

# 2021 Annual Report

## Westdale Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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## School vision

Westdale Public School seeks to prepare all students, regardless of background, for a rewarding future in a dynamic society, by providing a quality, holistic education.

Students participate in quality learning experiences in an environment that is nurturing, inclusive and responsive to individual needs.

Our positive school culture fosters lifelong learning so staff and students grow in confidence, knowledge and understanding; achieve higher goals and engage and contribute as citizens.

We embed our core values in our school life so students become respectful and resilient citizens: be proud, be safe and have high expectations.

We strive to build strong relationships within and beyond the school community as it is fundamental to future success.

## School context

Westdale Public School is situated within the Peel Network in Tamworth NSW. 480 students are enrolled in 21 classes, including a behaviour support class. Our community is diverse, with Aboriginal enrolments close to 40% and English as an additional language or dialect enrolments at 4%. In December 2021, our Family Occupation and Education Index (FOEI) was 142 compared to the state average of 100. Within this community the school enjoys an outstanding reputation, being well known for feeling welcoming and inclusive.

We have invested heavily in student success. Our attractive, spacious, modern facilities, are equipped with educational resources that are amongst the most comprehensive in the region. Students benefit from a large number of support staff, a range of Information and Communication Technologies, literacy and numeracy resources and a wide variety of sporting and recreation equipment.

Our comprehensive student learning and support program ensures all K-6 students have the opportunity to improve their literacy and numeracy. The Positive Behaviour for Learning core values make school wide expectations explicit and consistent across all settings. We acknowledge and celebrate student success in all areas.

Since they are fundamental to future success, Westdale Public School continues to forge strong partnerships with community groups. We have programs in student leadership, student welfare, creative arts, sport, cultural and environmental education.

The school has identified three areas of focus for the 2021-2024 Strategic Improvement Plan: student growth and attainment; powerful practices; and high impact support. These directions build upon the previous school planning cycle which centered on student learning, building capacity and positive relationships.

Collectively, these efforts aspire to develop confident, well balanced young adults who value education, have a strong sense of community and are well-prepared for the future.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure all students improve learning outcomes in reading, numeracy and attendance through establishing a culture of high expectations, embedding sustainable whole school processes for collecting and analysing data and implementing evidence based teaching practices.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Early Action for Success (EaFS):** \$47,224.00

**Literacy and numeracy:** \$13,000.00

**Socio-economic background:** \$101,572.00

### Summary of progress

#### Reading

All professional learning in phonics and decodable texts has been completed by all K-2 teachers and intervention has commenced and continued with identified stage 1 students. Kindergarten teachers planned and delivered a structured phonics program, supported by the use of decodable texts. All practices around assessment and data collection of phonics and decodable texts has occurred. Due to the impact of COVID and Learning From Home the time frame of implementation of phonics and decodable texts had to be extended. Moving into 2022 all new staff will engage in professional learning to ensure a consistent knowledge, understanding and teaching approach is embedded across the relevant stages. In 2022, in line with the new K-2 English Syllabus, departmental priorities and the relative success indicated by internal data, we will:

- start with decodable texts in Kindergarten early term 1 and continue whilst students require support
- start with decodable and predictable texts in stage 1 in term 1 and continue whilst students require support
- expand our focus on phonological awareness in Kindergarten
- account for the explicit teaching of phonics in spelling activities in stage 1
- continue explicit teaching of phonics following the recommended sequence of learning delivered in effective reading PL in 2019.

#### Numeracy

*Essential Assessment Number and Algebra NSW Common Grade Assessments* were implemented in all classes 3-6. Following this, the *Essential Assessment Measurement and Geometry NSW Common Grade Assessments* were implemented across years 3-6 to rapidly determine the areas of greatest student need following the extended learning from home period. Teachers used the sub-strand assessments to monitor progress to different degrees. Due to the impact of COVID and Learning From Home elements of this program were unsustainable. Strategies from Essential Assessment were piloted across stage 2 and 3. Feedback and analysis indicated inconsistencies in the program across the two stages. Moving into 2022 the school decided to utilise the new role of Assistant Principal Curriculum and Instruction to address number and algebra as a whole school focus.

