

# 2022 Annual Report

## Westmead Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Westmead Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

Our school community is dedicated to upholding high expectations and challenging all students and teachers to continually learn and improve in a respectful and nurturing environment. We are diverse, equitable and inclusive of all students and their families. As a school we are committed to delivering quality teaching and learning programs and a well-balanced curriculum that caters for the whole child. Our vision is to collaboratively empower all students to become confident, resilient, self-directed learners.

## School context

Westmead Public School is a large multicultural school with a student population of 1261 students K-6, 98% of whom come from a Language Background other than English. The school has an outstanding reputation within the community for excellence in student academic achievement. The students are highly motivated to learn and the dedicated staff offer a dynamic learning environment and commitment to continuous improvement.

Westmead Public School provides a safe and positive learning environment in which literacy, numeracy, student wellbeing, sport and the creative and performing arts are all encouraged and nurtured. Relationships between our school and the wider community are actively supported and developed so that parents are included, informed and engaged in the schooling of their children. The school has a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

To inform this Strategic Improvement Plan, authentic community consultation with both the parent and staff community has occurred. The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. The school's high level areas for improvement in this School Improvement Plan are:

1. **Student growth and attainment:** Our purpose is to develop a whole school consistent approach to data collection and analysis to ensure student growth. Teachers will effectively use data to inform their teaching through quality targeted professional learning and collegial focused discussions.
2. **Assessment and feedback:** Our purpose is to improve student growth and performance through high quality assessment and specific and meaningful feedback.
3. **Explicit and collaborative practice:** Our purpose is to collaboratively instill a whole school approach to exemplary classroom practice that ensures the most effective, evidence-based teaching methods optimise learning progress for all students.

It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to develop a whole school consistent approach to data collection and analysis to ensure student growth. Teachers will effectively use data to inform their teaching through quality targeted professional learning and collegial focused discussions..

### 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 analysis to inform whole school planning
- Use of data to inform practice
- Attendance

### Resources allocated to this strategic direction

### Summary of progress

In 2022, we continued to implement a range of activities to support our improvement within Strategic Direction 1 - Student Growth and Attainment. These activities focused on our three initiatives: Data analysis to inform whole-school planning, use of data to inform practice, and attendance. Our primary focus was to increase the effectiveness of data conversations happening across the school. This was enabled through executive staff professional development to review whole school data, embedding time for data analysis within team meetings and utilising our Assistant Principals, Curriculum & Instruction to initiate individual data conversations with each classroom teacher, where teachers were supported to use data triangulation to inform next steps for their students. This direct focus allowed us to increase our staff's capacity to confidently participate in data based conversations and thus ensure that teachers were differentiating student learning to target their specific needs. Our next steps are for staff to continue to engage in data conversations to identify student needs and plan learning experiences in responsive cycles.

### 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
Uplift of 3% of students achieve the top two bands in NAPLAN numeracy from baseline.	In numeracy, 49.84% of students are in the top two skill bands indicating a 8% decrease against baseline data.
Uplift of 4% of students achieve the top two bands in NAPLAN reading from baseline.	Data indicates 56.79% of students are in the top two skill bands for reading which is a 4% decrease against baseline data.
Uplift of 1.5% of students achieve expected growth in NAPLAN numeracy from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN
Uplift of 1.5% of students achieve expected growth in NAPLAN reading from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN
Uplift of 2% of students with attendance greater than 90%	Students with attendance greater than 90% reduced to 50.96%.

## Strategic Direction 2: High quality feedback and assessment

### Purpose

Our purpose is to improve student growth and performance through high quality assessment and specific feedback.

### 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.

- Assessment
- Feedback

### Resources allocated to this strategic direction

**Professional learning:** \$16,288.00

### Summary of progress

In 2022, we continued to implement a range of activities to support our improvement within Strategic Direction 2 - High Quality Feedback and Assessment. We continued to build upon staff understanding of high quality assessment practice through additional whole school professional learning to ensure our staff have a clear, consistent and shared understanding of assessment. A new K-2 Assessment schedule and framework was created in collaboration with the senior executive team and Assistant Principals, Curriculum & Instruction incorporating new departmental assessment resources and in line with new syllabus documents. Assistant Principals continue to interrogate and refine existing assessment practice using the Westmead Assessment Criteria. Staff were provided with support and opportunities to engage with department assessment resources and guided to use these with their students. Assistant Principals led program meetings with all teaching staff with a focus on how teachers are including formative assessment in their classroom to provide a snapshot of current practice, understanding and confidence. Next steps are to continue to deepen staff understanding of high quality assessment and support staff to implement this in classrooms. All executive staff will embark on an inquiry cycle into the use of Learning Intentions and Success Criteria and high quality feedback to ensure a consistent and cohesive approach in leading future professional learning.

