

2022 Annual Report

Westdale Public School



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Introduction

The Annual Report for 2022 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.

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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. 430 students are enrolled in 22 classes, including a behaviour support class. Our community is diverse, with Aboriginal enrolments close to 42% and English as an additional language or dialect enrolments at 5%. In December 2022, our Family Occupation and Education Index (FOEI) was 143 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 2021-2025 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

AP Curriculum & Instruction: \$210,799.40

Socio-economic background: \$126,506.80

Professional learning: \$30,000.00

Summary of progress

Reading

Stage 1 Assistant Principals (APs) and Assistant Principal Curriculum & Instruction (APC&I) have a strong knowledge of the new K-2 syllabus, National Education Standards Authority (NESA), and Department of Education (DoE) Curriculum Reform resources. All K-2 teachers and support staff engaged in Professional Learning (PL) focused on the new K-2 syllabus and English Microlearning, demonstrating interest and a positive attitude toward curriculum reform. The DoE released PL to improve the teaching of reading and we have flexibly delivered PL to cater for the needs of all staff. Stage 1 APs led the K-2 team for syllabus related content enabling the APC&I to work with 3-6. All staff have engaged in PL ensuring the same background knowledge and understanding for teaching reading with greater impact on student outcomes is achieved. A wide variety of quality resources have been researched, accessed, and purchased to support the effective teaching of reading. Teachers have utilised the resources on the Universal Resources Hub and the school has continued to invest in decodable readers to support the explicit teaching of phonics and decoding skills.

In term 1 the DoE was slow to release appropriate communication regarding PL and resources available for curriculum reform. The consistent availability of casual teachers hindered our PL plan and designated PL days. Insufficient time to engage in further PL and explore the increasing number of resources available on the Universal Resources Hub has been an ongoing issue. The English units were not released until term 4 resulting in limited time to develop teaching programs and resources in addition to the current teaching load. COVID Intensive Learning Support Program (ILSP) teachers have had to teach classes due to the lack of casual teachers and this has impacted reading support programs.

Next Steps:

Westdale Public School (WPS) will continue to develop a whole school approach to improving the teaching of reading. All staff will engage in ongoing PL focused on the new English syllabus, which includes English Microlearning. We will continually evaluate the implementation of the K-2 English units to refine teaching and learning in our context. 3-6 teachers will engage in ongoing PL on data informed practices that include effective comprehension strategies and reading fluency. WPS will continue to build resources such as decodable readers and mentor texts to support the new English syllabus.

Numeracy

Stage 1 APs and APC&I have a strong knowledge base to support the implementation of the new mathematics curriculum. K-2 teachers have engaged in PL on the new K-2 syllabus and Mathematics Microlearning. K-2 teachers demonstrated interest and a positive attitude towards curriculum reform. K-2 teachers have trialled selected new syllabus units and additional resources have been purchased to support the teaching of these units. Staff have accessed DoE resources such as the Numeracy Guides and the Universal Resources Hub. New teachers were released to participate in PL on the Big Ideas in Mathematics and Number Talks. This PL developed a shared understanding of focus areas and common practices in mathematics at WPS. PL for 3-6 has focused on Number Talks to develop number sense, additive strategies, and creating an uplift in numeracy. All teachers were released to engage in The Becoming Mathematicians PL and exploration of the Thinking Mathematically website to support teaching and learning.

During term 1 there was limited DoE communication about what PL resources were available. Insufficient time to complete all Microlearning modules in 2022 and explore the Universal Resources Hub which is continually updated has been an ongoing issue. The inability to source regular casual teachers has also impacted our PL plan.

Next Steps:

Moving into 2023 PL will be focused on the new mathematics syllabus for all teaching staff. This includes Microlearning PL to build knowledge of the research and evidence base underpinning the new syllabus. We will continually evaluate the implementation of the K-2 mathematics units to refine teaching and learning in our context. We will continue to develop our whole school approach by engaging in Starting Strong and The Big Ideas PL and implementing strategies for achieving an uplift in numeracy. Teachers will be provided with additional release time to implement the Interview for Student Reasoning (IfSR) in additive strategies.