Seven stage 3 teachers participated in Broadening Knowledge of Mathematical Language and Literacy. Teachers audited practice during all modules to self-reflect and gather evidence to inform future teaching. This included the use of questioning, talk moves used to promote reasoning, and the types of talk used by students when engaging in mathematical tasks. All teachers set goals to focus on as a result of self-reflection and new learning to improve their practice and the quality of talk in their classrooms. Observations of practice were conducted by colleagues and the instructional leader and completed during term 4 week 9. Feedback related to the implementation of goals that highlighted strengths in practice and determined the next steps in teaching was provided. Teachers evaluated the professional learning and identified areas of practice that had a positive impact on teaching and learning and quality talk in mathematics. Examples include instructional routines, graphic organisers, sentence frames, use of visual representations and concrete materials, talk moves, and a combination of content, language, and social objectives. Moving into 2022 the school will continue our focus on building knowledge and understanding of mathematical proficiencies. Through professional learning in 2022 we aim to build all staff capacity in mathematical reasoning.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated target baseline of 13.6%.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy to 22.86%.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of 19.9%.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading to 29.25%
In NAPLAN numeracy, increase the percentage of students achieving expected growth to be above the system negotiated target baseline of 55.5%.	The percentage of students achieving expected growth in numeracy increased to 61.76% indicating achievement above the lower bound target.
In NAPLAN reading, increase the percentage of students achieving expected growth to be above the system negotiated target baseline of 47.4%.	The percentage of students achieving expected growth in reading increased to 51.43% indicating achievement above the lower bound target.
In NAPLAN numeracy, increase the percentage of Aboriginal students achieving in the top 3 bands to be above the system negotiated target baseline of 25.3%.	37.25% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement above the lower bound target of 31.80%.
In NAPLAN reading, increase the percentage of Aboriginal students achieving in the top 3 bands to be above the system negotiated target baseline of 25.3%.	41.82% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement above the lower bound target of 38.10%
In attendance, increase the percentage of students attending school > 90% of the time to be above the system negotiated target baseline of 74.7%.	The number of students attending greater than 90% of the time or more has decreased by 11.46%

## Strategic Direction 2: Powerful practices

### Purpose

To make reliable comparisons and judgements about student growth and attainment. We will use these judgements to deeply implement continuous evidence-based improvements to the teaching and learning of the curriculum.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective curriculum and teaching practices
- Whole school assessment approach

### Resources allocated to this strategic direction

**Socio-economic background:** \$68,604.00

**Low level adjustment for disability:** \$246,470.64

### Summary of progress

Westdale Public School staff analysed student data to identify patterns of student performance in phonics. The staff identified evidence-based teaching strategies to address student performance including the use of decodable texts. Staff prioritised and refined the teaching strategies to be used in the delivery of teaching phonics. Staff capacity was developed to implement the teaching strategies on a daily basis in classroom practice. Staff implemented, monitored and adjusted teaching strategies where needed to differentiate the phonics learning for students. A consistent approach to teaching phonics became standard practice across K-2. To enhance and support the success of the program the school allocated time, staffing and substantial physical resources to implement the program. In 2022 the need to ensure quality professional learning for all new staff in K-2 is necessary for sustainable and continued delivery of the initiative. During 2022 staff will participate in professional learning around the new syllabus in preparation for mandatory implementation in 2023.

