

West Wallsend Public School

Annual Report



2016



3358

Introduction

The Annual Report for 2016 is provided to the community of West Wallsend 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 school 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 background

School vision statement

At West Wallsend Public School, we believe in providing a safe, secure and supportive learning environment where students are challenged to reach their true potential and become confident, creative 21st century learners.

Our vision is further underpinned by six core values that our school values project team developed inline with our school motto "Strive to Achieve". We believe at West Wallsend Public School, we strive to be the best people that we can be.

Safety– Act safely; be accountable for your own actions.

Teamwork–Work together peacefully.

Respect–Be proud of ourselves, our achievement and our school.

Integrity–Be honest and reliable.

Value–Learn and let others learn.

Excellence–Value learning as it is, enjoyable and continues for life.

School context

West Wallsend Public School is a wonderful community focussed public school housed in heritage buildings and located within an outer Lake Macquarie/Newcastle suburb with a rich history based on coal mining. Our classrooms were all refurbished in 2010/2011 under the BER program which also allowed us to be provided with a wonderful modern library. We serve the West Wallsend, Holmesville and Seahampton areas and we are well supported with an active P&C Association and strong community links and partnerships.

West Wallsend Public School has an enrolment of 204 students and 9% of the students are Aboriginal or Torres Strait Islander. Our school has one non-teaching Principal, two teaching assistant principals, six classroom teachers, one full time learning and support teacher plus various part-time support staff.

Our aim is to maximise learning opportunities and outcomes for all students in a purposeful, stimulating and supportive learning environment with a focus on quality literacy and numeracy. The school is a participant in L3 and Focus on Reading programs and is a member of the dare to lead coalition. West Wallsend Public School caters for a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

In the Learning domain the school addressed the quality of classroom instruction by implementing programs in data analysis and use of data in programming, student wellbeing and key programs addressing student learning. Visible progress has been evidenced through progressive monitoring, tiered intervention and is reflected in the quality of classroom pedagogy through training and development, collaboration of staff, delivery of targeted learning progressions, recording and analysis of data and student engagement. Impact of these programs includes changes to pedagogy used in classrooms, quantitative evidence gathered in every classroom and analysed at executive level.

In the Teaching domain the school addressed collaborative practise by providing the opportunity to create positive and productive learning culture amongst staff. This involved the importance of building the collegial data analysis to inform teaching decisions. By implementing programs in explicit instruction and linking teachers to the Australian Professional Standards for teachers. The development of professional learning plans for all teaching staff catered for targeted authentic professional learning. The following progress is visible by the growth in teaching practice during observations, coaching and mentoring, reflections and feedback.

In the Leading domain the school addressed the leadership and management practises and processes to provide a framework for efficient functioning and improvement. This involved the importance of building leadership capacity across the school. By initiating programs in curriculum and meeting delivery requirements and linking with community of schools and other organisations to support the school's programs. The following progress is visible by capacity building of executive team and an evolving culture of relationships of positive school and community partnerships.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Consistent, high standard educational practices

Purpose

To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development.

Overall summary of progress

Annual Milestone Scope and sequence documents for KLAs reviewed and adjusted during staff planning days. All staff started mathematics Building Blocks Professional Learning which is ongoing. New teachers trained in explicit instruction and existing teachers continuing PL in EI. Two new teachers trained in peer coaching. Ongoing peer mentoring in whole school. One new teacher trained QT rounds. QT rounds used with Master of teaching students. All teachers delivering classroom warm ups with evolving practises. All staff complete teaching journals. QTSS release provided collegial mentoring.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|----------------------------|
| * Quality pedagogy and consistency in teacher judgement is evident through observations in all classrooms and programs. | Learning threads, continuums, data walls, triangulated assessments, personalised learning plans, teacher journals, warm ups, collegial discussions and high quality professional learning in data analysis (TPL), peer coaching and mentoring, modelling of teaching practices, strategies delivered for consistent teacher judgement. | \$30,000 |
| * All staff responsible for collaboratively developed and articulated professional goals in individual professional learning plans. | Developed own goals in PDP and teacher accreditation. Participation in developing PDP and three goals were established and tracked. One permanent teacher gained accreditation. | |

