setting high expectations for students at Westmead Public School.

In 2019 we participated in the Tell Them From Me surveys to gather student, parent and staff feedback to inform future directions of the school. 572 students in years 4 – 6, 111 parents and 42 teachers completed the survey. The results showed a consistent opinion across all three groups, that Westmead Public School is an inclusive, safe, collaborative and respectful learning environment for students, teachers and parents alike. The results of the surveys were presented as the average scores of different aspects of schooling life.

Below are some examples of the results we had in 2019:

TEACHER SURVEY DATA SHOWED

- clear expectations set for behaviour – 8.7/10
- ensure all students receive meaningful feedback – 8.5/10
- effort to include students with special needs meaningfully in class activities 8.7/10,
- collegial discussions and sharing to create learning opportunities – 8.3/10
- focus on understanding the diverse learning needs of students – 8.6/10

STUDENT SURVEY DATA SHOWED ...

- students value schooling and find it useful in their everyday life – 96%
- students are interested and motivated in their learning – 90%
- Students try hard to succeed in their learning – 95%
- teachers are responsive to student needs – 8.7/10
- staff emphasise academic skills and hold high expectations for all students– 9/10

PARENT SURVEY DATA SHOWED

- I am well informed about school activities – 8.1/10
- children feel safe at school – 8.4/10
- behaviour expectations are clear 8.5/10
- written information from the school about child's progress is clear – 8/10

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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.