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
A minimum of 20.9% of year 3 and 5 students achieve in the top 2 bands in NAPLAN numeracy (lower bound system negotiated target).	2022 NAPLAN data indicates 21.31% of students in the top two skill bands for numeracy indicating the school exceeded the system negotiated target.
A minimum of 27.5% of year 3 and 5 students achieve in the top 2 bands in NAPLAN reading (lower bound system negotiated target).	2022 NAPLAN data indicates 33.61% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
All year 3 and 5 students are working towards the lower bound system negotiated target of expected growth in NAPLAN numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
A minimum of 56.8% of students achieve expected growth in NAPLAN reading (lower bound system negotiated target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
A minimum of 31.7% of year 3 and 5 Aboriginal students achieve in the top 3 bands in NAPLAN numeracy (lower bound system negotiated target).	2022 NAPLAN data indicates 42.86% of Aboriginal students in the top three skill bands for numeracy indicating the school exceeded the system negotiated target.
A minimum of 38% of year 3 and 5 Aboriginal students achieve in the top 3 bands in NAPLAN reading (lower bound system negotiated target).	2022 NAPLAN data indicates 55.36% of Aboriginal students in the top three skill bands for reading indicating the school exceeded the system negotiated target.
A minimum of 78.3% of students attending school > 90% of the time (lower bound system negotiated target).	The number of students attending greater than 90% of the time or more has decreased by 15.06%.

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

Low level adjustment for disability: \$245,181.83

Summary of progress

A guide was created to support teachers in updating data on PLAN2 in the focus areas in a more streamlined way. This process supported teachers in identifying strengths and gaps in student understanding and provided a clear direction for future teaching. Whole school PL focused on the Class Observations and Cohort Snapshot analyses on PLAN2 and learning to analyse student, class, or grade data. Teachers downloaded reports into teaching programs, effectively using current data to inform practice. Time was provided for teachers to collaboratively analyse writing samples, and update data on PLAN2 based on observations and Valid Teacher Judgement (VTJ). Student reports for the IfSR were accessed and used for planning differentiated instruction. School wide data collected on PLAN2 has been more consistent as a result of implementing the WPS guide.

In addition to Best Start Kindergarten Assessment (BSKA), all Kindergarten students were assessed using the Phonological Awareness Diagnostic Tool, and results were recorded on an aligned tracking sheet to monitor progress over time. In Stage 1, a reading data collection template was created to include the instructional level for decodable texts aligned to the phonics teaching sequence, and predictable text level. The Letters and Sounds Screening Check was implemented in Year 1 to ensure targeted teaching to improve reading results. The assessment included an individual assessment page to record results over time. Teachers engaged in PL on using the IfSR: Number and Place Value and implemented the assessment flexibly. Time was provided for the collaborative analysis of writing samples to develop VTJ. The Year 1 Phonics Screening Check was implemented with all students. NAPLAN analysis was delivered by APC&I ensuring a shared understanding of WPS targets and data trends.

Early in the year, data entries on PLAN2 reflected some misconceptions about student achievement and lacked consistency, impacting data quality. In general, teachers found this data entry a time-consuming process. Time to implement individual student assessments continues to be an issue. The COVID ILSP teachers have been required to take classes more frequently, impacting student progress. The availability of regular casual teachers has hindered our ability to implement the PL plan effectively.

Next Steps:

To streamline data entry and data use, the school will embed using the WPS guide to enter data on PLAN2 in our focus areas. Teachers will routinely analyse their data, generate a Class Analysis and Cohort Snapshot, and use the data to plan the teaching focus for the next 5 weeks. We will analyse and compare NAPLAN and Check-in data to identify strengths, areas of need and inform planning and programs. We will continue to utilise resources on the Universal Resources Hub to support teaching in areas of development. We will monitor the progress in reading of all Stage 1 students and adjust the COVID ILSP as required. Stage 2 COVID ILSP students will be assessed using the Phonics Diagnostic Assessment to target instruction and monitor progress on PLAN2. Teachers will implement the IfSR: NPV with individual students or in one area such as Patterning for the whole class, and become familiar with additional IfSR assessments. Data and observations from various assessments will be used to inform practice, differentiate instruction, and report on student achievement.