The school audited current assessment and data use practices in numeracy and literacy and determined which practices were and were not working. Research of effective numeracy and literacy assessment and data use practices occurred. From this research the most effective assessment and data use practices for our context were explored. In 2022 the school will seek the expertise of the Assistant Principal Curriculum and Instruction (APCI) to access and deliver professional learning sourced from the DoE Universal Resources Hub. The APCI will work shoulder to shoulder implementing data use practices across K-6.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school is working towards a whole school assessment strategy, designed to ensure that the learning of all students is systematically monitored.	PLAN2 data entry indicates an increase in staff who are actively entering data in the areas of understanding texts, creating texts and quantifying numbers to monitor student progress in literacy and numeracy.
The school is working towards making its curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.	The school is delivering in curriculum provisions and evidence-based teaching practices which provide a high expectation framework, where all students are developing their knowledge, understanding and skills across key learning areas. The schools curriculum provision and evidence-based teaching practice in K-2 have increased in assessment practices in phonological awareness and phonics.

### Strategic Direction 3: High impact support

#### Purpose

To support our individual and collective capacities to achieve student growth and attainment by:

- developing skills, qualities and understandings in powerful practices through high impact professional learning
- freeing up time to focus on teaching and learning by reducing administrative burden.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Implement high impact professional learning
- Reduce administrative burden

#### Resources allocated to this strategic direction

**Professional learning:** \$45,582.56

**QTSS release:** \$92,721.59

**Early Action for Success (EaFS):** \$102,908.00

**Socio-economic background:** \$147,712.54

**School support allocation (principal support):** \$25,673.00

#### Summary of progress

Westdale Public School have implemented high impact professional learning and coaching support to develop individual and collective staff capacities. Conceptual and procedural learning and dialogic practices in numeracy occurred through professional learning and delivery of number talks, talk moves and problem solving tasks in the classrooms. Effective Reading Big Six Framework elements were used to improve student learning outcomes in reading comprehension. The use of Check In assessment data analysis has identified focus areas to improve reading comprehension in years 3-6. The operation of K-2 and 3-6 as separate entities impacted on developing consistencies across the school. In 2022 the school will implement professional learning and evidence-based practices that all staff will be engaged in, in order to create a K-6 collaborative learning environment.

A whole school focus on standardising and streamlining school administration processes and products ensured efficiency, transparency, consistency and avoid unnecessary duplication of tasks. The school has developed systems and processes to ensure administration requirements are completed, this ensured the teaching staffs core business of teaching and learning remained the focus of their school day. The school was able to lighten this load for teachers by employing additional staff to complete administrative tasks. Moving into 2022, the school will continue to employ additional staff to assist with the teachers administration load.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.	High impact professional learning indicates an increase of 61% of staff have actively collaborated with practitioners in our school to reflect and improve upon their teaching practice.
The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.	Systematic administration procedures and processes within the school indicate an increase of administrative decisions which have proactively been made to ensure our local context and need are of the highest priority.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,015.35</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive English language and learning support to increase educational outcomes for students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Providing background information and knowledge of lesson content prior to the class delivery. This has allowed students to access the curriculum during class learning time.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The program to support individual student learning will continue in 2022 depending on funding and students allocated.</p>
<p>Integration funding support</p> <p>\$163,441.30</p>	<p>Integration funding support (IFS) allocations support eligible students at Westdale Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of SLSOs to provide additional support for students who have additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of two SLSOs to support students in the classroom and the playground to ensure their individual learning needs are met.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The needs of the students will be assessed in 2022 and SLSO staff will be allocated according to the student needs.</p>
<p>Socio-economic background</p> <p>\$717,888.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Westdale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Reduce administrative burden</li> <li>• Whole school assessment approach</li> <li>• Implement high impact professional learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning,</li> <li>• employment of SLSOs to support all students,</li> </ul>

