

2023 Annual Report

Westlawn Public School



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Introduction

The Annual Report for 2023 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 516. 100 students identify as Aboriginal or Torres Strait Islander. The current Family Occupation Education Index (FOEI) is 116. 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, Aboriginal Language and Culture studies, 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

QTSS release

AP Curriculum & Instruction

Low level adjustment for disability

Professional learning

Integration funding support

Beginning teacher support

Summary of progress

Staff members participated in Big Ideas Numeracy PL . The DP and APCI facilitated whole days for the maths team to participate in the department run professional learning and mapped how this will be shared with stage teams and introduced into classrooms. The team facilitated professional development sessions for staff, sharing strategies and resources they had accessed during the Big Ideas Numeracy PL. All stages K-6 worked collaboratively to discuss learning, strategies and implications for their teaching. This was embedded into a five-week HIT cycle (High Impact Teaching). The HIT cycle was linked to data from Check In and classroom assessments.

Teachers implemented the new K- 2 English and Mathematics Syllabuses and began using the departmental units. Numeracy units were adjusted and a new scope and sequence created providing teachers with more clarity of what was taught. This is an ongoing area of focus as staff further develop their knowledge and understanding of the Syllabuses and the pedagogy embedded in them.

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.

Staff have collaborated in stage meetings to develop assessment tasks, share work samples and maintain consistency against success criteria.

All staff participated in regular collaborative curriculum planning sessions with APCI, developing understanding of the new mathematics and English syllabus K-6.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
In Numeracy Check In Assessments the average percentage correct for our students in Year 3, Year 4, Year 5 and Year 6, is within 10% lower than or higher than State average correct for all cohorts.	All cohorts were within 10% of the state average with Years 3, 4 and 5 being within 5% Where to next: <ul style="list-style-type: none">• Implement Mathematics assessment Tasks.• Develop whole school approach to Numeracy block.• Support teachers to successfully implement the K-6 Mathematics Syllabus.• Review our current assessment to align with new syllabus.

<p>In Numeracy Check In Assessments the average percentage correct for our students in Year 3, Year 4, Year 5 and Year 6, is within 10% lower than or higher than State average correct for all cohorts.</p>	<ul style="list-style-type: none"> • Provide collaboration time for teachers to plan, develop assessments and moderate teacher judgement.
<p>In Reading Check In Assessments the average percentage correct for our students in Year 3, Year 4, Year 5 and Year 6, is within 10% lower than or higher than State average correct for all cohorts.</p>	<p>All cohorts were within 10% of the state average with Years 3, 4 and 5 being within 5%</p> <p>Where to next:</p> <ul style="list-style-type: none"> • Implement fluency- diagnostic assessment tool. • Develop whole school approach to Literacy block. • Support teachers to successfully implement the K-6 English Syllabus. • Review our current assessment to align with new syllabus. • Provide collaboration time for teachers to plan, develop assessments and moderate teacher judgement.

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

Socio-economic background

Aboriginal background

Integration funding support

Location

Per capita

Summary of progress

In 2023, the school planned to improve attendance and student wellbeing through a range of initiatives. The goals were to:

- Refine the consistent whole school approach to student attendance where there is a collective responsibility for student attendance, behaviour, student learning and success.
- Embed research informed best practice of well-being (PBL, Well-Being Framework, Rock and Water, Smiling Minds, Mentoring in the form of Lunch Clubs)
- Refine the consistent whole school approach to student well-being where there is a collective responsibility for student behaviour, student learning and success.
- Increase authentic participation for all stakeholders in the decision making processes within the school.
- Regularly solicit and address feedback on school performance from students, staff, parents and the broader school community.

A team was formed with staff from across the school and was led by a member of the school Executive Team. The goals, strategies and initiatives were regularly discussed in Leadership, whole school, Stage and Strategic Direction team meetings. The school used financial and human resources to promote initiatives across all settings of the school from staff, students and the wider school community.

This year, there was a decline in whole school data extracted from Sentral and the Tell Them From me Surveys for both attendance and student well-being. That being said, there has been a strong uptake from all staff on new initiatives and the whole school behaviour procedures have been reviewed and adjusted throughout the year to adjust to our individual context and the feedback we receive from staff, students and members of the school community. We have received a lot of positive verbal and written feedback from staff and students about some of the well-being initiatives the school has put in place this year. Administration burden of attendance tracking, data and parent contact continues to be an area the school intends on addressing through automated systems and flagging to support teachers in identifying attendance trends and providing support and resources to teaching staff, families and students to improve student attendance.

