

2020 Annual Report

Westdale Public School



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Introduction

The Annual Report for 2020 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.

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 vision

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 483 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 fifth 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, 1.6FTE Instructional Leaders provide support to teachers, deliver professional learning and design tiered interventions that focus on literacy and numeracy outcomes for all students K-2.

An additional 1.0FTE Instructional Leader Literacy and Numeracy Aboriginal students Years 4-6 works with Aboriginal students in years 4-6 in the middle 2 NAPLAN bands.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Future Focused Learning

Students use higher order thinking skills and integration of communication, critical thinking, collaboration and creativity to enhance literacy and numeracy skills.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone</p> <p>Through significant PL, hardware acquisition and innovative resource use, staff and students' ICT capabilities expanded. This increased student and staff engagement in the learning of technology skills and future focused learning experiences. While the need to incorporate critical and creative thinking with technology was identified, it did not occur due to the disruption of COVID-19.</p> <p>Activities embedded in the 2021 -2024 School Improvement Plan will include a whole school approach to technology integration based on all KLA Syllabi and programming with the aim to prepare our students for Future Focused 21st century learning. This would also include providing professional learning for stage 2 and 3 teachers in the consistent use of cloud based platforms to better transition our year 6 students to high school.</p>	

Process 2: Assessment/Data

Teachers use a variety of formative and summative assessment strategies to assess student learning, plan future lessons, ensure there is a differentiated curriculum and report accurately. The Literacy and Numeracy Progressions will be integral in this work.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone</p> <p>The improvement measure was for all teachers to use a variety of formative and summative strategies to assess student learning, plan future lessons, ensure there is a differentiated curriculum and report accurately. Progress</p>	

Progress towards achieving improvement measures

was monitored using the literacy and numeracy progressions. However, this aspiration to assess, monitor and plan for learning is only consistently and routinely implemented K-2. Thus, whole school implementation will be a focus in the new school plan.

Process 3: PBL/Wellbeing

Implementation of a whole school integrated approach to student well-being through PBL will enhance students engagement in learning and school life.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone</p> <p>In line with the plan, the whole school implemented Tier 1 of PBL approach, which focused on engagement in class and will continue to utilise the expertise of the PBL Head teacher/coaches to implement into Learning and Support and Attendance. Data indicates the success of this approach, which increased engagement. PBL Tier 1 support will continue to be a solid practice within our school to support the wellbeing of all students. PL for staff will occur around the Wellbeing Framework which will focus on enhancing existing wellbeing programs within the school and staff will learn how to track and assess student's wellbeing within the classroom. Tier 2 implementation will be required to address students who are currently not meeting school wide benchmarks for attendance, behaviour and learning and support.</p>	

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.

Improvement Measures

100% of teachers displaying and using learning goals and success criteria (observed in learning walks and programs).

100% of staff achieve their PDP goals.

Progress towards achieving improvement measures

Process 1: Professional Learning

A professional learning plan for teachers is developed and delivered on identified aspects of literacy and numeracy, ensuring a deeper shared understanding of quality teaching and the Learning Progressions.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone</p> <p>A professional learning plan for teachers was delivered on identified aspects of literacy and numeracy, developing a deeper shared understanding of quality teaching and the Learning Progressions.</p> <p>In English, PL focused on the implementation of L3 pedagogy K-2, Seven Steps to Writing and writing analysis. However, NAPLAN trend data does not reflect improved reading and writing results for our students. The professional learning to drive improved literacy outcomes needs to be strongly considered in our next school plan.</p> <p>In Mathematics, PL focused on building number sense, reasoning and flexibility with numbers and using quality discourse through investigation and problem solving. Participation in this PL resulted in higher levels of student engagement, improved confidence, increased ability to explain answers and greater use of mathematical language. PL in mathematics will remain a high priority in the next school plan, to improve numeracy outcomes for our students.</p>	

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Community participation and feedback

Regularly seek feedback from parents and community members to allow the school to effectively implement school strategic directions and other priority areas.