### 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
An increase in staff awareness of the National Literacy and Numeracy Progressions as a tool to provide feedback to students.	100% of staff engaged in inquiry processes which embedded use of the National Literacy and Numeracy Progressions as a tool to monitor student progress and inform teaching practice. This has increased staff awareness of its potential use for providing specific and timely feedback.
A minimum of 70% of teachers confident in their use of a variety of high quality formative assessments to inform their teaching.	100% of staff able to identify the elements of high quality formative assessment and are continuing to build confidence applying this knowledge in their own teaching.
A minimum of 70% of teachers are confident in their ability to provide explicit feedback related to success criteria.	100% of staff engaged in professional learning about high quality assessment practice which continues to be built upon in 2023 to further develop understanding and confidence using success criteria for feedback.

## Strategic Direction 3: Explicit and collaborative practice

### Purpose

Our purpose is to collaboratively instill a whole school approach to highly effective classroom practice that ensures the most effective, evidence-based teaching methods optimise learning progress for all 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.

- Explicit and Differentiated Teaching
- Collaboration

### Resources allocated to this strategic direction

**Professional learning:** \$15,150.00

**Per capita:** \$6,000.00

**Aboriginal background:** \$2,000.00

### Summary of progress

In 2022, we continued to implement a range of activities to support our improvement within Strategic Direction 3 - Explicit and Collaborative Practice. These activities focussed on our initiatives; explicit teaching and collaboration. After reflection in 2021, we refined our inquiry process to ensure that staff were participating in high quality, evidence based professional learning that focused on student needs and improved student learning outcomes. Inquiry cycles took place every term and staff worked their way through the process by analysing student data, identifying student needs, participating in professional learning, acting on the learning in their classroom and then reflecting on impact. Collaboration was utilised as we began implementing the new curriculum for Year 1 as a Self-Selector school and allowed for teachers to effectively unpack the syllabus together with support from an APC&I. This was supported by the creation of a K-2 Literacy team, who collaborated to trial science of reading practices embedded within the English syllabus and created a 'Literacy Teaching Guide' to support implementation K-2 in 2023. Our next steps are to continue improving the effectiveness of inquiry cycles and to continue improving explicit teaching through improving staff ability to analyse data and use formative assessment 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
100% of staff are involved in an inquiry cycle to enhance explicit teaching practices.	100% of staff were involved in inquiry cycles in 2022 to enhance explicit teaching practices.
Uplift of 1 - 2% of teachers demonstrating positive collaborative measures on the Tell Them From Me Survey	2022 Tell Them From Me data showed an 81% positive collaborative measurement score, an uplift of 2% from our baseline survey.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$198,777.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Westmead Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding resulted in hiring SLSO staff to support funded students to work towards their individual education plan goals. Funding also was used to release teachers to engage in professional learning in order to best support students with high needs and to meet with parents and other key stakeholders as part of planning support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation the next steps to support our students with this funding will be to reflect on the progress towards their individual goals and plan for continued targeted support in 2023.</p>
<p>Socio-economic background</p> <p>\$21,172.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Westmead Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has been used to support students in their attainment of educational materials, uniforms, equipment and opportunities to attend excursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support this funding will be to continue to use it to support students.</p>
<p>Aboriginal background</p> <p>\$3,565.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Westmead Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit and Differentiated Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>



<p>Aboriginal background</p> <p>\$3,565.00</p>	<ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding resulted in teachers being provided time to write Personalised Learning Pathway (PLP) plans and programs to support all Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation the next steps to support our students with this funding will be to continue to provide quality targeted teaching and learning programs. This will keep families informed of students learning and provide professional learning to all staff to ensure that Aboriginal perspectives are embedded in all programs.</p>
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Westmead Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding resulted in specialist English as Additional Language and Dialect (EAL/D) teachers being employed to cater for our high EAL/D student population ( 98%). Support was a combination of modes of delivery; resource sharing, team teaching or direct support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation the next steps to support our students with this funding will be to continue to provide quality professional learning for all teachers in EALD pedagogy. EALD specialist teachers will provide intensive support for our newly arrived students and in class support for all EAL/D students. Targeted professional development will be provided to teachers in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$204,611.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Westmead Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> </ul>

