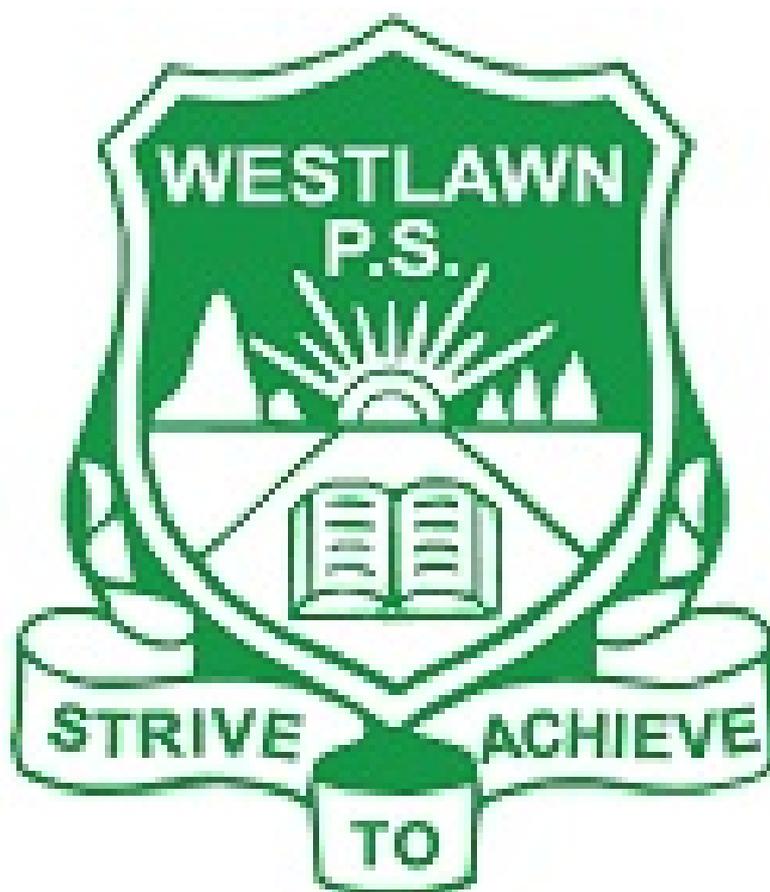


2021 Annual Report

Westlawn Public School



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Introduction

The Annual Report for 2021 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 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

Westlawn Public School
North St
Grafton, 2460
www.westlawn-p.schools.nsw.edu.au
westlawn-p.school@det.nsw.edu.au
6642 7466

Message from the principal

I was warmly welcomed in May by the Westlawn School community and feel privileged to work with such professional staff and so many friendly and confident students. As Principal, I have been impressed by the high standard of work by staff and students. Our school certainly is an exceptional place of learning and I am proud to be Principal.

Our expert 'Westlawn Teaching Team' comprised of talented and dedicated Executive Teachers, Classroom Teachers and School Learning Support Officers have ensure every student is known valued and cared for. This team is committed to the wellbeing of all our students and to offering the best in educational opportunities. Our vision is that all children achieve their potential and are motivated to become lifelong learners ensuring that our school remains an exceptional place of learning and growing.

Trent Patterson

Principal

Message from the school community

As I reflect on 2021, there have been successes and disappointments, challenges, and achievements for Westlawn P&C.

Our P&C was able to hold monthly meetings and there appeared an air of normalcy returning. By middle of term 3 our Father's Day stall was well under way and our P&C committee were planning future activities. Unfortunately, Covid had other ideas and virtually overnight our students were back to home learning and our Father's Day stall could not be held. The decision was taken by our P&C to provide each student with a free Father's Day gift, from our stock that had already been purchased. This was just a small gesture to thank our school community for supporting our P&C over the years.

Finally, I cannot thank my executive team enough for their support throughout another challenging year. To Belinda Oxenbridge, Jasmine Ridley, Helen Wright, and Kristie Colling, I truly appreciate all your dedication and hard work for our school P&C.

Caryn Dunstan

P&C President

Message from the students

Once again, our Student Representative Council members have been an effective voice for the student body here at Westlawn Public School. Even though we have had a year with disruptions to our normal routines, the SRC have stayed on track.

The SRC has worked democratically and made decisions about implementing a range of ventures that have resulted in benefiting both our students and the wider community.

Some of these have included:

Donating to local charities through fundraising.

Advocating for sporting enhancements, such as soccer goals.

Negotiating for a picnic table in the Infants area.

Operating the collection of return and earn containers consumed at school.

Suggesting a new concrete slab and additional bike racks.