Utilise a variety of methods including parent forums and technology to engage the community.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone</p> <p>2020 was a year like no other. COVID-19 impacted on so many functions and events and with a variety of restrictions and guidelines in place so much of what has brought our school together in the past was not able to go ahead. Unfortunately with events being cancelled this has meant that there have been limited opportunities to showcase activities that have been highly successful in the past. While ensuring we abide by COVID-safe practices we have realised that our social media platforms for communication have been highly successful. We regularly receive positive feedback from parents and community members. All meaningful events have been published on our Westdale Public School Tamworth Facebook platform and the positive feedback demonstrates the support from the parent body and wider community. Our school celebrated NAIDOC WEEK, Presentation Day, Year 6 Farewell and other major events with no parents or community members in attendance due to COVID restrictions, however the videos created and loaded onto our Facebook page received wonderful reviews and many positive comments.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$358 142.00) 	<p>The Westdale GEMS, The Westdale Rubies, The Boys Dance Group and The Boys Didergidoo group did not have as many opportunities to perform at school and community events throughout the year due to the COVID-19 restrictions.</p> <p>The AEO and the Aboriginal SLSO continued teaching Gomerioi Language to students in all grades from year 1-6. The schools Gomerioi Language program incorporates the teaching of Aboriginal culture and is embedded in class programs. This will continue to be developed for use in all classes K-6.</p> <p>NAIDOC Week was postponed from July due to the COVID-19 pandemic and the celebrations were held from 8th-15th November. The theme for NAIDOC Week, was 'Always Was, Always Will Be'. Westdale celebrated NAIDOC with a beautiful assembly at school but were unable to invite parents and the community. We showcased a lovely NAIDOC video on Facebook for our parents that included all of the features of our assembly. It was shared by many families and received considerable positive feedback from the community.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$14 328.00) 	<p>The EALD support teacher continues to review students progress in literacy and numeracy against the learning progressions. They monitor students progress through SENA, reading levels, PLAN data and classroom evidence. A specific EALD Report template is used for specific students.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$242 370.00) 	<p>The school employs 1.5FTE LaSTs to support students with additional learning needs. Classroom teachers regularly meet with the LaSTs to monitor, adjust and review individual student progress. Multiple SLSOs are employed to work in classrooms to support class teachers, assist with engaging students in learning activities and work with small groups on activities to meet learning needs. The SLSO timetable is flexible and adjusted each term to meet the needs of all students K-6.</p> <p>The School Learning Support Team meets regularly to review student referrals, complete access requests for additional support and risk assessments, discuss individual students who are at risk, monitor attendance in collaboration with the HSLO and DP and create individual learning and behaviour plans.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$90 679.00) 	<p>A professional learning schedule is implemented for teachers K-6, throughout the year with a focus on specific aspects of literacy and numeracy, quality teaching, consistency with assessment and reporting. The school employs 3 additional teachers</p>

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$90 679.00) 	every Wednesday throughout the year so that all grades are able to rotate every 7 weeks for collaborative planning, development of programs and more specific grade based professional learning which is led by Instructional Leaders and the APs. Ongoing analysis of NAPLAN and aspects of PLAN 2 data are explored in these sessions. Data is utilised to set new learning goals and targets for the following term.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$689 734.00) 	<p>The school employs multiple additional staff to support all students K-6 including 2 additional class teachers to reduce class sizes across the whole school. Class teachers enjoy a reduced number of students in their classes and appreciate the additional support provided to teachers to enhance the learning of all students. The school also contributes funds to employ a full time deputy principal to manage and support school welfare programs across the school, coordinate the LST and support staff with wellbeing, engagement and attendance issues. Data analysis and review indicates the position has a positive impact on behaviour, student support, family, staff and community support.</p> <p>Through the utilisation of school funds multiple extra curricula activities for students. Kinder, Year 2, 4 and 6 participate in a Gymnastics program with qualified specialist gymnastics teachers during terms 2 and 3. The school provides funds to support access for students in many areas, including: supplementing learning from home packs during COVID-19 with stationary supplies, providing bus transport to and from sporting venues and events, providing financial assistance for end of year activities and providing essential food and clothing supplies to students who require assistance.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$47 818.00) 	In 2020 Westdale Public School had 3 full time teachers in their first year of teaching and 1 teacher in their second year of teaching. All beginning teachers were well supported and involved in a range of induction programs and professional learning opportunities throughout the year. They were allocated an additional hour of release each week for observations of other class teachers, collaborative planning and programming, accessing resources and teaching materials, working with Instructional Leaders or supervisors or completing accreditation. All beginning teachers worked closely with their supervisors to ensure their first year of teaching was as successful as it could be. They were allocated a mentor who provided advice, feedback and support in a collaborative manner. All beginning teachers accessed the local Beginning Teachers network and attended appropriate, relevant professional learning.
Instructional Leader-Aboriginal Student Engagement	Funding Sources: <ul style="list-style-type: none"> • Instructional Leader 	The Instructional leader was employed to provide support to Aboriginal students in

