

2022 Annual Report

Westlawn Public School



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Introduction

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

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

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School vision

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

School context

Westlawn Public School is on Bundjalung country in Grafton on the North Coast of NSW. It has a student enrolment of 528. 86 students identify as Aboriginal or Torres Strait Islander. The current Family Occupation Education Index (FOEI) is 111. Our students come from a range of socio-economic backgrounds. All our students are known, valued and cared for.

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

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

1. Student Growth and Attainment:

NAPLAN item analysis indicated the areas of focus include:

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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 develop and refine data driven teaching practices that are responsive to the learning needs of individual students and that maximise student learning outcomes in reading and numeracy.

Initiatives

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

- Data Skills and Use
- Effective Assessment Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$150,571.00

Aboriginal background: \$82,281.00

Low level adjustment for disability: \$50,000.00

Socio-economic background: \$150,000.00

Integration funding support: \$128,438.00

Summary of progress

Our school focus of embedding effective assessment practice and use of data into our teaching has continued throughout the year. We have established a whole school assessment schedule where all staff are aware of when and what each assessment needs to be undertaken. This will continue to be modified as we implement the new syllabus in the coming years. During 2022 we have made changes to the assessments that are used within the classroom and this continues to be a focus moving forward as we ensure all assessment tasks are authentic and purposeful.

All staff have been involved in the High Impact Teaching Cycle, with a renewed focus in Semester 2. Term 3 saw a K-6 focus on explicit teaching and assessing of vocabulary in which we saw pleasing growth in the vocabulary usage across all stages. Term 4 focus was Speaking and Listening as identified through Assistant Principals (AP) program evaluations. Staff have explicitly taught speaking and listening skills and students participated in a range of opportunities to develop these skills.

The Assistant Principal Curriculum Instruction (APCI) has collected reading data every 5 weeks across all classes K-6 to monitor student growth and this has enabled discussions with staff to support all students in their learning.

All staff have used SCOUT and analysed data from both NAPLAN and Check In to build their knowledge and understanding on external testing and the data this can provide to guide their teaching. Staff learnt how to navigate SCOUT, look for patterns in data and use SCOUT as a platform to access resources to support targeted teaching opportunities based on students results in both English and Maths.

Maths has been identified as a focus area moving in to 2023. Building strong number sense and additive thinking has been identified as the first HIT Cycle for Term 1 2023.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|---|---|
| Increase of Aboriginal students achieving top 3 NAPLAN bands in numeracy from baseline. | <p>In Year 3 2022 there were 12 Aboriginal students enrolled. 18% (2 students) were performing in the top 3 bands while 45% (4 students) were in the bottom 2 bands. In 2021 there was 17% (1 student) in the top 3 bands and 17% of Aboriginal student enrolment (1 student) in the bottom 2 bands. We have made some growth in moving more students into the top 3 bands and will continue to focus on moving students out of the bottom bands.</p> <p>In Year 5 2022 there were 62 % (8 students) performing in the top 3 bands, 23% (3 students) in the bottom 2. In 2021 there were 72% in the top 3</p> |