Next Steps

- Continue mentoring and coaching for all staff members promoting outstanding collaboration, observation and professional sharing of evidence based teaching that is focussed on quality pedagogy and consistent teacher judgement.
- Engage the whole staff in data collection and designing quality assessment tasks focussing on the teaching and learning cycle, student's individual point of need and differentiation.
- All staff to have professional development plans reflecting both school and personal goals based on the professional standards and aligned with the school plan.

Strategic Direction 2

Enhancing the Quality of student learning

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities in a positive school environment which provides students with social and emotional wellbeing values and develops them both as learners and leaders.

Overall summary of progress

The school has delivered two programs. Best evidence best practise data analysis & Student wellbeing. Progress to date includes, IEPs and PLPs, baseline data in literacy and numeracy, collecting and tracking 5 week continuum data, implementing tiered intervention and support, analysis of external data.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|----------------------------|
| * At least 80% of students demonstrating expected growth across DEC Literacy and Numeracy continuums. | Setting and reviewing of IEP and PLPs, NAPLAN average growth including Aboriginal students, the target 80% student growth demonstrated across the DOE literacy continuums | \$16 000 |
| * Students in years 3&5 to achieve state average growth over a rolling three year average. | Value-added from year3–year 5 (2014–2015) The amount of growth via the SEF report shows 86.0 compared to 85.5 of similar schools across numeracy and literacy. Our value added score related to the SEF descriptions places using the category of sustaining and growing. | \$7 000 |
| * Aboriginal student's results to reflect that of the total school population. | Identified students in year 4 and 5 from 2015 NAPLAN results received in class support by a tutor to improve outcomes in both Literacy and Numeracy. | NORTA NORTA \$7,171 |
| * All identified students to have personalised learning plans. Every child to achieve their benchmarks. | Student wellbeing, You Can Do It program implemented, Got It!, tracking systems/flowcharts for Wellbeing – reviewed and refined. | \$5 000 |

Next Steps

- Track and review IEPs and PLPs on a regular basis to achieve individual goals.
- Monitor growth towards continuum target– on track of 80% by the end of 2017.
- 8% Increase target in top two bands in NAPLAN over the next two years.

Strategic Direction 3

Quality relationships and systems

Purpose

To build strong relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, effective partnerships with families and organisational practices.

Overall summary of progress

This year involved key programs in school improvement and community partnerships. Progress to date includes developing and implementing transition programs from Years 6–7 and for Kindergarten. Parenting programs have been delivered to the community as well as the development of external partnerships with the University. There were reviews of key school based DoE policies and key elements of the reform agenda.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|----------------------------|
| * An established engaged learning community which forms a supportive school community. | The following policies were reviewed, refined and published on the school's website: <ul style="list-style-type: none">• Wellbeing• Attendance• Sport• Enrolment | \$4 000 |
| • Survey results indicate improved satisfaction from 2015 'Tell Them From Me' baseline data. | Tell Them From Me survey results indicate Impact of the transition program includes: <ul style="list-style-type: none">• Networking with pre-schools and other schools in the Sugarloaf CoS• Qualitative data around the transition indicated a better experience for students University partnerships enhanced the staff understanding of individual student needs and increased service delivery to students | \$5 000 |
| * Effective administration, communication and implementation of DEC financial systems. | SASS staff supported in the implementation of new finance system. Training of SAO supported. Relieving SAM due to substantive SAM seconded to LMBR deployment team. | \$7 000 |

