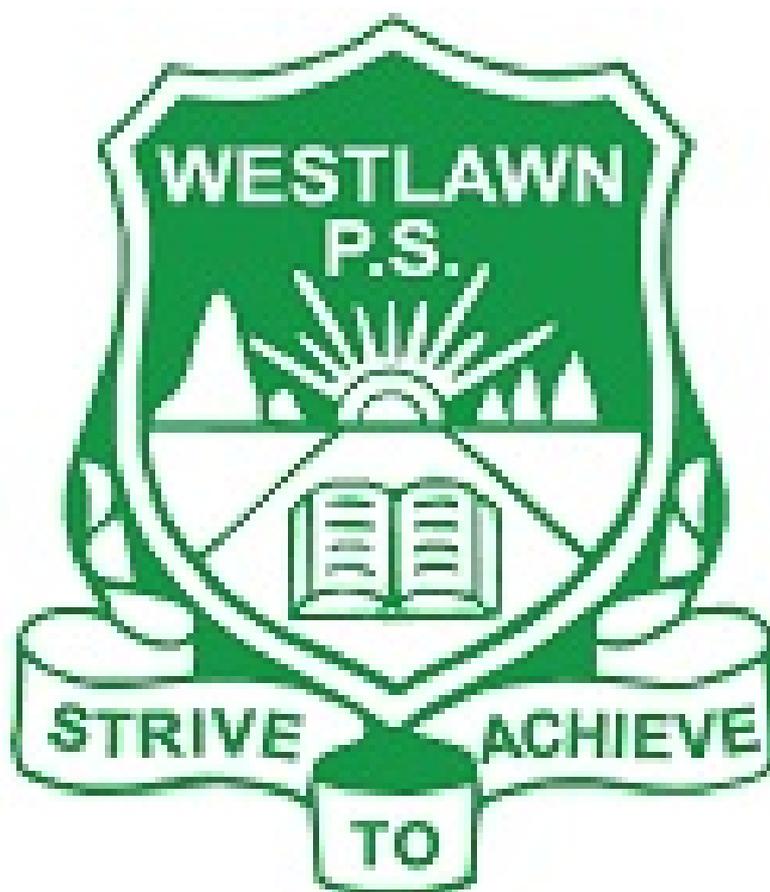


2020 Annual Report

Westlawn Public School



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Introduction

The Annual Report for 2020 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.

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School vision

Westlawn Public School will support and challenge our students to achieve their potential within a caring and inclusive social environment to become confident, active and informed citizens.

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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>

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	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

STUDENT & STAFF WELLBEING

Purpose

Our purpose is to support student and staff wellbeing through the implementation of the Positive Behaviour for Learning (PBL) framework and Rock and Water Program. Initiatives throughout the year will also be designed to enhance staff interaction and collaborative practice.

Improvement Measures

- Decrease in suspension rates.
- Decrease in negative entries in Sentral Wellbeing.
- Increase in positive entries in Sentral Wellbeing (WOW Cards from Term 2).
- Tell Them From Me (TTFM) Survey data Semester 2 2020 shows increase in student engagement and strengthened student teacher relations.
- Staff survey displays strong staff social connections and morale

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

- Complete the wellbeing self-assessment tool and liaise with the School Services PBL coach to analyse the information collected.
- Engage with School Services to support staff in the development of a systematic approach to the implementation of PBL.
- Work with the School Services PBL coach and mentor to establish the foundations of the PBL framework within our school context.
- Develop in collaboration with all staff, students, parents and carers a whole school approach to wellbeing with a focus on PBL.
- Embed the PBL philosophy in all classrooms as a core school wide program.
- Data is regularly reviewed and analysed to maintain and support student wellbeing.