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 a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored. Teachers are using summative data to identify student learning and are working towards using it to validate formative assessment practices.</p>	<p>Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing.</p>
<p>The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.</p> <p>Teachers are working towards becoming skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of curriculum and effective classroom practice.</p>

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: \$17,413.78

Socio-economic background: \$102,786.00

Summary of progress

The accreditation supervisor (which is quite often the relevant stage AP) has experience and expertise, successfully supporting beginning teachers through the process. The Beginning Teacher Support Program funding (BTSP) ensured all beginning teachers had additional release time to develop their teaching practice through discussions with supervisors and peer observations. Staff value the Performance and Development Plan (PDP) process and are invested in their professional development. They are encouraged and supported to establish SMART goals that are linked to school priorities as well as areas of interest and need in their PDP. The school has centralised the storage of all PDPs so that they are easily accessible in Microsoft Teams. Early in the year we used the Sick and FACS Leave Management (SFLM) staff flexibly to complete mandatory health care plans. School staff decided that the Workplace Health and Safety (WHS) committee no longer needed to meet regularly due to agreed informal procedures. APs were provided with increased Release from Face to Face (RFF) time as part of the weekly RFF timetable. Communication about the storage of information on SENTRAL was provided to all staff. The Assistant Principal Curriculum and Instruction (APC&I) created a Westdale Public School Guide for monitoring student progress on PLAN2 and provided guidance for registering elective professional development on NESA linked to the standards. Additional support staff were used to release class teachers for writing student reports. The school employed additional administration staff to reduce the administrative burden of teachers.

Insufficient time continues to be a blocker for implementing the accreditation process effectively and the accreditation supervisor finds writing the complex final report a time consuming task. Coordinating multiple beginning teachers at one time for meetings and collegial discussions is challenging. Teachers who are not on a class full time provide another layer of challenge in the collection of evidence against all descriptors. Completing the accreditation procedure in term 4 is difficult because of the increased workload and range of extra curricula activities that are expected of teachers and supervisors at this time of year. Communication from the Department of Education (DoE) informing staff of the changes to the PDP cycle was late to schools resulting in an adjustment to the original plan and additional communication to staff. Many staff require guidance on using the digital format for the PDP proforma. We were unable to provide full days for report writing in semester 1 and 2 because of the lack of casual teachers. Entering information on SENTRAL needs to be consistent and recorded in a timely manner. The administration staff are not familiar with accessing the Activities information tab in SENTRAL for excursion management and Variations of Routines (VORs).

Next Steps:

In term 1, 2022 we will complete the accreditation process for the 3 teachers currently at the Conditional level. For future conditional teachers we will adjust our cycle of support to commence in term 2 and be completed the following year in term 1. The school will need to build the capacity of executive staff to support the process as accreditation supervisors. We will develop consistency across all stages, refining and improving the PDP process for all staff. Additional support will be provided to supervisors, developing their capacity to guide teachers through the process. In 2023 we will employ a 1.0FTE Business Manager (BM) who will be responsible for finance, WHS, excursion management and VORs. An additional School Administration Officer (SAO) 1.0FTE will be employed to support school wide processes and practices, as well as completing administration tasks in the school library. The school will continue to use SFLM staff early in term 1 to complete health care plans. All APs will receive additional RFF to support their stage and the feedback proforma for teaching and learning programs will be streamlined. A Technology Support Officer (TSO) will be employed to manage and coordinate the extensive amount of technology equipment and resources the school uses to support all students.

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 actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. Teachers will work towards implementing the most effective strategies to improve teaching and learning.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning and development.
The school is working towards evaluating its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of management practices and processes.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,063.04</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>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"> • intensive English language and learning support to increase educational outcomes for students. <p>The allocation of this funding has resulted in the following impact: Providing background information and knowledge of lesson content prior to the class delivery. This has allowed students to more readily access the curriculum during class learning time.</p> <p>After evaluation, the next steps to support our students will be: The program to support individual student learning will continue in 2023 depending on funding and students allocated.</p>
<p>Integration funding support</p> <p>\$192,920.00</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>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 SLSOs to provide additional support both in the classroom as well as the playground for students who have identified disabilities and high-level learning and support needs. <p>The allocation of this funding has resulted in the following impact: The employment of 2.76 FTE SLSOs to support targeted students in the classroom and the playground to ensure their individual learning needs are met.</p> <p>After evaluation, the next steps to support our students will be: The needs of the students will be assessed and reviewed in 2022 and SLSO staff will be allocated according to funding and individual student needs.</p>
<p>Socio-economic background</p> <p>\$701,713.25</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>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"> • Reading • Numeracy • Reduce administrative burden • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through evidence-based phonics, reading and mathematics programs to support student learning • resourcing to increase equitability of resources and services