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 uplift in student attendance base-line data from 49% from December 2022 to >90%. Low percentage due to impact of COVID.	<p>Attendance:</p> <p>Analysis:</p> <p>The school's pursuit of a refined and consistent whole-school approach to</p>

<p>An uplift in student attendance base-line data from 49% from December 2022 to >90%. Low percentage due to impact of COVID.</p>	<p>student attendance, behaviour, learning, and success has been marked by a variety of initiatives and strategies. To foster a collective responsibility for student attendance, the school implemented attendance post cards, facilitated communication through phone calls between classroom teachers, Assistant Principals, and parents, organised attendance meetings, involved a home-school liaison officer, displayed daily notices at assemblies, and embraced the slogan 'attendance each day is the Westlawn Way.' Attendance data and students of concern were raised and discussed in Year, Stage, Learning and Support and Whole School meetings and strategies were shared to improve student outcomes. Additional SLSOs were employed to support transitions to school. The school implemented a 16 week Kick Start to Kindy program to encourage strong connections with the school community to foster a strong sense of belonging. School programs and targeted teaching strategies were implemented to encourage more hands-on and engaging curriculum and the school used the Tell Them From Me Survey to gather further data to develop a path forward with the school community. However, despite these efforts, there was a decline in student attendance from 92% in Semester 1, 2022, to 89.6% in Semester 1, 2023. Unfortunately, Semester 2 data was not available at the time of the end-of-year report. The school has implemented a text message service to encourage parents to contact the school to provide a reason for student absence and these are reasons are reviewed fortnightly. The school continues to implement attendance improvement processes. Attendance goals, data and literature are shared in our weekly newsletter.</p> <p>Where to Next?</p> <p>Looking forward to 2024, the school will consolidate initiatives to address the decline in attendance. Collaborative workshops and training sessions for teachers, parents, and students could also be introduced to enhance awareness and engagement. Reinforcing the importance of attendance through targeted campaigns and incentives may further motivate families to attend regularly. Continuous monitoring and periodic evaluations can guide the school in adapting and refining these initiatives based on their effectiveness, ensuring a comprehensive and sustained approach to improving student attendance and overall success.</p>
<p>Increase in the number of students reporting positive advocacy and belonging.</p>	<p>Positive advocacy and belonging:</p> <p>Analysis:</p> <p>Our goal for the annual plan was to achieve an increase in the number of students reporting positive advocacy and belonging. Regrettably, the data from Semester 1, 2023, reveals a decline in students' sense of belonging in Years 4 to 6, dropping from 64% in November 2022 to 59% in June 2023. This decline signals the need for a strategic intervention to foster a stronger sense of belonging and advocacy among students.</p> <p>Where to next?</p> <p>To address the decline and enhance the overall school environment, the school intends on maintaining, adapting and changing some initiatives in 2024. The school will continue the peer program for our Year 6 students, pairing older students with younger peers in Kindergarten to foster positive relationships and a sense of belonging. The structure of classes and lessons may support a greater sense of belonging. Student behaviour management continues to be an area of focus in 2024. These initiatives aim to positively impact students' advocacy and belonging, fostering a conducive learning environment for all.</p>
<p>Student Wellbeing</p> <p>SEF Wellbeing - caring for students, a planned approach to wellbeing, individual learning needs, behaviour - Excelling</p>	<p>Student Wellbeing:</p> <p>Analysis:</p> <p>The school continues to work towards its goal of uplifting Tell Them From Me (TTFM) Well-being data, of a 5.4% improvement in positive advocacy, belonging, and expectations for success among students in each category. Notably, the school revised its Well-being Procedures, aligning them with</p>

Student Wellbeing

SEF Wellbeing - caring for students, a planned approach to wellbeing, individual learning needs, behaviour - Excelling

the new Behaviour Strategy and integrating the evidence-based Positive Behaviour for Learning framework. However, the Semester 1 TTFM report revealed concerning declines in students' sense of belonging (from 64% in November 2022 to 59% in June 2023) and positive relationships (84% in 2022 to 78% in 2023), alongside a dip in perceived positive behaviour at school (from 86% in November 2022 to 81% in June 2023). Despite these setbacks, the school implemented innovative initiatives, such as end-of-term rewards days, fostering positive behaviour and engagement.

Where to next?