Evaluation	Funds Expended (Resources)
<p>The student suspension rate had slightly decreased from this time last year (Week 4 Term 4). Last year at this time the suspension rate was 32. This year the suspension rate was 24. It is important to note that this year, Year 6 students made up more than 55% of the total suspension rate.</p> <p>There was no decrease in the number of negative incidents recorded from Term 1 to Term 4. This is due to the fact that all staff in Term 4 now use Sentral as a valuable tool and are recording more entries as they are now familiar with the practise of using Sentral to register these incidents. This is compared to the pre PBL practise of writing a communication slip, with many warnings given rather the incidents being documented. There are now 12 categories of negative student incident behaviour each with consequences and targeted supports.</p> <p>In Term 2 when Wow cards (supporting PBL in the playground)were documented there was a total of approx 4500 positive incidents recorded for students. This total included commendations and Wow cards.</p>	

Process 2: Rock and Water

- Teachers trained in the Rock and Water program actively engage students from grades 3-6 in activities designed to promote self regulation and strategies to maintain and grow positive, respectful relationships
- Teachers trained in the Rock and Water program are mentors for colleagues as they provide PL
- All teachers have an understanding of the fundamentals of the Rock and Water program and use it to support students' wellbeing.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Rock and Water program has not eventuated cross the primary classes. The majority of the Wellbeing team believe that all teachers need training in this program if they are to teach this explicitly in their classrooms. There is a prohibitive cost to this however as further PL in this area would be very expensive. It was decided that Rock and Water may be used as a program for the students who experience continued difficulty following the school's PBL expectations so as to provide a further support for these students.	Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 3: Staff Social Connections

- All staff participate in activities designed to support staff morale
- Recognition of all staff for their contributions in the workplace and their successes in their classrooms.
- Teachers on each stage work collaboratively

Evaluation	Funds Expended (Resources)
Staff survey conducted by Wellbeing Team findings - 100% of staff feel valued and more connected than they did the previous year. The survey displays a significant increase in staff social connections.	

Strategic Direction 2

HIGH POTENTIAL & GIFTED EDUCATION

Purpose

Our purpose is to develop an effective high potential and gifted education program that includes the four domains (intellectual, cultural, social-emotional and physical domains) to optimise the growth, achievement and engagement of high potential and gifted students and measure success through the effective identification of HP&G students, student engagement in STEM and music activities and the analysis of parent survey data.

Improvement Measures

Staff complete professional learning on HP&GE Policy and are confident to implement the HP&GE Policy in 2021.

HP&GE student identification process established and implemented.

Parent and student survey data collected, analysed and used to inform teacher practice.

Audit of musical instruments completed and new instruments purchased and distributed to classrooms where required.

Teachers participate in weekly music lessons in ukulele, guitar and keyboard out of school hours.

HP&G students given opportunities in STEM and music to develop potential.

Progress towards achieving improvement measures

Process 1: Unpacking the High Potential & Gifted Education Policy

Evaluation	Funds Expended (Resources)
<p>Due to delays, as a consequence of COVID and COVID related restrictions, unpacking the Policy was difficult and identifying HP&G students was not achievable. Current music students were given opportunities to continue to develop their skills and interest in music as part of the School Band, ongoing music lessons with the Grafton Conservatorium and interest groups across Stages. This will be highlighted as a priority of 2021.</p> <p>All staff have completed the online PL.</p> <p>Student survey opened for students during Week 9-10. Data was collected and analysed by the team to form a bank of interest areas to be used for future planning of activities for groups and programs across the school. These groups include the Mentor Group, Stage interest groups and STEM activities K-6.</p>	<p><i>Revisiting Gifted Education</i> - Literature review</p> <p>2.5hr online PL: <i>High Potential and Gifted Education Policy Orientation</i> (RGO6179)</p> <p>1 day PL: <i>High Potential and Gifted Education - School Teachers</i> (RGO6705).</p> <p>2 day PL: <i>High Potential and Gifted Education - School Leaders</i> (RGO6262).</p> <p>Plastic buckets for drumming sessions</p> <p>Percussion kits - 1 per Stage</p> <p>Student surveys - online and hardcopy</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$1790.00)

Process 2: Music program for Students and Staff

Evaluation	Funds Expended (Resources)
<p>Music lessons resumed for teachers with an average of 7 attendees.</p> <p>Percussion instrument kits - one per stage purchased.</p>	

Progress towards achieving improvement measures

SD team members presented online resources to complement and assist in implementing music programs K-6. Online resources include Solfeg.io and Youtube - Musication, Popcorn and other suites, The Fun Music Company.