Instructional Leader-Aboriginal Student Engagement	Aboriginal Students (\$167 995.00)	Years 4-6 who were performing in the middle 2 NAPLAN bands. This also included working collaboratively with class teachers to further enhance the teaching of literacy and numeracy in the years 4-6 classrooms. The IL coordinated, monitored and evaluated the Quick Smart program. This included supervising a number of SLSOs who implemented the Quick Smart program. The IL managed the Personalised Learning Pathways for all Aboriginal students with the support of the AEO and class teachers.
Early Action For Success	Funding Sources: <ul style="list-style-type: none"> • Early action for success (\$267 737.00) 	The EAfS Instructional Leaders have accessed professional learning at local and state level to support their role and provided professional learning and support, to staff working across years K-2, including: Literacy and Numeracy Learning Progressions, incorporating student work and assessment samples. They have provided L3 training for new teachers and ongoing L3 training for continuing teachers. Their role has included Best Start Kindergarten Assessment data entry and monitoring and analysis of K-2 internal and external data. The Instructional Leaders have supported teachers to work collaboratively to assess and plan teaching programs with greater consistency. They have provided support for teachers to use the Literacy and Numeracy progressions to assess student progress and demonstrated how to tailor their teaching accordingly.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	258	255	239	236
Girls	250	266	262	247

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95	93.2	92.3	93.2
1	92.9	93.2	92.5	93.2
2	93.4	92.9	93.1	92.9
3	92.4	93.1	92	93.3
4	92.7	92.3	92.1	93
5	93	91.7	91.7	91.8
6	92.7	91	90.4	92.1
All Years	93.2	92.5	92	92.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1
Assistant Principal(s)	5
Classroom Teacher(s)	21.3
Literacy and Numeracy Intervention	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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,083,750
Revenue	6,812,609
Appropriation	6,782,934
Sale of Goods and Services	2,521
Grants and contributions	26,196
Investment income	958
Expenses	-7,050,134
Employee related	-6,002,887
Operating expenses	-1,047,248
Surplus / deficit for the year	-237,525
Closing Balance	846,225

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.

	2020 Approved SBA (\$)
Targeted Total	144,730
Equity Total	1,304,574
Equity - Aboriginal	358,142
Equity - Socio-economic	689,734
Equity - Language	14,328
Equity - Disability	242,370
Base Total	4,007,256
Base - Per Capita	121,940
Base - Location	3,631
Base - Other	3,881,685
Other Total	1,039,117
Grand Total	6,495,677

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

School performance - NAPLAN

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

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

2020 was a year like no other, the year of the COVID-19 pandemic and our priority quickly shifted to include the use of social media and web based technology to assist with school communication with parents. Web based online learning commenced to support learning at home and for the provision of immediate information to our families. The new school Facebook page received many positive comments and the feedback has been that parents and carers appreciate the immediate uploading of photos, images, videos and information from the school. Every class teacher connected with parents and families through the Seesaw platform. This communication platform enabled class teachers to communicate with parents individually, in groups or as a whole class. There was an ongoing commitment to engaging students through a variety of innovative platforms and this was recognised by our parents and carers. Students, parents and carers thoroughly enjoy these ways of connecting with the school.

Westdale Public School continues to enjoy an outstanding reputation, with a strong history of meeting the needs of all students. Parents and staff have supported the plans for a new COLA construction over the basketball courts. This is expected to be completed in 2021 and will be an outstanding asset for the school which will be utilised in all weather conditions. We thank our parents and community for their ongoing support for many years. The P&C committee, staff and parents continue to welcome the sharing of information and promotion of school activities and achievements. Parents understand the disruptions to the regular school events and activities that have occurred due to the COVID -19 restrictions and look forward to the restrictions being eased in 2021.

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.

Other School Programs (optional)

Due to the unprecedented disruption to schools in 2020 with the COVID-19 pandemic many school based and extra curricula activities could not take place.