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| <p>Increase of Aboriginal students achieving top 3 NAPLAN bands in numeracy from baseline.</p> | <p>bands (9 student) and 8 % in the bottom 2 bands (1 student) . Our data shows this is an area for continued focus.</p> |
| <p>Increase of Aboriginal students achieving top 3 NAPLAN bands in reading from baseline.</p> | <p>In Year 3 2022 there were 12 Aboriginal students enrolled. 42% (5 students) were performing in the top 3 bands while 59% (7 students) were in the bottom 2 bands. In 2021 there was 34% (1 student) in the top 3 bands and 67% of Aboriginal student enrolment (4 students) in the bottom 2 bands. We have made some growth in moving more students into the top 3 bands and will continue to focus on moving students out of the bottom bands.</p> <p>In Year 5 2022, there were 54% of students in the top 3 bands, and 46% in the bottom 2 bands. In 2021 there were 77% in the top 3 bands, and 23.1% in the bottom 2 bands. This is an area for continued focus and improvement.</p> |
| <p>A continuing increase in the number of students in the top 2 NAPLAN bands in Numeracy.</p> | <p>In Year 3 2022 there were 27 students (33.8%) in the top 2 bands and in Year 5 there were 10 students (13.3%) in the top 2 bands. In 2021 in Year 3 there were 11 students (17.7%) in the top 2 bands and in Year 5 there were 13 students (19.7%) in the top 2 bands.</p> <p>This indicates there was strong growth of students achieving in the top 2 bands in Year 3.</p> |
| <p>A continuing increase in the number of students in the top 2 NAPLAN bands in Reading.</p> | <p>In Year 3 2022 there were 43 students (52%) in the top 2 bands and in Year 5 there were 13 students (17.3%) in the top 2 bands. In 2021 in Year 3 there were 28 students (43.8%) in the top 2 bands and in Year 5 there were 23 students (34.9%) in the top 2 bands.</p> <p>This indicates there was strong growth of students achieving in the top 2 bands in Year 3.</p> |

Purpose

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

Initiatives

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

- Attendance
- Student Wellbeing
- Student and Community Voice

Resources allocated to this strategic direction

School support allocation (principal support): \$149,000.00

Socio-economic background: \$100,000.00

Low level adjustment for disability: \$17,000.00

Location: \$3,480.00

Summary of progress

Our team's first initiative was to follow the department's statewide goal for schools which was to improve the percentage of students attending >90% and our second initiative was reviewing our School Wellbeing Procedures to align with the new Inclusive Engaging Respectful Schools (IER) Package.

Strategic Direction 2 (SD2) Team completed Attendance Self Evaluation Tool in SCOUT to give staff an overall snapshot of how we align with the School Excellence Framework and where we need to focus on improvements in attendance and this was presented to staff for overall discussion and input. As a result, staff identified areas where we could strengthen and have an impact on increasing attendance levels, rates and accountability.

Staff were presented with the updated "Attendance Processes and Guidelines" for input and feedback. The Attendance Matters Document was one of the resources used to review and realign our processes and guidelines. After feedback from staff, the school has adopted this updated document.

Different processes of communicating with all parents/carers to improve attendance rates were reviewed using some recommendations from the Attendance Matters Document.

The Attendance Initiative for targeted students was planned but needs further refinement in 2023 to ensure a thorough and consistent approach is maintained. This was difficult to achieve once again due to the impact of COVID on normal school routines.

Students in Year 3-6 were surveyed in relation to attendance. The majority of students saw learning as important and a significant reason for coming to school. Also scoring high with students was the engaging and fun activities both in the classroom and in the playground. Students also recognised when they did not attend school that this was specifically noticed by their friends and teachers. These are still areas to build on for attendance growth.

Implications for 2023:

- Processes of communicating needs to be refined to be more effective for administrative staff, teachers and parents/carers.
- Ongoing promotion and professional learning across the whole school community.
- Ongoing support for staff to ensure that attendance processes are being consistently practiced for accountability.
- Ongoing consistency will be a priority and will need to be supported by executive, Strategic Development Team 2 members and all staff.

Wellbeing

Staff PL has been conducted on the Inclusive, Engaging and Respectful School's Policies. Staff provided exit slips reflecting on the presentation and the understanding of the new policies and their confidence in their implementation. There was a variety of feedback but overall staff were confident in going forward in their understanding at this time but have requested further professional learning and support once we have completed our School Wellbeing Procedures and Guidelines to align with the new policies. Restrictive Practices are still an area where staff will need more specific

ongoing support.

Staff survey results have indicated a need to relaunch and reinvigorate the Positive Behaviour for Learning (PBL) system, and to consolidate the processes so they are consistent across all areas of the school, and by the whole school community.

With the new policies and our School Wellbeing Procedures beginning to align, staff have developed greater understanding of the changes required to promote inclusivity, provide support for students so they have greater engagement in their learning and have begun to implement the guidelines for Restrictive Practices in preparation for 2023. This is indicated in Scout and Sentral data comparison between 2021 and 2022 which demonstrates a reduction in students negative behaviour.