Next Steps

- Processes, policies and procedures reviewed and implemented in line with LMBR
- Community education on bullying with the introduction of peer mentoring, buddy bench and parent information.
- Staff well-being to ensure they are supported to cope with the many demands placed upon individuals and systems through change.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---------------------------------------|---|---|
| Aboriginal background loading | Strategic Direction 2– All students have a personalised learning plan(PLP) and are making progress across the literacy and numeracy continuums. Norta Norta provided class tutoring for identified year 5 & 6 students from 2015 NAPLAN results | \$11,469 Norta Norta \$7,171 |
| Support for beginning teachers | Customised induction for one beginning teacher was mentored with an experienced teacher with a balanced focus on school context, classroom and the curriculum. The teacher successfully gained accreditation. | \$13,378 |
| Early Action for Success | Teacher capacity in literacy and numeracy was built on as the Instructional Leader worked shoulder to shoulder in classrooms with teachers and provided high quality targeted professional development. This has resulted in increased teacher capacity, refined knowledge and skills in order to better meet the needs of students. Tiered intervention provided by intervention teacher. The school's year 2 writing performance was in the top 10% of participating schools. | Director, Literacy, Numeracy Trainers, Instructional Leader, Exec staff, classroom teachers/PLAN software/Best Start Assessment/Adobe connect/PL provided by EAfS \$98,080 |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 100 | 98 | 90 | 109 |
| Girls | 116 | 106 | 101 | 108 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 94.1 | 96.2 | 93.1 |
| 1 | 95.2 | 94.1 | 93.9 | 93.6 |
| 2 | 94 | 92.3 | 95 | 92 |
| 3 | 92 | 93.7 | 94.6 | 91.6 |
| 4 | 95.9 | 91.8 | 92.5 | 91.8 |
| 5 | 93 | 93.2 | 92.7 | 91.9 |
| 6 | 92.7 | 93 | 94.2 | 90.9 |
| All Years | 93.8 | 93.2 | 94.1 | 92.1 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Management of non-attendance

Student attendance is monitored on a regular basis. Attendance issues are managed, in the first instance, by making contact with the parents/caregivers via sms. If necessary, the Home School Liaison Officer (HSLO) is contacted to help resolve attendance issues that persist.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 7.78 |
| Teacher of Reading Recovery | 0.32 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 0.6 |
| School Administration & Support Staff | 2.42 |
| Other Positions | 0.07 |

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One member of our staff identifies as being an Aboriginal person.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 75 |
| Postgraduate degree | 25 |

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by West Wallsend Public School in 2016. Explicit instruction, a main focus area for us this year with significant teacher training in the following programs: L3, TEN, FoR, Literacy and Numeracy continuums and CTJ.

One teachers gained accreditation and two maintaining in 2016.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months

(from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 250 481.83 |
| Global funds | 78 685.29 |
| Tied funds | 224 376.34 |
| School & community sources | 24 102.20 |
| Interest | 3 156.66 |
| Trust receipts | 437.00 |
| Canteen | 0.00 |
| Total income | 0.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 6 086.21 |
| Excursions | 3 149.51 |
| Extracurricular dissections | 20 560.48 |
| Library | 611.68 |
| Training & development | 10 039.31 |
| Tied funds | 231 677.56 |
| Short term relief | 12 045.89 |
| Administration & office | 25 588.88 |
| School-operated canteen | 0.00 |
| Utilities | 12 538.62 |
| Maintenance | 20 684.03 |
| Trust accounts | 437.00 |
| Capital programs | 0.00 |
| Total expenditure | 0.00 |
| Balance carried forward | 0.00 |

The information provided in the financial summary includes reporting to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 563 595.47 |
| (2a) Appropriation | 543 708.77 |
| (2b) Sale of Goods and Services | 16.50 |
| (2c) Grants and Contributions | 19 050.58 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 819.62 |
| Expenses | -327 272.84 |
| Recurrent Expenses | -327 272.84 |
| (3a) Employee Related | -202 181.47 |
| (3b) Operating Expenses | -125 091.37 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 236 322.63 |
| Balance Carried Forward | 236 322.63 |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2016 Actual (\$) |
|-----------------------|------------------|
| Base Total | 1 582 310.20 |
| Base Per Capita | 10 270.74 |
| Base Location | 0.00 |
| Other Base | 1 572 039.47 |
| Equity Total | 311 655.89 |
| Equity Aboriginal | 18 639.79 |
| Equity Socio economic | 154 776.13 |
| Equity Language | 0.00 |
| Equity Disability | 138 239.97 |
| Targeted Total | 87 330.01 |
| Other Total | 42 982.04 |
| Grand Total | 2 024 278.15 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