Upon resuming meetings, the SRC members have returned full of ideas and suggestions that will continue to improve our school in the future for all our students.

Molly

School Captain

School vision

At Westlawn Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

School context

Westlawn Public School is on Bundjalung country in Grafton on the North Coast of NSW. It has a student enrolment of 485. 62 students identify as Aboriginal or Torres Strait Islander. The current Family Occupation Education Index (FOEI) is 111. Our students come from a range of socio-economic backgrounds. All our students are known, valued and cared for.

The school culture is one of high expectations, connection and inclusion with students, staff, parents and the wider community working together to promote school excellence. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

As part of planning for whole school improvement, the school has completed a comprehensive situational analysis that has identified three areas of focus.

1. Student Growth and Attainment:

NAPLAN item analysis indicated the areas of focus include:

- **Reading:** inferential comprehension and comprehension of diagrams and pictures.
- **Numeracy:** mental strategies for 2-5 digit numbers and measurement - reading time.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom. We will use data driven practices that ensure all students have access to stage appropriate learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

2. Student Wellbeing: When analysing Tell Them From Me wellbeing data it was evident that student sense of belonging is an area of ongoing focus. Positive Behaviour for Learning (PBL) commenced in the last school plan and, along with Rock and Water has had a positive impact on student wellbeing. We will continue to promote student social and emotional learning, to strengthen transitions and to create a safe learning environment.

3. High Impact Professional Learning: Reflection on the effectiveness of professional learning at our school revealed the need for specifics around what high impact professional learning looks like. Our actions in this regard will be underpinned by the evidence base provided by the What Works Best: 2020 Update. Professional learning impact will be regularly evaluated and a culture of collective teacher efficacy developed. Opportunities for teachers to collaborate on lesson design and feedback through supportive peer observations and coaching will be embedded. We will also develop explicit systems that support targeted coaching and mentoring.

Teachers will work collaboratively in one of the above Strategic Direction Teams, led by our Assistant Principals, to achieve improvement measures and reach targets. The wider school community, including the AECG and P&C, will be regularly consulted during all stages of the School Excellence cycle.

Self-assessment and school achievement

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

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

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

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

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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 growth and attainment

Purpose

To develop and refine data driven teaching practices that are responsive to the learning needs of individual students and that maximise student learning outcomes in reading and numeracy.

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.

- Data Skills and Use
- Effective Assessment Practice

Resources allocated to this strategic direction

School support allocation (principal support): \$26,168.00

QTSS release: \$85,000.00

Summary of progress

A high-impact teaching strategies cycle was developed. Clear systems have been established to support collaboration, data analysis, interpretation, interventions and modifications of teacher practice.

A whole-school system was established to record, monitor, track and identify the learning progress of individual students and cohorts.

All staff in Years 1-6 used online PAT assessments

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 has achieved the system negotiated lower bound target.	Data indicates the school has achieved the system negotiated lower bound target of 35.33% of students in the top 2 bands and 36.58% of ATSI students in the top 3 bands in reading. Data indicates that the school has not achieved the system negotiated lower bound target of 27.37% of students in the top 2 bands and 42.46% of ATSI students in the top 3 bands in Numeracy.
An uplift of students in the top 2 Bands in NAPLAN Reading and Numeracy data is evident.	Data indicates 39.23% of students are in the top two skill bands for reading which is uplift against baseline data. In numeracy, 18.75% of students are in the top two skill bands indicating a decrease against baseline data.
An uplift of ATSI students in the top 3 NAPLAN bands in Reading from baseline data. An uplift of ATSI students in the top 3 NAPLAN bands in Numeracy from baseline data.	<ul style="list-style-type: none">• 41.18% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of an uplift from the lower bound target of 36.58%.• 29.41% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target of 42.46%.

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn. There will be a planned approach to developing whole school wellbeing processes that support high levels of student wellbeing and engagement.

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.

- K-6 Student Wellbeing
- Student and Community Voice

Resources allocated to this strategic direction

Socio-economic background: \$264,000.00
Literacy and numeracy intervention: \$47,000.00
QTSS release: \$5,000.00
Aboriginal background: \$69,106.00
Low level adjustment for disability: \$222,753.00
Location: \$3,400.00

Summary of progress

Expected behaviours have been developed with the school community including students, teachers and parents. Using the same PowerPoint of information for Primary students with an adapted PowerPoint for Stage 1, the teachers from the SD2 team delivered the same information using the same material source to the students. This provided a consistent message about PBL and Sentral entries for all students. During the sessions the students were encouraged to ask questions so they could clarify their knowledge about PBL and Sentral entries. Parents were also invited to evening sessions presented by SD2 team members for further clarification of the WPS Well Being Policy. Further PBL messages and information is provided to families through the school Newsletter and Facebook page.

