

# 2020 Annual Report

## Westmead Public School



3883

# Introduction

The Annual Report for 2020 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

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Westmead Public School

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## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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)
During COVID teachers needed to ensure that students could access online learning. This was achieved through Professional Learning, collegial discussions and sharing of ideas.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$61800.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
Teachers engaged parents via online platforms.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Strategic Direction 1 (\$2000.00)</li></ul>

**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)
During COVID teachers undertook professional learning to ensure that they had the skills to support students during this time.	Professional Learning <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$10000.00)</li></ul>

## 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 e.g feedback	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$5200.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
Leaders attended online professional learning so that they could support students, teachers and parents during a challenging year.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$5000.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
Onsite parent workshops could not occur due to COVID restrictions. Teachers engaged parents through online platforms.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Strategic Direction 2 (\$2000.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
Teachers engaged in professional learning to support students and families during COVID restrictions.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$5000.00)</li></ul>

## 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)
Due to COVID collaboration occurred through online platforms.	

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

Evaluation	Funds Expended (Resources)
During COVID the school strengthened relationships via phone calls and online platforms.	

**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)
Many Hub activities occurred via Zoom due to COVID restrictions.	<b>Funding Sources:</b> • Community Hub (\$45000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$656 304.00)	Growth achieved by all students including those identified as EAL/D.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$200 181.00)	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.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$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.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$21 007.00)	Growth achieved by all students including those identified as from low-socio economic backgrounds. Students requiring financial assistance to access school programs were supported.
<b>Strategic Direction 1</b>	<b>Funding Sources:</b> • Strategic Direction 1 (\$70 707.00)	Teachers developed online programs that catered for student engagement during COVID. Programs were developed using online platforms that engaged and inspired students to learn during a difficult time. 100% of our students participated during online learning. Their programs were evidenced based and responsive to needs.
<b>Strategic Direction 2</b>	<b>Funding Sources:</b> • Strategic Direction 2 (\$40 707.00)	All teaching programs show evidence of strategies to support intrinsic motivation. Teacher confidence has increased to identify and support students with social and emotional needs.
<b>Strategic Direction 3</b>	<b>Funding Sources:</b> • Strategic Direction 3 (\$62 860.00)	Community Hub was responsive to parent needs. Staff participated or connected with a professional network to broaden their knowledge, particularly during online learning.
<b>Building quality teacher leaders</b>	<b>Funding Sources:</b> • (\$56 950.00)	All beginning teachers meet NESA and DoE requirements. Leaders engaged in executive leadership programs.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	796	864	841	778
Girls	703	789	797	686

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.8	92.5	92.8	91.4
1	93.8	93	92.1	92.9
2	94.4	94.4	93.1	93.4
3	95	94.8	93.7	92
4	94.7	95.7	94.4	94.6
5	95.1	95.1	94.6	94.9
6	94	92.5	92.4	93.8
All Years	94.3	94	93.3	93.4
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)	3
Assistant Principal(s)	7
Classroom Teacher(s)	56.36
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	0.8
Teacher Librarian	2
Teacher ESL	5.6
School Counsellor	1
School Administration and Support Staff	8.07

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,924,399
<b>Revenue</b>	11,887,453
Appropriation	11,673,137
Sale of Goods and Services	69,115
Grants and contributions	139,101
Investment income	4,600
Other revenue	1,500
<b>Expenses</b>	-12,495,026
Employee related	-11,259,397
Operating expenses	-1,235,629
<b>Surplus / deficit for the year</b>	-613,629
<b>Gain / Loss on Disposal</b>	-6,056
<b>Closing Balance</b>	1,310,770

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	75,311
<b>Equity Total</b>	902,088
Equity - Aboriginal	2,720
Equity - Socio-economic	21,007
Equity - Language	678,181
Equity - Disability	200,181
<b>Base Total</b>	9,564,346
Base - Per Capita	393,946
Base - Location	0
Base - Other	9,170,401
<b>Other Total</b>	748,543
<b>Grand Total</b>	11,290,289

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

Westmead Public School values the opinions and ideas of parents, students and teachers. School staff analyse, review and reflect on feedback and suggestions from our school community to evaluate current practice, target areas for improvement and plan future directions.

In 2020 we participated in the Tell Them From Me surveys to gather student, parent and staff feedback to inform future directions of the school. 577 students in years 4 - 6, 96 parents and 66 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 2020:

### TEACHER SURVEY DATA SHOWED ....

- \* Clear expectations for classroom behaviour are set 8.8/10
- \* students with specific learning needs are included meaningfully in class activities 8.5/10
- \* students receive feedback to help them achieve learning goals - 8.2/10
- \* new learning builds upon previously mastered skills and knowledge 8.5/10

### STUDENT SURVEY DATA SHOWED ...

- \* students feel a strong, positive sense of belonging - 83%
- \* students value schooling and find it useful in their everyday life - 97%
- \* students are motivated (89%) and strive to succeed in their learning - 93%
- \* staff hold high expectations for all students to achieve - 9.1/10

### PARENT SURVEY DATA SHOWED

- \* children feel safe at school - 8.7/10
- \* written information from the school about child's progress is clear - 8/10
- \* behaviour expectations are clear 8.4/10
- \* physical environment of the school is welcoming (82%) and well maintained - 85%

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.