To address the identified declines in student wellbeing, the school is planning a comprehensive approach for 2024. Firstly, an enhanced focus on fostering a sense of belonging will be prioritised through initiatives such as mentorship programs and interactive workshops. The school plans to strengthen positive relationships by introducing peer support initiatives and encouraging collaborative projects. Additionally, a targeted campaign promoting positive behaviour at school incorporating student input in the development of a shared code of conduct. Continuous review and adaptation of Wellbeing Procedures, aligned with the latest research and feedback, will remain a priority. Through these strategic initiatives, the school aims to surpass previous levels of positive student advocacy and satisfaction.

Student and Community Voice:

Analysis:

The school promotes a positive learning culture by fostering strong collaboration among students, parents, and the community. Commitment to supporting continuity of learning during transition points is evident through well-established processes. Regular meetings between teachers and parents cover various aspects, including school reports, student well-being, welfare, attendance, and plans. The school prioritises effective communication, with teachers frequently engaging parents throughout the year in events ranging from awards ceremonies and assemblies to BBQs, fairs, showcases, and special theme days.

In addition, the school places a high value on student voice, exemplified by the student-voted leadership team and the Student Representative Council (SRC) team. These teams meet regularly to encourage and amplify student perspectives in decision-making processes. This inclusive approach ensures that students feel empowered and heard, contributing to a positive and supportive school environment.

Where to next?

Looking ahead to 2024, the school can build on this success by implementing additional initiatives. Enhancing student voice in the classroom and playground through the co-construction of curriculum focus and playground initiatives and groups. The school will continue to facilitate discussions on students' progress and well-being with teachers to take an active initiative in this process. Continual innovation in communication strategies will ensure that the school remains at the forefront of fostering a supportive and engaging learning environment.

Strategic Direction 3: High Impact Professional Learning

Purpose

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

Initiatives

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

- Enhance teacher capacity.
- Collaboration

Resources allocated to this strategic direction

QTSS release

Professional learning

Socio-economic background

Low level adjustment for disability

Per capita

AP Curriculum & Instruction

Summary of progress

The first focus for 2023 was for teachers to actively engage in observations.

The first observation focused on an implementation of evidence-based teaching strategy in mathematics. Team members used their previous skills, and the Westlawn Public School proformas, to conduct the lesson observations. Both pre and post dialogue were important aspects included in the allocated timeframe. All staff, class teachers and support staff, participated in the lesson observations which were in-line with the Performance Development Plan process. Staff completed a second observation focusing on either a follow up of previous lesson or a new focus. These observations also led to constructive feedback, to improve professional knowledge and practice.

Our second focus for 2023 was for teachers to engage in professional discussion and collaboration to improve teaching and learning.

Collaboration days were implemented each term as either a whole day off-site or during additional release from face-to-face time to complete assessment schedules/tasks and other areas of the curriculum. Priority was also given to the new K - 2 syllabus and associated units of work for Literacy and Mathematics. Staff appreciated the pre meetings to discuss agenda for the collaboration days. This ensured the days were productive and remained on track. They had input into a structured agenda and successfully achieved the success criteria.

During Term 4, the AP Curriculum and Instruction has begun working with stages, in RFF time, on the implementation of the new English and Mathematic syllabi and the associated units.

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
Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.	<p>Analysis: Adapting recommendations from 2022, a usable system was used to complete mandatory lesson observations that focused on evidence-based practices and align with the Westlawn Public School (WPS) goal. All staff, class teachers and support staff, participated in two lesson observations which are in-line with the Professional Develop Plan (PDP) process.</p> <p>Responses from staff indicated that this year's process was successful in that the pre and post discussions were very valuable and made the process easier being completed as a whole session. As the proforma had been refined, positive comments were made on its ease of use. Using the whole</p>