The SD2 Team developed the WPS Scope and Sequence and this has been provided to all staff, and added to the WPS Corporate Teaching program. Sequenced lessons based on behaviour data are being delivered in classrooms. Weekly lessons are also reinforced during the whole school morning assemblies where SD2 members present the PBL focus for the week on Monday and Wednesday.

Employment of additional teaching staff and Student Learning Support Officers to increase students opportunities in to feel known, valued and cared for through the implementation of Peer Support and Rock and Water program.

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
<p>There is an uplift from base line data in the number of students achieving 90% attendance.</p>	<p>According to data provided by SCOUT as of 15/11/21:</p> <p>Semester 1 2021 attendance rate above 90%: 71% and Semester 2 2021 attendance rate above 90%: 77.8%.</p> <p>Overall attendance rate for 2021 has shown a clear uplift and is above DoE average and SSSG average percentages.</p> <p>The attendance rate of 92.4% has been achieved and is positive when compared to DoE 90.7% and SSSG 90.8%</p> <p>75.3% of students attending =/greater than 90% of the time in comparison to DoE at 66.8% and SSSG at 63.8%</p> <p>Data shows an uplift in students achieving 90% attendance from Semester</p>

<p>There is an uplift from base line data in the number of students achieving 90% attendance.</p>	<p>1 to Semester 2 during 2021.</p>
<p>There is an uplift from the base line data in the number of students reporting positive advocacy, belonging and learning expectations.</p>	<p>Uplift in advocacy at school of 8% Uplift in Expectations for Success of 1% Decline of Sense of Belonging by 11%</p>
<p>Expectations of behaviour have been developed with students, staff and the community and are designed to ensure effective conditions for learning.</p>	<p>This is the first full year implementing our updated Westlawn Public School Wellbeing Policy. Positive Behaviour for Learning (PBL) has been a major program we have introduced as part of our updated policy. We ensure Positive Behaviour for Learning (PBL) expectations are consistent and communicated regularly. Powerpoints and lesson plans are also timetabled and reminders included on Sentral for teachers to review in class as reminders for expected behaviours in specific areas within the school. Signage to support our PBL program is also displayed within the school for students, parents and staff. Regular items/articles are also included on social media and in our newsletter. Westlawn has implemented a number of wellbeing programs including PBL, Rock and Water, Smiling Minds and Mentoring Groups to align with our School Plan and to support student wellbeing and a positive learning environment.</p>

Strategic Direction 3: High Impact Professional Learning

Purpose

High impact professional learning drives strategic improvement of all staff and students.

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.

- Enhance teacher capacity
- Collaboration

Resources allocated to this strategic direction

QTSS release: \$2,000.00

Professional learning: \$36,535.00

Literacy and numeracy: \$24,049.00

Summary of progress

Our focus for 2021 was to implement high impact professional learning for all staff targeted to focus on school priorities, student needs and individual professional goals.

Focusing on the new High Impact Professional Learning Policy, we led staff through professional learning so they had an understanding of: What is the High Impact Professional Learning (HIPL) model; its 5 elements, and how it supports the professional growth of all teaching staff to deepen teaching practice for ongoing growth in student progress and achievement.

WPS staff were then led through the HIPL self-assessment tool and they then provided suggestions as to how we could improve our PL at WPS and therefore improve our status on the self-assessment tool.

We attempted to develop a schedule of professional learning. However, one area was chosen to focus on first - the implementation of a new Lesson Observations process. Some Team members were up-skilled in this process under the leadership of the Principal. Interruptions due to 'NSW Lockdown' have delayed the completion of this. Collaboration has begun with the Strategic Directions 1 team to prepare a schedule of Professional Learning to ensure School targets are met.

Collaboration with Stage Teams to focus on the HIT cycle and the analysis of data occurs on a regular basis. Sharing of online programs has been implemented across stage teams to be scheduled to occur on a regular basis in 2022.

An AP Curriculum and Instruction has been appointed to commence in 2022.