Implications for 2023:

- Survey parents and community members to ensure understanding of the PBL program and to strengthen positive behavioural choices by students.
- Further professional learning on Restrictive practices for staff.
- Relaunch and reinvigorate the PBL for consistency.
- Finalise the School Wellbeing and Behaviour Procedures after consultation with the P and C and student SRC.

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>An uplift in student attendance base-line data from 82.6% in 2021 to >90%.</p> | <p>We have successfully reviewed and updated the attendance procedures and presented and provided professional learning for staff so that consistency across the school is achieved. Staff are more aware of accessing the Attendance Matters document for support and strategies to promote attendance.</p> <p>Steps towards achieving the annual progress measure were:</p> <ul style="list-style-type: none"> • Posters in prominent positions for students and parents/carers regarding the importance of attendance, and impact of poor attendance rates. • Competition for postcard designs. These will be printed to be posted home for excellent or improved attendance starting in 2023. • Students in Years 3-6 to design posters which needed to include our new attendance slogan, "Attendance each day is the Westlawn Way to also be displayed around the school in 2023. • Attendance information has also been included in the school information packs. <p>Due to COVID protocols it was difficult to promote attendance.</p> <p>The comparison of unexplained absences from 2021 to 2022 indicates there are identified grades to be monitored more closely to improve attendance rates and justification of absences.</p> |
| <p>Student Wellbeing</p> <p>School Wellbeing Procedures reviewed and realigned with new Behaviour Strategy.</p> <p>Year 6 students can identify a staff member to whom they can confidently turn to for advice and assistance.</p> | <p>We have successfully reviewed and aligned our School Wellbeing Procedures with the new behaviour strategy. Professional learning was provided for staff so that consistency across the school was achieved. Year 6 was also surveyed as a baseline data set for ongoing monitoring to</p> <p>Steps towards achieving the annual progress measure were:</p> <ul style="list-style-type: none"> • Research and collaboration with other schools has greatly assisted develop our new Wellbeing procedures. • Staff have been provided with professional learning and this will be ongoing during 2023. • Staff were given extra opportunities to meet and discuss any concerns or changes they felt necessary. • The Strategic Development 2 Team worked collaboratively to provide |

Student Wellbeing

School Wellbeing Procedures reviewed and realigned with new Behaviour Strategy.

Year 6 students can identify a staff member to whom they can confidently turn to for advice and assistance.

input and guidance for all staff.

- The PBL was embedded into our Wellbeing procedures after further staff consultation.
- We successfully relaunched of PBL for consistency across the school to recognise students positive behaviour and this will be ongoing.
- Yr 6 Survey results indicated 62.5% of students feel comfortable speaking to an adult and 52.1% of students feel they have quality time speaking to an adults.

Strategic Direction 3: High Impact Professional Learning

Purpose

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

Initiatives

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

- Enhance teacher capacity.
- Collaboration

Resources allocated to this strategic direction

Professional learning: \$36,000.00

QTSS release: \$90,000.00

Summary of progress

Our major focus for 2022 was for teachers to actively engage in observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Team members revised their skills on the 'Observation process', under the leadership of the principal, and a schedule was established for all staff to complete an 'evidenced-based lesson'. All staff, class teachers and support staff, participated in the lesson observations which were in-line with the Performance Development Plan process. Strategic Direction Team 3 (SD3) members noted improvements in their own practice as they followed the recommendations from the lesson observation feedback and used this in their next steps. They were also able to identify areas of need.

Our second focus for 2022 was for teachers to engage in professional discussion and collaboration to improve teaching and learning.

Collaboration days were implemented. All stages had one collaboration day off-site to complete assessment schedules/tasks and other areas of the curriculum. 3 from 4 stages provided positive feedback on their days. They had input into a structured agenda and successfully achieved the success criteria.

Collaboration with Stage Teams to focus on the HIT cycle and the analysis of data continued to occur in 5-week cycles.