<p>Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.</p>	<p>school goal as one of the lesson observations for all staff was also positively received and then the ability to follow up from this lesson if needed.</p> <p>Impact on teaching practice in the classroom was evidenced through comments such as -</p> <ul style="list-style-type: none"> * Received feedback from colleagues re teaching practice. Things I did well, things that didn't work, what you may do to follow on. It encourages you to think deeply about the lesson/content pre delivery. * Constructive/useful feedback that could be used to improve teaching. * Post dialogue enabled staff to reflect on their lesson, something they don't necessarily do which led to good discussions. <p>Strategic Direction 3 (SD3) team members were in agreement that the lesson observation process across the school was successful however, staff commented on the time they took across the school and the disruption to classes/support programs. They are very difficult to complete with staff shortages and timetable was constantly rearranged. Unsure of how this issue can be resolved. Observed staff were flexible when their time had to be rearranged and had a positive attitude towards the lesson observation process, responding to questions and becoming more familiar on reflecting on their own teaching practice.</p> <p>Where to next:</p> <ul style="list-style-type: none"> • Assistant Principals (AP) to follow through with the 'Where to next' and possibly completing one of the two observations. • Employing casuals for them to be completed over 2 weeks so staff/classes/support staff not impacted so much. • Increase the opportunity for other staff to observe. • Develop the role of APC&I to support staff.
<p>The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.</p>	<p>Analysis: Staff participated in stage collaboration days at the end of each term and used their extra hour of release from face to face to collaborate with their grade and Assistant Principal. In Term 4, the AP C&I also provided PL on the new English and Mathematics syllabi and the Department units of work.</p> <p>Feedback from staff on the collaboration days included:</p> <ul style="list-style-type: none"> • Time with Stage colleagues was productive. As the days were planned off-site, there were no interruptions, especially for the AP who is running the day. • Staff input for the agenda (pre-meeting) made staff feel inclusive and ultimately responsible for being productive on the day. Majority of staff commented on the agenda being clear, relevant, and mostly completed. We shared, discussed, took responsibility of workload to achieve common goals, identified barriers and enablers, evaluated outcomes including actions arising. • It was good to have my opinion heard and have an input in next term's planning. A positive and productive day with great discussion and team driven. These planning days allow us to build on those relationships and create an awesome and productive working environment. • It was great to get together as a team uninterrupted especially when this Term has been very overwhelming. Year 1 has not had the opportunity to spend a lot of time with AP so it was nice to clarify some things with her. I enjoyed the opportunity to discuss things as I don't feel like I have the opportunity in Stage meetings. • Staff felt more organised for the next term in areas such as expectations, Mathematics units, programming, and assessments. It was appreciated that this time ensured staff had less planning in their holidays. • Great venue, attending staff were able to work collegially, including time to have discussion around Literacy and Mathematics programming and resources as well as having time to plan/update whole term 2 programs for Writing and Mathematics.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Recommendations/Where to next:

Reviewing scope and sequences ensuring we are covering all areas of the new syllabus in a way that suits our school in 2024. Consistency around what a literacy and numeracy block should look like.

Keep ensuring that the agenda is clear beforehand and jobs are allocated so there is minimal discussion needed before we start working on activities.

Smaller agenda with a clear focus, a member of the executive team to lead the day. Having these day earlier on in the term. The last few weeks are hectic in our rooms with assessment and student behaviours.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$252,127.00</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"> • Data Skills and Use • Student Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Development of Personalised Learning and support (PLP) plans for high needs students. Development of Behaviour Management Plans for students with high level needs. Up-skilling of teachers and Student Learning Support officers through Professional Learning. Timetabled support for high level needs students that assist in the implementation of students PLP's.</p> <p>After evaluation, the next steps to support our students will be: Continue to timetable support for our high level needs students. Provide professional learning for staff around the individual complex needs of students. Provide release time for staff to conference and meet with agencies to develop plans for our complex high needs students.</p>
<p>Socio-economic background</p> <p>\$319,427.55</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"> • Student Wellbeing • Enhance teacher capacity. • Collaboration <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 Big Ideas Mathematics PL to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Development of teaching staff to differentiate lessons in Mathematics. Timetabling of additional support to be in class to support learning of students. Staff attended professional learning on student well-being. Resources for green awards day as part of student behaviour and well being policy.</p> <p>After evaluation, the next steps to support our students will be: The Attendance Initiative for whole school needs further refinement in 2024</p>

<p>Socio-economic background</p> <p>\$319,427.55</p>	<p>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 2024.</p>
<p>Aboriginal background</p> <p>\$113,527.66</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Westlawn Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to support literacy and numeracy programs • release of teacher to plan and program Aboriginal language and culture lessons <p>The allocation of this funding has resulted in the following impact: All students participating in Aboriginal Language and Culture lessons. Goorie group collaboration with partnering school to increase understanding of Aboriginal Language and Culture. Performances in the community by Goorie Group.</p> <p>After evaluation, the next steps to support our students will be: Continue to use this funding to support the teaching of Aboriginal Language and Culture.</p>
<p>Low level adjustment for disability</p> <p>\$217,480.30</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"> • Data Skills and Use • Enhance teacher capacity. <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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Teachers worked collaboratively to share expertise and reflect on and improve their professional practice which has had a positive impact on students outcomes. Support for students in class with Student Learning Support Officers (SLSO) . Increased teacher capacity to deliver engaging mathematical content. Staff supported to implement new K-2 Syllabus.</p> <p>After evaluation, the next steps to support our students will be: Continue to build teacher capacity to implement new syllabus and develop engaging, differentiated lessons to cater for the needs of all students.</p>