<p>Socio-economic background</p> <p>\$701,713.25</p>	<ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support phonics program implementation. <p>The allocation of this funding has resulted in the following impact: 100% of K-2 teachers have participated in English and Mathematics Microlearning and as a result have built their capacity to implement the new K-2 English and Mathematics syllabus. K-2 teachers are familiar with navigating the online platform and DoE Curriculum Reform related resources. All K-2 teachers have built their foundational knowledge of evidence-based practice and syllabus content in preparation for teaching the new syllabus in 2023. All students are able to access the curriculum more readily due to the employment of SLSOs to support student engagement and students access to literacy and numeracy outcomes. Class teachers report that the role of a Technology Support Officer (TSO) decreases the amount of time they spend trouble shooting technology issues. The TSO role manages and maintains the fleet of technology equipment the school has available. This role is essential as the ratio of devices per students is one to one, with surplus. Class teachers appreciate that early in the year they are not taken off class to complete the mandatory health care plans. Fortunately, additional staff already employed are able to complete these health care plans.</p> <p>After evaluation, the next steps to support our students will be: Ongoing PL focused on the new K-2 English and Mathematics syllabus for K-2 staff, which includes English and Mathematics Microlearning will be required. K-2 Leadership Team will collaborate to write component A for the K-2 English DoE units. We will continue to build our resource collection to support the new English syllabus. Teachers will continue to develop knowledge around the teaching advice and syllabus content through collaboration and collegial discussions. The school will continue to purchase innovative technology as part of our school improvement practices in 21st century learning. We will employ a Business Manager 1.0FTE who will be responsible for finance, WHS and excursion management as well as an additional SAO 1.0FTE to support school wide processes and practices. SLSOs will continue to be employed to support students in meeting their learning goals as we as supporting teachers in meeting the needs of all students in delivering a differentiated curriculum.</p>
<p>Aboriginal background</p> <p>\$387,536.65</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>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSOs to support Aboriginal students in all classes K-6 • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families • purchase of literacy resources to support the teaching of reading K-6 • purchase of innovative technology equipment to support student engagement in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: All students are able to access the curriculum more readily due to the employment of SLSOs to assist with student engagement in literacy and numeracy. Through the ongoing acquisition of new and innovative technology we have been able to develop all student's skills in 21st century learning. The school continues to build on to the wonderful literacy and</p>

<p>Aboriginal background</p> <p>\$387,536.65</p>	<p>numeracy resources class teachers have in their rooms by supplementing class collections with new texts and readers used for the teaching of reading. Additionally our AEO supports the school to develop positive community relationships. The AEO delivers language and culture lessons in all classrooms across the school and continues to develop resources to support the program in the school.</p> <p>After evaluation, the next steps to support our students will be: SLSOs will continue to be employed to support all students in meeting their individual learning goals as well as support class teachers in student engagement and delivering a differentiated curriculum. The school will continue to ensure all students have access to a wide variety of reading resources through the ongoing purchase of new readers and mentor texts, particularly to support the implementation of the new syllabus units of work. The school will continue to provide support to families in need through the provision of lunches, uniforms and equipment. The AEO will continue to deliver and develop language and culture across the school and will continue to build strong community relationships and partnerships with outside agencies, the AECG, the Opportunity Hub and our feeder high school.</p>
<p>English language proficiency</p> <p>\$29,333.30</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>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 equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives. <p>The allocation of this funding has resulted in the following impact: Providing background information and knowledge of lesson content prior to 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>After evaluation, the next steps to support our students will be: The program to support the individual students learning will continue in 2023 depending on funding and students allocated.</p>
<p>Low level adjustment for disability</p> <p>\$245,181.83</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>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"> • Whole school assessment approach • Effective curriculum and teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to lead and manage the Learning and Support Team, work with individual students in a case management role across the whole school setting and collaborate with class teachers to build capacity in meeting the additional needs of identified students • providing support for targeted students within classrooms through the employment of SLSOs. <p>The allocation of this funding has resulted in the following impact: The Learning and Support Teacher (LaST), through the school's learning and support team provided direct specialist assistance to identified students</p>

