

# Westlawn Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Westlawn 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

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### Message from the principal

I was warmly welcomed as Principal in April by the Westlawn School community and on a daily basis, feel privileged to work with such professional staff and so many friendly and confident students. I have been impressed by the high standard I've encountered when working with staff and students. Our school certainly is an exceptional place of learning and I am proud to be its Principal.

As I lead new families around the school, I am reminded of the immense contribution our Parents & Citizens Association has made. The impressive fixed playground equipment, extensive new reading resources for our Infants students and robotics resources in the Star Room are all results of P&C fund raising. We are most fortunate to have a strong and dedicated P&C. I thank and congratulate the 2019 P&C Executive: President Caryn Dunstan, previous and current Vice Presidents Michelle Oxenbridge and Jasmine Ridley, previous and current Secretaries Shayna Delaforce and Kristie Colling, Treasurer Helen Wright, previous and current Canteen Coordinators Amy Freeman and Belinda Oxenbridge, and all those volunteers who have worked with them to raise much needed and appreciated funds for school resources.

This year's major fundraising event was the Biennial Spring Fair – an outstanding example of team work where the P&C and the School Spring Fair Team worked together to ensure the event was a success. Funds raised at this event enabled new furniture to be installed our Kindergarten classrooms. Thank you to all our volunteers who give their time to run School Banking and Book Club and to assist in classrooms with many activities, on excursions and with sporting and extra curricular events. We could not do without them.

This year, a new innovation, the Skoolbag App, has been implemented to enhance school/home communications. In addition, an electronic, web based calendar is now being used across the school by all staff to strengthen and streamline scheduling and in-school communications.

The Star Room and Library have been refurbished with flexible furniture designed to allow students to develop skills in collaboration, cooperation and critical and creative thinking.

This year has been a busy one with a variety of leadership opportunities, events, programs and extracurricular activities offered to our students. These include the School Student Leadership Team and the Student Representative Council (SRC), Eisteddfod and community performances by choirs, band and instrument ensembles, participation in ANZAC Day, Vietnam Veterans Day, Remembrance Day, and Jacaranda March of Youth, the Premier's Reading Challenge, the Clarence Science Initiative, success in the UNSW International Competitions and the Newcastle Permanent Primary Mathematics Competition, major excursions to Canberra, Lake Ainsworth, Yarrhapinni and Coffs Coast Beach School, numerous day excursions, Peer Support, Mentoring and Buddy Programs, an enhanced Kindergarten Orientation Program and numerous outstanding Sporting achievements (these are discussed in detail throughout this publication). Special mention must be made of the strong and positive leadership shown by Year 6 Student Leaders Blake Norrie and Shanae Crispin (Captains) and Seth Blanch and Eliza Berrick (Vice Captains).

Our expert 'Westlawn Teaching Team' comprised of talented and dedicated Executive Teachers, Classroom Teachers and School Learning Support Officers have enabled all these programs and activities to occur. This team is committed to the wellbeing of all our students and to offering the best in educational opportunities. Our vision is that all children

achieve their potential and are motivated to become life long learners. Each team member takes pride in his/her profession and takes seriously the responsibility for ensuring that our school remains an exceptional place of learning and growing. When you combine our teaching team with the outstanding support we enjoy from School Administration Manager Mrs Talyor and School Administration Officers Mrs Cahill and Mrs O'Mahony (no challenge is too much for these ladies – they will happily do anything they can to support students, teachers and families) it's no wonder we have such a fine school with an excellent reputation.

Thank you also to Mr Hughes who keeps our school grounds and buildings well maintained and provides support in all major school events and to cleaners Mr Gossy, Mrs Gallagher and Mr Nagle for ensuring we begin each day in a clean and tidy school.

Finally, thank you to all our wonderful students. They are our core business and the heart and the soul of Westlawn Public School.

As our Westlawn School Prayer says: "Many hands build a house and many hearts make a school."

Sandra Armstrong

Principal

Westlawn Public School

## School background

### School vision statement

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### School context

Our vision keeps us focussed on providing quality teaching, learning and leadership by working in consultation with our whole school community to develop the creative and critical thinking skills of our students to become confident, active and informed citizens. We aim to raise the aspirations of all students to achieve to their full potential within an inclusive environment. .

Westlawn Public School is a dynamic, caring, inclusive learning community in the city of Grafton and is on Bundjalung country. The school is located in the outer urban area of Grafton with students from the established township, new estate developments and rural areas. Westlawn has an increasing enrolment, currently 516 students including 63 Aboriginal students. The FOEI (socio-economic index) is 113 which is average for NSW.

Parents play active roles in a variety of ways within the school. We have strong support from our school community and high levels of community engagement.