Sharing of online programs was successful across some stages. However, an overhaul of programming is occurring and will be implemented in 2023, along with scheduled collaboration sessions for all stages.

The AP Curriculum and Instruction has assisted with the implementation of the collaboration days and the programming, assessment and data collection of the HIT cycle.

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 engage in observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. | Analysis: Systems are now in place to develop and sustain quality teaching practices through the implementation of lesson observations that focused on evidence-based practices. All staff, class teachers and support staff, participated in the lesson observations which are in-line with the PDP process. SD3 team members and all ES1 staff noted improvements in their own practice as they followed the recommendations from the lesson observation feedback and used this in their next steps. They were also able to identify areas of need. E.g. although the type and frequency of positive reinforcement versus corrective strategies was good during my lesson, many students who would usually require redirection were away prompting me to reflect how much 'extra' positive reinforcement would be needed to meet the ideal ratio when they were present. One SD3 member also noted |

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| <p>Teachers actively engage in observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p> | <p>her teaching practice changed positively as a result of being in another colleagues room and observing their teaching practice. E.g. seeing Kindergarten Initial lesson and understanding the capabilities and expectations of students 1 grade below was really helpful. Seeing ###'s Reading LI & SC prompted me to get a move on and create my own. Other stages were yet to be asked on their feedback.</p> <p>SD3 team members were in agreement that the lesson observation process across the school was successful apart from the unavoidable interruptions due to COVID and casual shortages. Staff were flexible and had a positive attitude towards the lesson observation process and were comfortable to ask for clarification if they were unsure.</p> <p>Where to next:</p> <ul style="list-style-type: none"> • Professional Learning on what "Evidence-Teaching Practices" look like and the Observation process would be beneficial before the start of the process in 2023. • A reminder to staff that their 2022 next steps can also carry over into their 2023 PDP process. • Limit observations to 2 staff observers and share the load across the team. • Staff will participate in 2 lesson observations in 2023. |
| <p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages or for particular student groups.</p> | <p>Analysis: Staff participated in one stage collaboration day and had opportunities to collaborate in staff meeting during the development and implementation of the HIT cycle. Stages also had opportunities to collaborate with stage members around programming.</p> <p>The exit slips provided after the collaboration day didn't provide adequate feedback. They required more open-ended questions to enable broader feedback. SD3 team members from 3 stages provided positive feedback on their collaboration days - an agenda had been set and discussed prior to the day and all stage members had an input into what was to be achieved.</p> <p>Collaboration HIT cycle -</p> <p>Collaboration programming - most stages shared programs at stage meetings. Staff were encouraged to discuss aspects of their program that were successful and those areas that colleagues could help them improve.</p> <p>Recommendations/Where to next:</p> <ul style="list-style-type: none"> • Timing of the collaboration day • Twice yearly • Clear agenda that all stage members have input into prior to event. <p>Next steps to support our students will be:</p> <ul style="list-style-type: none"> • Identify staff strengths/weaknesses. • Develop informal peer observation where teachers strengths are identified and shared. • Refine collaboration with clearly developed agendas. |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$128,438.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Westlawn Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Assessment Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of Personalised Learning Plans (PLP's) • employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact: Development of Personalised Learning Plans, Behaviour management plans and case management and transition meetings. Successful Implementation of Initial Lit program Implementation of Mac Lit Program to cater for the needs of identified individual students.</p> <p>After evaluation, the next steps to support our students will be: Continue to collaboratively use data sets to identify and support individual students.</p> |
| <p>Socio-economic background</p> <p>\$250,000.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Westlawn Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Data Skills and Use • Effective Assessment Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support MacLit program implementation. • resourcing to increase equitability of resources and services • professional development of staff through lesson observation to support student learning. <p>The allocation of this funding has resulted in the following impact: Attendance processes have been updated and we have provided professional learning for staff related to the changes and expectations. Development of Whole School Attendance monitoring procedures.</p> <p>After evaluation, the next steps to support our students will be: Continued support for all staff will be necessary to ensure continuity across the whole school. The Attendance/Well being Initiative for targeted students was planned but needs further refinement in 2023 to ensure a thorough and consistent approach is maintained. Processes of communicating in detail with all parents/carers each term are being reviewed and will be initiated through Sentral in 2023.</p> |
| <p>Aboriginal background</p> <p>\$82,281.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Westlawn Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p> |