<p>Low level adjustment for disability</p> <p>\$245,181.83</p>	<p>with additional learning and support needs and their teachers. The LaST worked collaboratively with class teachers to support assessments for learning of students with additional needs and identified, planned and developed specific learning and support programs for identified students. The LaST participated in PL which built their capacity in the delivery of supporting classroom teachers on how best to cater for the diverse learning needs of identified students in their classrooms through a range of strategies.</p> <p>After evaluation, the next steps to support our students will be: The LaST will lead and manage the Learning and Support Team. They will coordinate the referral process through fortnightly meetings and will be instrumental in the Access Request process for families of students interested in accessing support classes. They will work closely with the Deputy Principal (DP) and Assistant Principal Learning and Support (APLA) to ensure professional specialist advice about students with additional learning and support needs is provided to the school's learning and support team.</p>
<p>Location</p> <p>\$3,565.93</p>	<p>The location funding allocation is provided to Westdale 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • subsidising student excursions to enable all students to participate. <p>The allocation of this funding has resulted in the following impact: All students at WPS were able to attend whole school sporting activities and excursions including the swimming carnival, athletics carnival and cross country.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide support to all students in sporting pursuits and excursions through the provision of free bus transport.</p>
<p>Professional learning</p> <p>\$47,413.78</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Westdale 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"> • Reading • Implement high impact professional learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • the PL needs of all staff are aligned to the School Improvement Plan (SIP) and teachers are released according to our school wide PL Plan to work with the APC&I on evidence-based approaches to teaching phonics, reading and mathematics. <p>The allocation of this funding has resulted in the following impact: All teachers and school executive participated in a high impact PL model which focused on strengthening teaching practice and improving student progress and achievement. All PL was linked to our school's strategic directions within the SIP. We established a whole school PL plan which ensured all staff participated in a cycle of continuous PL, whereby teachers were released in stage teams to enable collaboration and support for planning and preparation for new curriculum implementation.</p>

Professional learning \$47,413.78	<p>After evaluation, the next steps to support our students will be: All PL will be aligned to school SIP and School Targets. Every teacher will engage with PL to ensure development of knowledge and understanding of the new English and mathematics curriculum, this will include all class teachers, RFF teachers, LaST, SFLM teachers, specialist teachers and additional teaching staff. All teachers will participate in the same PL in reading and mathematics to ensure we have a continuous focus on key concepts and evidence-based practices from K-6.</p>
Literacy and numeracy \$105,887.02	<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>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 initiative funding include:</p> <ul style="list-style-type: none"> • staff are supported in the teaching of literacy and numeracy through targeted PL. <p>The allocation of this funding has resulted in the following impact: The literacy and numeracy needs of all students from K-6 was addressed and our school achieved 4 of 4 student performance targets. This included an increased percentage of students in NAPLAN Top 2 Bands - Reading, NAPLAN Top 2 Bands - Numeracy, Aboriginal Students NAPLAN Top 3 Bands - Reading and Aboriginal Students NAPLAN Top 3 Bands - Numeracy.</p> <p>After evaluation, the next steps to support our students will be: The literacy and numeracy state-wide allocation ended in 2022. It was replaced by APC&I entitlement for eligible schools.</p>
QTSS release \$92,396.48	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Westdale 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • APs provided with additional release time to support classroom programs and supervision requirements • staffing release to align PL to the SIP and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact: APs being provided with additional release time to model, observe and collaborate with stage team members on quality teaching and learning practices. This included a particular focus on developing background knowledge of staff in preparation for the new K-2 curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide APs with the additional release time to support their staff in quality teaching practices, while implementing the new K-2 curriculum.</p>
COVID ILSP \$251,733.00	<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 2022.</p>

<p>COVID ILSP</p> <p>\$251,733.00</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 COVID interventionists to deliver small group tuition • releasing class teachers once every term to enter and analyse PLAN2 data, identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in the area of phonics and reading • providing intensive small group tuition for identified students who were not meeting grade/stage benchmarks. <p>The allocation of this funding has resulted in the following impact:</p> <p>Two teachers worked as COVID interventionists to deliver small group tuition providing targeted, explicit instruction for identified student groups in the area of phonics and reading. The small group tuition was aimed at students who were not meeting grade/stage benchmarks. Class teachers appreciated the time each term to enter and analyse PLAN2 data.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Provided the COVID ILSP funding continues the school will continue to employ a full time COVID Interventionist to work with small groups of students in stage 1 in the areas of phonics and reading.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	239	236	237	229
Girls	262	247	233	215