Music students were given the opportunity to play their instruments outside the library. Students have performed at Zoom Assemblies.

Stage 1, 2 and 3 continued with Performance/Interest Groups incorporating aspect of the Creative and Performing Arts Syllabus.

Staff music mentoring program has helped to increase student confidence to perform. Students joined the school band and entered the talent quest.

Process 3: STEM

Evaluation	Funds Expended (Resources)
Due to COVID 19 restrictions The Big River Film Festival was cancelled for 2020.	

Strategic Direction 3

PUTTING FACES ON THE DATA

Purpose

Our purpose is to develop an effective Learning Support Team and measure its success through individual student data analysis and achievement of student learning goals.

Improvement Measures

NAPLAN analysis shows an increase in the number of students in the top two bands year 3 and year 5 by 11% in Writing.

90% of 'bump it up' students achieve Individual Learning Goals.

An explicit Learning and Support system is established for collaboration and feedback to sustain quality teaching practice.

Learning Walk Data shows Visible Learning (Success Criteria & Learning Intentions)

Progress towards achieving improvement measures

Process 1: Putting Faces on Data - Writing

Evaluation	Funds Expended (Resources)
<p>Q How many Bump it Up students have achieved growth on the writing data wall? All targeted students achieved their individual goals.</p> <p>Q: Has CRT and student survey data been analysed?</p> <p>Yes, the team have analysed the data and results were presented to the whole staff in a digital and face to face format.</p> <ul style="list-style-type: none">• An explicit Learning and Support system is established for collaboration and feedback to sustain quality teaching practice. <p>Q: How has the learning and support system changed practice?</p> <p>We have visible learning, with shoulder to shoulder teaching. The LST are involved in mentoring and capacity building. Collective teacher efficacy has been a focus this year. The learning support model has been altered to include students of all abilities.</p> <p>Q: How has the use of visible learning changed teacher practice?</p> <p>Based on feedback gathered from participating teachers, the use of the Bump it Up Wall encouraged students to identify their learning goals and the expectations of their writing. The Learning intentions and success criteria have created focus for teachers and structure for students. There has been increased cohesion of shared language and visual displays across the school.</p> <ul style="list-style-type: none">• NAPLAN analysis shows an increase in the number of students in the top two bands year 3 and year 5 by 11% in Writing• Due to COVID NAPLAN did not go ahead this year and an alternative external assessment did not include writing. In the Year 2 data the targeted students gained 35% in informative writing and 12% in narrative writing. The Year 3 data gained an average of 14% in their narrative writing data. This was assessed against the NAPLAN rubric.• 100% of 'bump it up' students achieve Individual Learning Goals.	<p>No new resources are required at this point.</p>

Process 2: Learning Walks & Learning Talks

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

The team met and had a highly productive half day. The programs were evaluated, analysed and assessed. Feedback, achievements and goals were developed. The team divided into groups, working together and collaboratively constructed documents and shared these with each other before compiling a presentation.

Learning Walk Data shows visible learning (SC &LI)

Summary of the staff survey:

*Total teaching staff: 26. Surveys completed: 15

*6 of these staff participated in the mentoring sessions.

*8 of the 15 would be interested in participating in learning walks

*10 out of 15 already use Learning Intentions and Success Criteria in their classrooms

*2 out of 15 have a small bank of Learning Intentions

*100% agree that it is an area of need that there be a bank of LI and SC that all staff can access.

*Some indicated that they have already implemented changes to their teaching practice following their lesson observations.

In the classrooms that participated in the Bump It Up Program it was evident that they had adopted Visible Learning displays such as the Bump it Up Wall, VCOP walls, Learning Intentions and Success Criteria. Students accessed and utilised individual rubrics and Quality Examples were provided.

CUC off site meeting room.

Release from face to face for all team members for half a day.

Surveys, meeting minutes, notes, classroom and BIU data.