Westlawn PS is a member of the Grafton Community of Schools (GCos) which provides opportunities for sharing and reflecting on ideas and best practice relating to teaching and learning, educational leadership and providing a culture of support for educational leaders and teachers in schools and builds on expertise to create partnerships within and between schools to improve outcomes for our students.

## 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	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### LEARNING

#### Purpose

Teaching and learning programs are dynamic and show evidence of differentiation to meet individual student needs, ensuring that all adjustments lead to improved learning.

Our purpose is to engage students through the implementation of a whole school approach in the teaching of writing and mental computation.

Students reflect on their learning and regularly assess their personalised learning goals in writing and number.

#### Improvement Measures

Student NAPLAN results on parity with SSG average in writing and number in Year 3 and 5.

All students use personalised learning goals in writing and number to improve their level of achievement and engagement.

#### Progress towards achieving improvement measures

##### Process 1: Individual Student Goals in Additive Strategies

All staff use formative assessment and feedback from students on their learning to assist students to develop purposeful goals in additive strategies.

Evaluation	Funds Expended (Resources)
85% of students in year 2 focus group achieved personalised learning goals in additive strategies.	\$10,000 in teacher release expenditure to enable professional learning and teacher collaboration.

##### Process 2: Individual Student Goals in Writing

All staff use formative assessment and feedback from students on their learning to assist students to develop purposeful goals in writing.

Evaluation	Funds Expended (Resources)
Whilst approximately 30% of students wrote and achieved personalised learning goals in writing, it proved logistically difficult to extend this to include all students. Instead, all teachers began using Learning Intentions and Success Criteria to enable more visible learning and student responsibility for his/her learning. This resulted in Learning Walk data that showed 85% of students knew what they were learning, why they were learning it and how they would know they had achieved success.	\$5,000 to release teachers to engage in Learning Walks.

## Strategic Direction 2

### TEACHING

#### Purpose

Exceptional teaching of mental computation and in writing can lead to enhanced student achievement and engagement.

Our purpose is to implement a whole school approach to ensure effective evidence-based teaching methods in writing and in the teaching of mental computational strategies.

Teachers reflect on practice and systematically implement effective teaching strategies in writing and number.

#### Improvement Measures

Teaching programs show evidence of differentiated strategies in writing and number.

All staff achieve their Performance and Development Plan Goals that relate to the teaching of writing and number.

#### Progress towards achieving improvement measures

##### Process 1: Differentiated Teaching Programs in Writing and Number:

Strengthening the capacity of teachers to implement differentiated programs to meet the needs of all students.

Evaluation	Funds Expended (Resources)
Teaching programs show evidence of differentiated strategies in writing and number.	\$10,000 to release teachers to collaborate to criteria mark writing and to program together.

##### Process 2: Effective Implementation of the Performance and Development Framework:

Staff supported to achieve their Performance and Development Plan Goals.

Evaluation	Funds Expended (Resources)
Teachers reflected on the success of Performance and Development Plan (PDP) goals and engaged in professional discussions regarding this with colleague supervisors. Successful PDP goals resulted in differentiation in the teaching of writing and number.	\$7,000 to release teachers to meet with supervisors to reflect on PDP goals.

## Strategic Direction 3

### LEADERSHIP

#### Purpose

Through a collaborative process, the leadership team maintains a focus on instructional leadership to sustain a culture of evidence-based teaching and ongoing improvement so that every student makes measurable learning progress in writing and number.

#### Improvement Measures

80% of staff deliver engaging and relevant Professional Learning.

A Professional Learning Community is developed which aligns with the School Plan and Teacher Performance and Development goals.

#### Progress towards achieving improvement measures

##### Process 1: Development of Professional Learning Communities – school and CoS based

Leaders support colleagues to engage in and deliver professional learning within the school and across the CoS.

Evaluation	Funds Expended (Resources)
Collective teacher efficacy has been built through the delivery of professional learning by all teachers. By all teachers delivering PL, we have exceeded the target of 85% take up. Teacher confidence to develop and deliver PL packages has grown significantly and collaborative practice has been enhanced.	\$15,000 to release staff to attend professional learning and to create professional learning events.

##### Process 2: Development of Project Teams around Strategic Directions

Leaders develop Project Teams who actively support professional learning to enable achievement of School Plan Milestones.