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| <p>Aboriginal background</p> <p>\$82,281.00</p> | <p>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"> • Data Skills and Use • Effective Assessment Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Goorie Aboriginal Group established • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in the following impact: Reading In 2021 there were 33.3% in the top 2 bands, and 16.7% in the bottom 2 bands. This shows an increase in students in the top 2 bands and a decrease in students in the bottom 2 bands. Numeracy - In Year 5 2022, there were 7.7% of students in the top 2 bands, and 46.2% in the bottom 2 bands.</p> <p>After evaluation, the next steps to support our students will be: Implement evidence based numeracy strategies. Continue evolution of Goorie Group.</p> |
| <p>Low level adjustment for disability</p> <p>\$67,000.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Westlawn Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MAQLit program to increase learning outcomes • employment of LaST and interventionist teacher. <p>The allocation of this funding has resulted in the following impact: Numeracy In Year 3 there were 27 students (33.8%) in the top 2 bands and in Year 5 there were 10 students (13.3%) in the top 2 bands. In 2021 in Year 3 there were 11 students (17.7%) in the top 2 bands and in Year 5 there were 13 students (19.7%) in the top 2 bands. This indicates there was strong growth of students achieving in the top 2 bands in Year 3. Reading In Year 3 there were 43 students (52%) in the top 2 bands and in Year 5 there were 13 students (17.3%) in the top 2 bands. In 2021 in Year 3 there were 28 students (43.8%) in the top 2 bands and in Year 5 there were 23 students (34.9%) in the top 2 bands. This indicates there was strong growth of students achieving in the top 2 bands in Year 3.</p> <p>After evaluation, the next steps to support our students will be: Maths has been identified as a focus area moving in to 2023. Building string number sense and additive thinking has been identified as the first HIT Cycle for Term 1 2023.</p> |

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| <p>Location</p> <p>\$3,480.00</p> | <p>The location funding allocation is provided to Westlawn Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • staff PL has been conducted on the Inclusive, Engaging and Respectful School's Policies. • relaunch and reinvigorate the PBL system. <p>The allocation of this funding has resulted in the following impact: Sentral data comparison between 2021 and 2022 which demonstrates a reduction in negative behaviour incidents.</p> <p>After evaluation, the next steps to support our students will be: Survey parents and community members to ensure understanding of the PBL program and to strengthen positive behavioural choices by students.</p> |
| <p>Professional learning</p> <p>\$36,000.00</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 Westlawn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhance teacher capacity. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • whole school observation and feedback • development of Routine Collaboration • focus of observations: SD1 reading goal. Evidence-based teaching strategy from Quality Teaching Framework or What Works Best documents. <p>The allocation of this funding has resulted in the following impact: 2 x grade collaboration meetings per year. (Week 5-6, Term 1 & Week 5-6 of Term 3)- Explicit agenda established by principal, DP, CI and AP prior to day (based on school plan - literacy or numeracy based goals) Teaching strategies across the school were observed and teacher reflected on their own practice.</p> <p>After evaluation, the next steps to support our students will be: Identify teachers areas for development and strength- develop peer observation informal where teachers strengths are identified and shared. Refine collaboration with clear developed agenda.</p> |
| <p>QTSS release</p> <p>\$90,000.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Westlawn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhance teacher capacity. • Collaboration <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 • staffing release to align professional learning to the Strategic |