Funding Sources:

- Literacy and numeracy (\$4500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Bundjalung language activities and signage • Acknowledgement & Celebration activities - NAIDOC, Reconciliation, National Sorry Day Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$68 512.00) 	Increased leadership opportunities for Aboriginal students and increased number of Aboriginal students in leadership roles. Increased cultural connection by students.
Low level adjustment for disability	<ul style="list-style-type: none"> • SLSO support • LaST interventions Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$219 578.00) 	Increased student engagement and attendance. Reduction in negative entries in Sentral for behaviour due to support in playground (GO program, Mentor Program, increased staff on duty).
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Casual Teachers Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$93 086.00) 	Situational Analysis completed. Draft Strategic improvement Plan written.
Socio-economic background	<p>Strategic Direction Teams released to evaluate success of team work over the year.</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$294 090.00) 	<p>LST response time reduced.</p> <p>LST provides strategic support to teachers and students.</p> <p>Bump it Up students achieve individual writing goals.</p> <p>Increase in student engagement in learning.</p> <p>Positive behaviour for learning on playground and in classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	282	283	282	257
Girls	237	233	227	244

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	94.5	94.3	95.4
1	93.8	94.2	94.3	94.8
2	95.5	92.6	95.1	95
3	94.9	94.6	93.3	93.5
4	94.2	93.5	95.1	93.9
5	94.3	92.5	94.4	94.9
6	94.5	94.7	93.2	94.1
All Years	94.7	93.8	94.2	94.5
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
Assistant Principal(s)	4
Classroom Teacher(s)	18.25
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.78

*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	744,149
Revenue	4,738,194
Appropriation	4,599,000
Sale of Goods and Services	8,142
Grants and contributions	128,929
Investment income	2,123
Expenses	-4,716,898
Employee related	-4,327,969
Operating expenses	-388,929
Surplus / deficit for the year	21,297
Closing Balance	765,445

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	61,262
Equity Total	582,581
Equity - Aboriginal	68,512
Equity - Socio-economic	294,090
Equity - Language	400
Equity - Disability	219,578
Base Total	3,371,867
Base - Per Capita	122,417
Base - Location	3,392
Base - Other	3,246,058
Other Total	427,083
Grand Total	4,442,793

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

TELL THEM FROM ME SURVEYS

Parents/Carers were surveyed using the Tell Them from Me (TTFM) Partners in Learning Parent Survey during the period 3 September and the 18 September 2020. The following report is based on data from the 29 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 7.6
2. The school is an inclusive school: average score 6.7
3. The school is a safe school: average score 7.4
4. The school supports positive behaviour: average score 7.8
5. The school supports learning: average score 7.6
6. Parents support learning at home: average score 6.7
7. Parents are informed: average score 6.9

Teachers were surveyed using the TTFM Focus on Learning Teacher Survey during the period 15 September 2020 to 13 October 2020. The following report is based on data from 14 respondents using the same scoring process outlined above.

There were eight drivers of student learning included.

1. Leadership: average score 7.6
2. Collaboration: average score 7.9
3. Learning Culture: average score 8.2
4. Data informs practice: average score 8.2
5. Teaching Strategies: average score 8.1
6. Technology: average score 6.8
7. Inclusive School: average score 8.3
8. Parent Involvement: average score 6.8

Students were surveyed using the TTFM Student Outcomes and School Climate Student Survey during the period 10 September 2020 to 20 October 2020. The following report is based on data from 194 respondents.

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

1. Student participation in school sports: 69%
2. Student participation in extra-curricular activities: 47%
3. Students with a positive sense of belonging: 66%
4. Students with positive relationships: 81%
5. Students who value schooling outcomes: 93%
6. Students with positive homework behaviours: 40%
7. Students with positive behaviour at school: 86%
8. Students who are interested and motivated: 68%
9. Students who try hard to succeed in their learning: 83%

There were 8 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: 7.8
2. Classroom instruction is relevant: 7.9
3. Explicit Teaching Practices and Feedback: 7.5
4. Students who are subjected to bullying in person or online: 33%
5. Advocacy at School: 7.5
6. Positive teacher-student relationships: 8.1
7. Positive learning culture with clear rules and behaviour expectations: 7.0
8. Teachers hold high expectations for all students to succeed: 8.3

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.