Evaluation	Funds Expended (Resources)
Professional learning reflects teacher need to achieve student learning outcomes in Writing and Additive Strategies.	\$5,000 for professional learning costs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$60 000.00)	All cultural programs have been successful in raising awareness of and respect for the Bundjalung culture and its people. Confidence, cultural awareness and academic success in most ATSI students has been noted through a successful Personalised Learning Pathways process. Most Aboriginal students have a strong sense of belonging.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$200 000.00)	The playground mentoring and social skills support provided by SLSO's has resulted in fewer instances of inappropriate behaviour and an increase in positive social skills amongst students involved. Students supported by SLSO's and L&ST to improve Literacy and Numeracy skills.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$88 000.00)	Collaborative practice has been enhanced. Pedagogical practice has improved. Teaching programs are more effective. There is more consistency of teacher judgement in student work assessment.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$260 000.00)	The program has been effective in meeting the needs of students with additional needs. The program has not been effective in building classroom teacher capacity to meet the needs of students with additional needs. As such, the decision has been made to restructure Learning Support in 2020 to create a team of expert Learning & Support Teachers who will be tasked with building teacher capacity and overall collective teacher efficacy and impact.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	284	282	283	282
Girls	236	237	233	227

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93	95.9	94.5	94.3
1	94.6	93.8	94.2	94.3
2	94.3	95.5	92.6	95.1
3	94.2	94.9	94.6	93.3
4	94.1	94.2	93.5	95.1
5	94.4	94.3	92.5	94.4
6	92.4	94.5	94.7	93.2
All Years	93.9	94.7	93.8	94.2
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
Assistant Principal(s)	4
Classroom Teacher(s)	20.27
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	608,221
<b>Revenue</b>	4,888,212
Appropriation	4,636,669
Sale of Goods and Services	9,100
Grants and contributions	236,830
Investment income	5,612
<b>Expenses</b>	-4,752,285
Employee related	-4,139,469
Operating expenses	-612,815
<b>Surplus / deficit for the year</b>	135,927

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	98,870
<b>Equity Total</b>	531,122
Equity - Aboriginal	65,045
Equity - Socio-economic	260,969
Equity - Language	634
Equity - Disability	204,473
<b>Base Total</b>	3,503,381
Base - Per Capita	121,073
Base - Location	3,309
Base - Other	3,378,999
<b>Other Total</b>	455,182
<b>Grand Total</b>	4,588,555

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](https://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

All families were surveyed using the Tell Them From Me (TTFM) Partners in Learning Parent Survey during the period 6 September 2019 to 22 October 2019. The following report is based on data from the 19 respondents who completed the survey. Scores were converted to a 10–point scale with 0 equalling strong disagreement, 10 indicating strong agreement and 5 indicating a neither agree nor disagree position. There were seven separate measures included.

1. Parents feel welcome at Westlawn Public School: average score 7.3
2. The school is an inclusive school: average score 6.7
3. The school is a safe school: average score 7.3
4. The school supports positive behaviour: average score 8.4
5. The school supports learning: average score 7.8
6. Parents support learning at home: average score 7.7
7. Parents are informed: average score 6.8

All teachers were surveyed using the TTFM Focus on Learning Teacher Survey during the period 4 September 2019 to 24 October 2019. The following report is based on data from 15 respondents using the same scoring process outlined above.

There were eight drivers of student learning included.

1. Leadership: average score 6.9
2. Collaboration: average score 7.2
3. Learning Culture: average score 7.6
4. Data informs practice: average score 7.5
5. Teaching Strategies: average score 7.4
6. Technology: average score 7.0
7. Inclusive School: average score 7.8
8. Parent Involvement: average score 6.3

All students were surveyed using the TTFM Student Outcomes and School Climate Student Survey during the period 3 September 2019 to 19 September 2019. The following report is based on data from 205 respondents.

There were 9 measures included. The percentage of students responding positively to questions is reported below.

1. Student participation in school sports: 72%
2. Student participation in extra curricular activities: 54%
3. Students with a positive sense of belonging: 64%
4. Students with positive relationships: 80%
5. Students who value schooling outcomes: 91%
6. Students with positive homework behaviours: 45%
7. Students with positive behaviour at school: 84%
8. Students who are interested and motivated: 62%
9. Students who try hard to succeed in their learning: 84%

There were 10 drivers of student outcomes. Scores were either converted to a 10–point scale with 0 equalling strong disagreement, 10 indicating strong agreement and 5 indicating a neither agree nor disagree position or converted to a percentage of students responding positively to questions .

1. Learning time is effective: 7.6
2. Classroom instruction is relevant: 7.4
3. Classroom instruction is well–organised with clear purpose and immediate feedback: 7.8
4. Students who are subjected to bullying in person or online: 36%
5. Students who feel they have someone at school who consistently provides encouragement: 7.4
6. Positive teacher–student relationships: 7.8
7. Positive learning culture with clear rules and behaviour expectations: 7.0
8. Teachers hold high expectations for all students to succeed: 8.4

## 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.