<p>Low level adjustment for disability</p> <p>\$204,611.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding resulted in the continued employment of 0.8 FTE Learning and Support Teacher in addition to further SLSSO staff to support students with disabilities across the school. These staff provide both withdrawal and in class support to assist students to make academic and social-emotional growth aligned with student Individual Education Plan goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation the next steps to support our students with this funding will be to continue to use funding to maintain the capacity to support students with disabilities with expert learning and support staff.</p>
<p>Professional learning</p> <p>\$31,438.00</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 Westmead Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Feedback</li> <li>• Explicit and Differentiated Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Grade inquiry cycles based on identified student needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding resulted in providing all staff with various opportunities to participate in internal and external professional learning. It has allowed staff to continually improve based on their Personal Development Plan (PDP) goals and has supported us to provide high impact professional learning to support our School Improvement Plan.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation the next steps to support our students with this funding will be to continue providing High Impact Professional Learning to support our staff PDPs and our School Improvement Plan.</p>
<p>QTSS release</p> <p>\$240,070.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Westmead Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding resulted in Assistant Principals given additional release time to support teachers and students in the classroom. Assistant Principals were able to align professional learning to the SIP and develop the capacity of staff. The allocation of this funding has resulted in improved confidence and teaching practice. Teachers understand the importance of using a variety of data to determine next steps.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation the next steps to support our students with this funding will be to continue providing intensive instructional leadership to teachers to impact student outcomes.</p>

<p>COVID ILSP</p> <p>\$26,550.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy (specifically phonics)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding resulted in the hiring of an existing part-time teacher additional days to facilitate the explicit support of identified target students. A key focus was placed on supporting stage 1 students to develop their phonological knowledge and phonemic awareness through tiered intervention, explicit teaching and regular data analysis. All students involved progressed significantly in phonological and phonemic skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation the next steps to support our students with this funding will be to continue to identify areas of highest need and gaps in student learning to plan targeted tiered intervention.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	841	778	634	561
Girls	797	686	593	504

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	91.4	92.4	85.3
1	92.1	92.9	94.8	83.7
2	93.1	93.4	94.4	86.7
3	93.7	92.0	94.8	86.7
4	94.4	94.6	94.7	87.5
5	94.6	94.9	95.9	87.3
6	92.4	93.8	95.1	87.7
All Years	93.3	93.4	94.7	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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	8.4
Classroom Teacher(s)	37.55
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.6
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	6.27

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	834,345
<b>Revenue</b>	10,283,045
Appropriation	9,964,014
Sale of Goods and Services	63,175
Grants and contributions	244,096
Investment income	11,065
Other revenue	695
<b>Expenses</b>	-10,139,900
Employee related	-9,157,538
Operating expenses	-982,362
<b>Surplus / deficit for the year</b>	152,552
<b>Gain / Loss on Disposal</b>	9,407
<b>Closing Balance</b>	986,897

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	211,551
<b>Equity Total</b>	913,811
Equity - Aboriginal	1,565
Equity - Socio-economic	21,172
Equity - Language	700,000
Equity - Disability	191,075
<b>Base Total</b>	7,266,672
Base - Per Capita	310,038
Base - Location	0
Base - Other	6,956,634
<b>Other Total</b>	889,761
<b>Grand Total</b>	9,281,794

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

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

In 2022 we participated in the Tell Them From Me surveys to gather student, parent and staff feedback to inform future directions of the school. 412 students in years 4 - 6, 342 parents and 24 teachers completed the survey. The results showed a consistent opinion across all three groups, that Westmead Public School is an inclusive, safe, collaborative and respectful learning environment for students, teachers and parents alike. The results of the surveys were presented as the average scores of different aspects of schooling life.

Below are some examples of the results we had in 2022:

### TEACHER SURVEY DATA SHOWED ....

- \* Teachers work with school leaders to create a safe and orderly school environment 81%
- \* Collaboration amongst teachers to boost student engagement 88%
- \* high expectations set for student learning 90%

### STUDENT SURVEY DATA SHOWED ...

- \* students feel a strong, positive sense of belonging - 81%
- \* students value schooling and find it useful in their everyday life - 96%
- \* students are motivated (83%) and strive to succeed in their learning - 90%
- \* Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback- 81%

### PARENT SURVEY DATA SHOWED

- \* Clear expectations for classroom behaviour are set 86%
- \* school is a culturally safe place for all students 96%
- \* parents feel welcome when they visit the school 80%

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.