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| <p>QTSS release</p> <p>\$90,000.00</p> | <p>Improvement Plan and develop the capacity of staff.</p> <p>The allocation of this funding has resulted in the following impact: Teachers identifying and receiving feedback on evidence based teaching strategies. Collaborative planning to reduce workload and strengthen programming for individual needs.</p> <p>After evaluation, the next steps to support our students will be: Refine timing of Collaboration session and clear agenda needs to developed with stage staff.</p> |
| <p>COVID ILSP</p> <p>\$184,866.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact: Improved student outcomes in Literacy using the MacLit program students on average improved 4 reading levels.</p> <p>After evaluation, the next steps to support our students will be: Continue program in 2023 with funding.</p> |
| <p>AP Curriculum & Instruction</p> <p>\$150,571.00</p> | <p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APCI staff professional learning Reading Guide Year 3-8. • development of assessment tracker and staff beginning to use this as a means of tracking student growth and attainment • stage teams work collaboratively with APCI to develop Consistent Teacher Judgement and moderation of assessment tasks leading into reporting period. <p>The allocation of this funding has resulted in the following impact: Staff have engaged in using the Assessment Tracker to track student data and identify individual student needs. Whole School and stage meetings have been aligned to match this focus across all terms, allowing for collaboration capacity building of staff.</p> <p>After evaluation, the next steps to support our students will be: Ensure the implementation of new syllabus across K-6.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 282 | 257 | 263 | 283 |
| Girls | 227 | 244 | 232 | 244 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 94.3 | 95.4 | 93.8 | 90.0 |
| 1 | 94.3 | 94.8 | 92.4 | 89.0 |
| 2 | 95.1 | 95.0 | 90.7 | 89.1 |
| 3 | 93.3 | 93.5 | 91.2 | 89.3 |
| 4 | 95.1 | 93.9 | 93.1 | 88.0 |
| 5 | 94.4 | 94.9 | 92.8 | 88.4 |
| 6 | 93.2 | 94.1 | 91.9 | 87.8 |
| All Years | 94.2 | 94.5 | 92.3 | 88.8 |
| 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 |
| Assistant Principal(s) | 5 |
| Classroom Teacher(s) | 20.24 |
| Learning and Support Teacher(s) | 1.3 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 3.96 |

*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 | 657,696 |
| Revenue | 5,641,502 |
| Appropriation | 5,450,177 |
| Sale of Goods and Services | 11,673 |
| Grants and contributions | 173,188 |
| Investment income | 6,464 |
| Expenses | -5,484,372 |
| Employee related | -4,799,872 |
| Operating expenses | -684,500 |
| Surplus / deficit for the year | 157,130 |
| Closing Balance | 814,826 |

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 | 104,401 |
| Equity Total | 552,324 |
| Equity - Aboriginal | 82,640 |
| Equity - Socio-economic | 252,204 |
| Equity - Language | 0 |
| Equity - Disability | 217,480 |
| Base Total | 3,712,775 |
| Base - Per Capita | 125,076 |
| Base - Location | 3,485 |
| Base - Other | 3,584,214 |
| Other Total | 596,146 |
| Grand Total | 4,965,646 |

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction Tell Them From Me Survey

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

Parents feel welcome - Westlawn 6.9, State Average 7.4.

Parents are informed - Westlawn 5.6, State Average 6.6.

Parents support learning at home - Westlawn 8.2, State Average 6.3.

School supports learning - Westlawn 7.4, State Average 7.3.

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

Leadership - Westlawn 6.7, State Average 7.1.

Collaboration - Westlawn 7.4, State Average 7.8.

Learning Culture- Westlawn 8.3, State Average 8.1.

Data Informed Practice - Westlawn 7.8, State Average 7.8.

Teaching Strategies - Westlawn 7.8, State Average 7.9.

Technology - Westlawn 6.1, State Average 6.7.

Inclusive School - Westlawn 8.8, State Average 8.2.

Parent Involvement - Westlawn 7.1, State Average 6.8.

Student Satisfaction Tell Them From Me Survey

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

Student Participation in School Sports - Westlawn 76%, State Average 83%.

Students with a Positive Sense of Belonging - Westlawn 64%, State Average 81%.

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

Students with positive behaviour at school - Westlawn 86%, State Average 83%.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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