Over 85% of students in Year 3 performed above National Minimum Standards (band 2) in reading, writing, spelling, grammar and punctuation and numeracy. In Year 3 Numeracy, Students performed at state average. Year 3 boys performed better than girls in numeracy.

In Year 5 writing, students performed at the national average. Over 80% of Year 5 students performed above National Minimum Standards (band 4) in writing and numeracy. Year 5 boys performed better than average in writing when compared with other boys in NSW Public Schools.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, the school used online surveys 'Tell Them From Me' to support improvement in student wellbeing, engagement and teacher quality. Their responses are presented below.

Students in years 4, 5 and 6 were surveyed.

Students

Positive Teacher–Student Relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

In this school, Positive Teacher–Student Relations were rated 6.4 out of 10; the NSW DoE norm for these years is 8.4.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

· In this school, students rated Disciplinary Climate of the Classroom 5.8 out of 10; the NSW DoE norm for these years is 7.2.

Expectations for Success

The school staff emphasises academic skills and hold high expectations for all students to succeed.

· In this school, students rated Teachers' Expectations for Academic Success 6.9 out of 10; the NSW DoE norm for these years is 8.7.

Parents

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes eight separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) 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; 5 is a neutral position (neither agree nor disagree). Results indicated that parents felt that the school supports learning and parents supported learning at home.

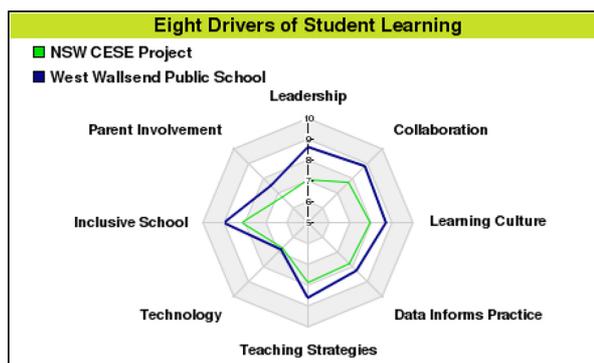
Teachers

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to

achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, *Visible Learning* (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

Eight Drivers of Student Learning

The radar chart below provides a summary of the results for West Wallsend Public School. More detailed results for each measure follow.



Policy requirements

Aboriginal education

West Wallsend Public School provides support for Aboriginal students and delivers programs that educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

The school belongs to the West Wallsend SCoS (Sugarloaf Community of Schools), the Kumaridha AECG and is committed to the local management group's Aboriginal initiatives. These include closing the gap between Aboriginal students and non Aboriginal students outcomes, raising awareness and understanding of Aboriginal culture and heritage for other students. Each year our students and community celebrate Naidoc Week.

The following results were harvested from the 'Tell Them From Me' survey.

Students were asked: "I feel good about my culture when I am at school." 30% of students strongly agreed while 35% neither agreed or disagreed.

Students were asked: "My teachers have a good understanding of my culture." 32% of students strongly agreed while 26% neither agreed or disagreed.

Students were asked: "When I finish high school, I expect to go to University." 44% of students strongly

agreed.

Multicultural and anti-racism education

West Wallsend Public School has maintained a focus on multicultural education by providing programs and perspectives which develop the knowledge, skills and attitudes required for living and learning in today's culturally diverse society. We also endeavour to develop pride and respect for the many cultures that make up the diversity of Australia. Each year, in March, we celebrate Harmony Day to highlight the continuing message 'Everyone Belongs' promoting inclusiveness, celebrating diversity, respect and a sense of belonging for everyone. The school has a trained ARCO(anti-racism contact officer).