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 engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.	<p>Analysis: All staff used online programming in 2021. This is evident by supervisor feedback. Professional Learning was provided to staff to ensure a smooth transition into online programming. Stages have shared online programs with their stages (established Stage Programs for collaborative programs and units of work). This enabled a consistent approach to meet student needs.</p> <p>Where to next: Ensure there is an explicit schedule of planning and reviewing of programs. Provide scheduled collaboration time with supervisor for feedback. Continue to schedule collaboration with Stages and there were also suggestions to share programs across stages and remove unnecessary components/duplication. Establish the sharing of RFF</p>

<p>Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.</p>	<p>programs with staff. Collect data around the development of programming.</p>
<p>Executive staff, stage team and other meetings are used to review the curriculum and revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.</p>	<p>Analysis: The SD team chose one area to focus on first - the implementation of a new Lesson Observations process. We commenced the new Lesson Observation process, with five teachers undertaking training. Interruptions due to 'NSW Lockdown' have delayed the completion of this.</p> <p>Collaboration began with the Strategic Directions 1 team preparing a schedule of Professional Learning to ensure School targets will be met.</p> <p>Where to next: Additional time and resources will need to be allocated to roll out further training of remaining SD members in early 2022 to allow them to support other staff. Once completed, WPS will have an effective and sustainable schedule of Professional Learning that will be followed by all staff. There will be an expectation that staff will complete PDPs, Lesson Observations and HIT cycle PL and this will be reflected in their online program.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$35,998.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Westlawn Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: Development of Personalised Learning Plans, Behaviour management plans and case management and transition meetings. The two staff members trained and implement the Rock and Water program to assist a small number of nominated students by providing them with a deeper level of behaviour support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide individualised learning support for students with high needs and continue to support staff to develop their capabilities to provide evidence based programs for all students.</p>
<p>Literacy and numeracy</p> <p>\$24,049.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Westlawn Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in observation and feedback <p>The allocation of this funding has resulted in: Data indicates the school has achieved the system negotiated lower bound target of 35.33% of students in the top 2 bands and 36.58% of ATSI students in the top 3 bands in reading. Data indicates that the school has not achieved the system negotiated lower bound target of 27.37% of students in the top 2 bands and 42.46% of ATSI students in the top 3 bands in Numeracy. Data indicates 39.23% of students are in the top two bands for reading which is uplift against baseline data. In numeracy, 18.75% of students are in the top two skill bands indicating a decrease against baseline data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy</p> <p>\$24,049.00</p>	<p>Continue to embed teacher observation and feedback and High Impact teaching cycle</p> <p>Increase teachers' ability to use data to inform their practice.</p>
<p>Socio-economic background</p> <p>\$264,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Westlawn Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K-6 Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Rock and Water, Smiling Minds PBL to support identified students with additional needs • engage with external providers to support student engagement and retention • employment of additional staff to support individual education programs implementation. <p>The allocation of this funding has resulted in:</p> <p>Overall attendance rate for 2021 has shown a clear uplift and is above DoE average and SSSG average percentages.</p> <p>The attendance rate of 92.4% has been achieved and is positive when compared to DoE 90.7% and SSSG 90.8%</p> <p>75.3% of students attending =/greater than 90% of the time in comparison to DoE at 66.8% and SSSG at 63.8%</p> <p>Data shows an uplift in students achieving 90% attendance from Semester 1 to Semester 2 during 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Review the writing and goals of individual education programs</p>
<p>Aboriginal background</p> <p>\$69,106.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Westlawn 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K-6 Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Two team members worked on the program and have compiled a ten week program for our nominated primary students (no more than 15) <p>Materials required have been ordered. The Learning and Support team will discuss the nominations for participation in this program.</p> <ul style="list-style-type: none"> • Staffing release to support development and implementation of Personalised Learning Plans. • Employment of additional staff to deliver personalised support for Aboriginal students. • Employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in:</p> <p>Identified students increased behaviour support, connections developed with individual staff members and reduction in the number of reported disruptive and non-compliant behaviour by over 20% from 2020 data.</p> <p>41.18% of Aboriginal students have achieved results in the top 3 NAPLAN</p>

<p>Aboriginal background</p> <p>\$69,106.00</p>	<p>bands in reading indicating achievement of of an uplift from the lower bound target of 36.58%. 29.41% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target of 42.46%.</p> <p>After evaluation, the next steps to support our students with this funding will be: Develop a process to embed the Rock and Water program into the school timetable. Continue to trial other evidence based programs that support student wellbeing and engagement Implementation of evidence based numeracy strategies</p>
<p>Low level adjustment for disability</p> <p>\$222,753.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Westlawn Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K-6 Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MAQLit program to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Student intervention in literacy through the MACQLit Program, learning support interventions and personalised learning plans, participation in transition meetings Overall attendance rate for 2021 has shown a clear uplift and is above DoE average and SSSG average percentages. The attendance rate of 92.4% has been achieved and is positive when compared to DoE 90.7% and SSSG 90.8%</p> <p>75.3% of students attending =/greater than 90% of the time in comparison to DoE at 66.8% and SSSG at 63.8% Data shows an uplift in students achieving 90% attendance from Semester 1 to Semester 2 during 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to fund the learning and support team and DP at Higher duties</p>
<p>Location</p> <p>\$3,400.00</p>	<p>The location funding allocation is provided to Westlawn Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student and Community Voice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in:</p>