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	93.2	91.4	85.3
1	92.5	93.2	93.1	88.2
2	93.1	92.9	89.7	89.0
3	92.0	93.3	89.0	87.2
4	92.1	93.0	91.9	84.6
5	91.7	91.8	88.5	87.7
6	90.4	92.1	88.2	84.6
All Years	92.0	92.8	90.2	86.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6.4
Classroom Teacher(s)	21.27
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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	558,642
Revenue	7,503,274
Appropriation	7,280,623
Sale of Goods and Services	128,111
Grants and contributions	93,612
Investment income	828
Other revenue	100
Expenses	-7,381,017
Employee related	-6,020,869
Operating expenses	-1,360,148
Surplus / deficit for the year	122,256
Closing Balance	680,899

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.

	2022 SBAR Adjustments (\$)
Targeted Total	194,983
Equity Total	1,363,765
Equity - Aboriginal	387,537
Equity - Socio-economic	701,713
Equity - Language	29,333
Equity - Disability	245,182
Base Total	4,226,126
Base - Per Capita	120,063
Base - Location	3,566
Base - Other	4,102,496
Other Total	986,827
Grand Total	6,771,701

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

In 2022, parents were thrilled to be invited back into the school for a variety of functions and activities following two years of COVID restrictions. They enjoyed seeing their children receive awards in assemblies, performing in class items, participating in sports events and fun days and appreciated the opportunity to speak face to face with their child's class teacher in interviews. Our special assemblies, which included the Leadership Induction Ceremony, ANZAC Day, NAIDOC and Presentation Day were very momentous occasions where large numbers of parents and families came to watch their children participate with confidence and pride in large, whole school events. The positive feedback the school received after each of these occasions was something that we were very proud of and demonstrated how important it is to continue to recognise the achievements of our students at every opportunity for our families and community.

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. All new enrolments to the school indicate upon enrolment that they liked the Westdale Public School Facebook page even before they enrolled with us. We are so proud of our school and this is genuinely displayed in our Facebook posts.

Westdale Public School is highly regarded for ensuring all facilities are well maintained and attractive. The construction of the new COLA over the basketball and netball courts has ensured that the students have a covered outdoor space available to use all year round and during all weather conditions. This facility has also provided students with an appropriate surface for them to practice and refine their sports skills and has contributed to increased numbers of students trialling for PSSA and after school sport teams. The courts are so popular at break times that a rotation needs to occur so as to give equitable time for infants and primary grades. The school has sourced specialist sports instructors using the Sporting Schools Grants for basketball and tennis tuition for all grades. This has increased student's interest in these sports and has provided a solid foundation for teams to be made for out of school competitions. The feedback from all students has been very positive. Not only have the students acquired new skills, their confidence has developed while having fun. Our team representation in the local basketball competition has been overwhelming and students appreciate that they can practise their skills at school in play time before they play each week. The COLA is proving to be an outstanding resource that is multi purpose, functional and inviting for the students.

The Student Representative Council meets regularly with the coordinating teachers and provides feedback in written form to the principal. The SRC 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. All students enjoy having access to and using a chromebook, laptop or iPad device in their classroom every day. The ratio of this technology equipment to student is one to one. 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. The SRC have been able to run the Mother's Day and Father's Day stalls since the Parents and Citizens Association folded. The SRC Coordinator along with the Canteen Manager and Canteen Assistant advertise and market the stalls through the Flexischools app. Families ordered their gifts online and students attended the stalls at school to select the gifts. Both the Mother's Day and Father's Day stalls were very well supported and gave the SRC representatives an opportunity to develop their leadership skills whilst raising vital funds for their targeted initiatives.

In 2022 the old computer lab was converted into a Tech Hub with new furniture and an enormous amount of STEM and robotics equipment was purchased to ensure our new learning space had the latest and greatest equipment available for our students to use. The students are very keen to visit this new tech space and explore the new equipment. The Tech Hub will be fully operational early in 2023. Classes will be able to reserve access time in the Tech Hub through the Sentral booking system. This booking system will provide data on the days and times of usage, which classes utilise it the least/most, etc, so that improvements or changes can occur. Teachers are particularly interested in developing their knowledge and skills of how to better integrate technology into the teaching of all key learning areas.

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.