<p>Location</p> <p>\$3,737.23</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 • Resources to support the implementation of PBL <p>The allocation of this funding has resulted in the following impact: Successful implementation of PBL rewards to promote positive behaviour. Assist students to attend excursions and dress in school uniform.</p> <p>After evaluation, the next steps to support our students will be: Embed PBL green rewards system and more emphasis placed on the Tell Them From Me survey.</p>
<p>Professional learning</p> <p>\$41,957.84</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"> • Data Skills and Use • Enhance teacher capacity. • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • engaging a specialist teacher to unpack evidence-based approaches to teaching of Mathematics. <p>The allocation of this funding has resulted in the following impact: Staff attended professional development on Big Ideas in Mathematics and were then able to share their knowledge by providing professional learning for other staff. Staff were able to observe colleagues practice to improve their own. Staff were provided time to plan collaboratively with colleagues.</p> <p>After evaluation, the next steps to support our students will be: Continue to identify staff needs and provide professional learning that aligns with school goals and staff personal goals.</p>
<p>Beginning teacher support</p> <p>\$15,673.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Westlawn Public School during their induction period.</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 initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback

<p>Beginning teacher support</p> <p>\$15,673.00</p>	<p>The allocation of this funding has resulted in the following impact: Teacher being supported to improve professional practice and successfully complete Teacher Accreditation process.</p> <p>After evaluation, the next steps to support our students will be: Formalise teacher induction program for beginning teachers.</p>
<p>QTSS release</p> <p>\$101,086.27</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Westlawn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Effective Assessment Practice • Enhance teacher capacity. • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: K-2 Implementing the K-2 English and Mathematics syllabus, all teachers participating in Mathematics professional learning and increasing their capacity to deliver engaging Mathematics lessons.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund collaborative time for teachers to engage in professional learning around the K-10 English and Mathematics syllabus. Provide teachers the opportunity to observe colleagues to improve their practice.</p>
<p>COVID ILSP</p> <p>\$158,105.40</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 2023.</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 <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 to use this resource to provide small group tuition to improve outcome for students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	257	263	283	274
Girls	244	232	244	250

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.4	93.8	90.0	90.1
1	94.8	92.4	89.0	88.8
2	95.0	90.7	89.1	90.9
3	93.5	91.2	89.3	89.4
4	93.9	93.1	88.0	89.0
5	94.9	92.8	88.4	88.6
6	94.1	91.9	87.8	90.4
All Years	94.5	92.3	88.8	89.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	21.44
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	518,402.98
Revenue	6,493,372.85
Appropriation	6,222,821.43
Sale of Goods and Services	13,934.54
Grants and contributions	224,254.74
Investment income	20,410.76
Other revenue	11,951.38
Expenses	-5,959,031.46
Employee related	-5,263,560.95
Operating expenses	-695,470.51
Surplus / deficit for the year	534,341.39
Closing Balance	1,052,744.37

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.

	2023 SBAR Adjustments (\$)
Targeted Total	205,656
Equity Total	650,436
Equity - Aboriginal	113,528
Equity - Socio-economic	319,428
Equity - Language	0
Equity - Disability	217,480
Base Total	3,961,572
Base - Per Capita	137,157
Base - Location	3,737
Base - Other	3,820,678
Other Total	611,341
Grand Total	5,429,005

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction Tell Them From Me Survey

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

Parents feel welcome - Westlawn 7.1

Parents are informed - Westlawn 6.4

Parents support learning at home - Westlawn 7.4

School supports learning - Westlawn 7.2

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 5.7, State Average 7.1.

Collaboration - Westlawn 7.0, State Average 7.8.

Learning Culture- Westlawn 7.4, State Average 8.1.

Data Informed Practice - Westlawn 7.6, State Average 7.8.

Teaching Strategies - Westlawn 7.5, State Average 7.9.

Technology - Westlawn 6.0, State Average 6.7.

Inclusive School - Westlawn 7.4, State Average 8.2.

Parent Involvement - Westlawn 6.2, 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 68%, State Average 83%.

Students with a Positive Sense of Belonging - Westlawn 58%, State Average 81%.

Students with a positive relationships - Westlawn 75%, State Average 85%.

Students with positive behaviour at school - Westlawn 87%, 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.