<p>Socio-economic background</p> <p>\$717,888.54</p>	<ul style="list-style-type: none"> <li>• equitable access to specialist resources.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students being able to access the curriculum more readily due to the employment of SLSOs to support student engagement. The purchase of technology in every classroom 3-6 to assist students to become 21st Century learners. High impact professional learning has developed staff capacity to deliver quality literacy and numeracy programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> High impact professional learning will be embedded in 2022 for the implementation of the new syllabus in 2023. The school will continue to purchase innovative technology as part of our school improvement practices in 21st Century learning. SLSOs will continue to be employed to support students in meeting learning goals and support class teachers in delivering a differentiated curriculum.</p>
<p>Aboriginal background</p> <p>\$341,300.96</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Westdale Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of SLSOs to deliver personalised support for all students,</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families,</li> <li>• purchase of school literacy resources to support the teaching of reading K-6.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students being able to access the curriculum more readily due to the employment of the SLSOs to assist in student engagement. The purchase of technology into every classroom 3-6 to assist students to become 21st Century learners. High impact professional learning has developed staff capacity to deliver quality literacy and numeracy programs. Additionally the AEO supports the school to develop positive community relationships. The AEO also delivers language and culture lessons in all classrooms across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> SLSOs will continue to be employed to support students in meeting learning goals and support class teachers in student engagement and delivering a differentiated curriculum. The AEO will continue to be employed to support language and culture across the school. The AEO will also continue to build strong community relationships and partnerships with outside agencies and our feeder high school.</p>
<p>English language proficiency</p> <p>\$27,394.64</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Westdale Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>English language proficiency</p> <p>\$27,394.64</p>	<ul style="list-style-type: none"> <li>• provision of additional staff for EAL/D support in the classroom and as part of differentiation initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Providing background information and knowledge of lesson content prior to the class delivery. This has allowed students to access the curriculum during class learning time. Resources were developed to assist students acquisition of English as a second language in conjunction of their own culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The program to support the individual students learning will continue in 2022 depending on funding and students allocated.</p>
<p>Low level adjustment for disability</p> <p>\$246,470.64</p>	<p>Low level adjustment for disability equity loading provides support for students at Westdale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective curriculum and teaching practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes,</li> <li>• providing support for targeted students within the classroom through the employment of SLSOs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student learning has increased in the areas of phonics, phonemic awareness and reading for the identified students. Resources were purchased to implement a targeted intervention program in K-2 as well as enhancing the reading materials used everyday in classrooms. Teachers participated in professional learning which built their capacity in the delivery of phonics instruction and reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To employ a permanent Learning and Support teacher to fulfil the roles and responsibilities of a Learning and Support Teacher. A reading interventionist will continue to be employed in K-2, whilst an additional interventionist will be employed in 2022 to deliver a targeted support program for students in stage 2.</p>
<p>Location</p> <p>\$3,647.54</p>	<p>The location funding allocation is provided to Westdale Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• student assistance to support excursions.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students were able to attend whole school sporting activities and excursions including the swimming and athletics carnival.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students will continue to be supported in sporting pursuits and excursions.</p>

<p>Literacy and numeracy</p> <p>\$13,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Westdale Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The purchase of Decodable texts in all classrooms K-2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Further resources will be allocated to increase the number of Decodable texts in K-2 classrooms and for the interventionists.</p>
<p>Early Action for Success (EAfS)</p> <p>\$274,132.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Westdale Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Implement high impact professional learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Instructional Leader delivered professional learning to K-2 teachers in the areas of phonics, phonemic awareness and reading. Class teachers analysed student performance data more regularly as a result of PL in data use and practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The Early Action for Success model concluded at the end of 2021. In 2021 the DoE created the Assistant Principal Curriculum and Instruction role to commence in 2022. This role will develop the professional capacity of all staff K-6, in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$92,721.59</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Westdale Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Implement high impact professional learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals on class are provided with additional release time to support classroom programs and complete their supervision responsibilities.</li> </ul>