<p>Location</p> <p>\$3,400.00</p>	<p>Students ability to voice their class's thoughts, opinions and views on a range of different matters. Disco theme, Continuation of PBL Awards this year, Green Rewards Day</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide opportunities for students to voice their thoughts and opinions</p>
<p>QTSS release</p> <p>\$92,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Westlawn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • K-6 Student Wellbeing • Enhance teacher capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Teachers identifying and receiving feedback on evidence based teaching strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: Develop teacher observation and feedback schedule for each stage each term</p>
<p>Literacy and numeracy intervention</p> <p>\$47,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Westlawn Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K-6 Student Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Data indicates the school has achieved the system negotiated lower bound target of 35.33% of students in the top 2 bands and 36.58% of ATSI students in the top 3 bands in reading. Data indicates that the school has not achieved the system negotiated lower bound target of 27.37% of students in the top 2 bands and 42.46% of ATSI students in the top 3 bands in Numeracy. Data indicates 39.23% of students are in the top two bands for reading which is uplift against baseline data. In numeracy, 18.75% of students are in the top two skill bands indicating a decrease against baseline data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy intervention</p> <p>\$47,000.00</p>	<p>Continue to embed teacher observation and feedback and High Impact teaching cycle</p> <p>Increase teachers ability to systematically use data to inform their practice.</p>
<p>COVID ILSP</p> <p>\$231,082.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • employing staff to provide online tuition to student groups in literacy/numeracy • providing intensive small group tuition for identified students who were achieving below grade expectation in the focus areas of Reading and Number. <p>The allocation of this funding has resulted in:</p> <p>Improved student outcomes in Literacy using the MacLit program students on average improved 4 reading levels</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue program in 2022 with funding</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	283	282	257	263
Girls	233	227	244	232

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.5	94.3	95.4	93.8
1	94.2	94.3	94.8	92.4
2	92.6	95.1	95	90.7
3	94.6	93.3	93.5	91.2
4	93.5	95.1	93.9	93.1
5	92.5	94.4	94.9	92.8
6	94.7	93.2	94.1	91.9
All Years	93.8	94.2	94.5	92.3
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

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)	18.22
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	765,445
Revenue	5,001,348
Appropriation	4,921,158
Sale of Goods and Services	7,547
Grants and contributions	71,688
Investment income	955
Expenses	-5,040,214
Employee related	-4,577,412
Operating expenses	-462,802
Surplus / deficit for the year	-38,865
Closing Balance	726,580

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.

	2021 SBAR Adjustments (\$)
Targeted Total	35,988
Equity Total	556,355
Equity - Aboriginal	69,106
Equity - Socio-economic	264,117
Equity - Language	0
Equity - Disability	223,132
Base Total	3,417,188
Base - Per Capita	123,505
Base - Location	3,427
Base - Other	3,290,257
Other Total	464,906
Grand Total	4,474,437

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.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction Tell Them From Me Survey

The Focus on Learning Survey is a self-evaluation tool for Parent and schools. The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement.

Parents feel welcome - Westlawn 7.3, State Average 7.4

Parents are informed - Westlawn 6.8, State Average 6.6

Parents support learning at home - Westlawn 7.1, State Average 6.3

School supports learning - Westlawn 7.4, State Average 7.3

Teacher Satisfaction Tell Them From Me Survey The Focus on Learning Survey is a self-evaluation tool for teachers and schools. The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement.

Leadership - Westlawn 6.4, State Average 7.1

Collaboration - Westlawn 7.4, State Average 7.8

Learning Culture- Westlawn 7.9, State Average 8.1

Data Informed Practice - Westlawn 7.9, State Average 7.8

Teaching Strategies - Westlawn 7.7, State Average 7.9

Technology - Westlawn 6.3, State Average 6.7

Inclusive School - Westlawn 8.3, State Average 8.2

Parent Involvement - Westlawn 6.7, State Average 6.8

Teacher Satisfaction Tell Them From Me Survey

Student Survey is designed to provide insight to guide school planning and help to identify school improvement initiatives.

Student Participation in School Sports - Westlawn 88%, State Average 83%

Students with a positive relationships - Westlawn 83%, State Average 85%

Students with positive behaviour at school - Westlawn 89%, State Average 83%

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 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

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.