<p>QTSS release</p> <p>\$92,721.59</p>	<p><b>The allocation of this funding has resulted in:</b> Assistant principals being provided with additional release time to model, observe and collaborate with stage members on quality teaching and learning practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide assistant principals with the additional release time to support their staff in quality teaching practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Westdale Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes,</li> <li>• employment of interventionist to support the delivery of evidence-based literacy programs and data driven practices.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student learning has increased in the areas of phonics, phonemic awareness and reading for the identified students. Resources were purchased to implement a targeted intervention program in K-2 as well as enhancing the reading materials used everyday in classrooms. Teachers participated in professional learning which built their capacity in the delivery of phonics instruction and reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> A reading interventionist will continue to be employed in K-2, whilst an additional interventionist will be employed in 2022 to deliver a targeted support program for students in stage 2.</p>
<p>COVID ILSP</p> <p>\$294,825.54</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of SLSOs to deliver small group tuition in class in the areas of literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Small cohorts of students being formed in classrooms, allowing students the opportunity to access differentiated learning content more readily. Student engagement increased as a result of the smaller cohorts.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The employment of 2 COVID interventionists (teachers) to work with small groups of students in stage 1 and 2 in the areas of phonics and reading.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	255	239	236	237
Girls	266	262	247	233

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	92.3	93.2	91.4
1	93.2	92.5	93.2	93.1
2	92.9	93.1	92.9	89.7
3	93.1	92	93.3	89
4	92.3	92.1	93	91.9
5	91.7	91.7	91.8	88.5
6	91	90.4	92.1	88.2
All Years	92.5	92	92.8	90.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	21.29
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	846,225
<b>Revenue</b>	7,208,172
Appropriation	7,154,680
Sale of Goods and Services	17,838
Grants and contributions	35,597
Investment income	58
<b>Expenses</b>	-7,337,144
Employee related	-6,014,942
Operating expenses	-1,322,202
<b>Surplus / deficit for the year</b>	-128,972
<b>Closing Balance</b>	717,253

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	163,728
<b>Equity Total</b>	1,334,522
Equity - Aboriginal	341,981
Equity - Socio-economic	718,675
Equity - Language	27,395
Equity - Disability	246,471
<b>Base Total</b>	4,054,984
Base - Per Capita	119,916
Base - Location	3,648
Base - Other	3,931,420
<b>Other Total</b>	1,101,157
<b>Grand Total</b>	6,654,391

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.

## Parent/caregiver, student, teacher satisfaction

2021 continued to follow in the footsteps of 2020 with the COVID pandemic impacting on schools and communities. A significant period of Learning From Home meant that students, parents and teachers alike were faced with many challenges. Westdale Public School has continued to build on our communication to parents using the School Facebook page as well as the Seesaw messaging app. Connecting with every parent on the Seesaw app is proving to be a worthwhile reminder tool for all of the upcoming events and activities that require permission notes to be returned. Teachers and parents continue to make connections using these social media platforms and feedback indicates that our community enjoys the regular photographs and videos of life at school, teaching and learning experiences, sporting and cultural opportunities, student award recipients and spotlights on success.

Westdale Public School is highly regarded for ensuring all facilities are well maintained and attractive. The construction of a new COLA over the basketball and netball courts was completed in 2021 and has ensured that the students have a covered outdoor space available to use all year round and during all weather conditions. Significant drainage surrounding the courts was installed to ensure the proposed new court resurfacing is supported by quality drainage. Early in 2022 one court will be resurfaced, while the other court will be reconstructed. On completion this asset will prove an outstanding resource that is multi purpose, functional and inviting for the students.

The Student Representative Council meets regularly with the coordinating teachers and reports that students at Westdale Public School are fortunate to have access to a wide variety of sporting and recreation equipment in the playground every day. Students enjoy having access and using a chromebook, laptop or iPad device in their classroom every day. The wide range of Information and Communication Technology equipment available is something that they feel should continue to be enhanced for all grades K-6.

On the 30th June 2021 the Westdale Public School Parents and Citizens Association made the difficult decision to close. Despite the closure of the P&C Westdale Public School were able to ensure the Canteen remained operational and the long term employees remained in their positions. The P&C committee thanked all past and present members for their years of commitment and dedication to the school.

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.