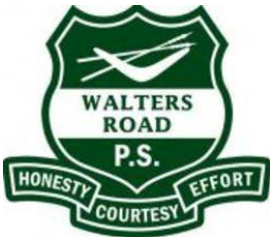


Walters Road Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Walters Road 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.

Jodi Warner

Principal

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School background

School vision statement

Walters Road Public School is a friendly, caring environment that provides dynamic and diverse teaching and learning opportunities to prepare students for life in the 21st century. Through positive relationships with the school community, we work collaboratively to produce well-rounded individuals who will be respectful, responsible citizens of the future.

School context

Walters Road Public School (enrolment 579 students with a strong multicultural background of 64%) is located in Blacktown. The school provides quality education in a caring and stimulating learning environment.

The school has a focus on quality teaching and learning to improve student learning outcomes. School priorities are literacy, numeracy and increasing student engagement through technology in teaching and learning.

Walters Road Public School has a strong student wellbeing program and is committed to Positive Behaviour for Learning.

High expectations of student academic achievement are evident as well as successful programs in the performing arts. The school also has a strong sporting and performing arts culture.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Leading elements—: In this aspect of the School Excellence Framework we are at the delivering stage. With new Principalship occurring in 2016 the executive team worked hard to strengthen the following areas—:

- The school is committed to the development of leadership skills in staff and students.
- Systematic annual staff performance and development reviews are conducted.
- The school leadership team communicates clearly about school priorities and practices.

Learning elements—: In this aspect of the School Excellence Framework we are at the delivering stage. A few factors contributing to this include—:

- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
- The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.
- The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.
- Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.

Teaching elements—: In this area we are at the sustaining and growing marker of the School Excellence Framework. Focus on evidence based teaching and integration of QTTS funds have seen the following —:

- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice.
- Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
- Teachers are committed to their ongoing development as members of the teaching profession.

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

Quality Teaching– Literate, Numerate, Curious !

Purpose

Through student engagement, high expectations and student directed learning, our school will continue to provide targeted, authentic teaching and learning experiences.

Overall summary of progress

All staff understand and contribute to professional discussions in LST meetings regarding students not meeting benchmarks and strategies implemented and passed onto next teacher. In this area we are at the delivering phase as we begin to build a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Use of PLAN data to drive programming.	All staff K–6 plot each student on PLAN data continuums. Staff, stage and grade meeting agendas are set to discuss progressions and consistent teacher judgement.	LST team members release and employ additional casual staffing • Low level adjustment for disability (\$2500.00)
Use of triads of observations for learning intentions, pace and narrative		

Next Steps

In 2017 all staff are committed to providing a dedicated morning session of up to 60 minutes where the focus is on the continual improvement of vocabulary, building academic knowledge and communication skills. Staff are working collaborative and with external consultants to ensure consistent teacher approach bringing about dynamic classrooms.

Strategic Direction 2

Student Engagement and Student Wellbeing

Purpose

Our school provides a safe, secure, learning environment that fosters individual achievement and celebrates student success. Our focus on PBL supports students to reach their potential in social, academic, performance and sporting fields.

Overall summary of progress

Much time, effort, staffing and resourcing has been put into linking with neighbouring schools to discuss well being practices. Principal has begun conversations with community regarding PBL expectations and monitoring systems used currently in schools. The introduction of LMBR packages utilised and systems put in place to monitor and support well being practices has also begun. Through the introduction of the Deputy Principal welfare position we are ensuring that quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. This is achieved through individualised programs, drop in sessions and additional support in the classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reduction in behaviour notifications during classroom times Increase in bronze/ silver/gold levels achieved by students K–6	DP links with neighbouring schools to discuss well being practices . Principal begins conversations with community regarding PBL expectations and monitoring systems used currently in schools. Introduction of LMBR packages utilised and systems put in place to monitor and support well being practices. Through the introduction of the Deputy Principal welfare position we are ensuring that quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. This is achieved through individualised programs, drop in sessions and additional support in the classrooms.	Deputy Principal Welfare position established • Socio–economic background (\$20,000.00)
Students responses to Tell Them From Me Survey reflect positive feelings towards 1– I feel supported 2– I feel challenged 3– My parents communicate with the school	TTFM survey results showed that students do feel supported but not always challenged. As a result staff worked collaboratively and presented through their programming learning intentions, success criteria and higher order questioning tasks.	ACEL Curiosity and Powerful Learning participation and teacher release • Socio economic background \$2500 • Aboriginal education \$2000

Next Steps

Our staff has begun forming a school and community team which will evaluate our current PBL and discipline policies and procedures. This action is required as we need actions which reflect the current school cohort. The action also supports the move from extrinsic to intrinsic motivation for all students as determined by our PBL programs.

Strategic Direction 3

21st Century Learning

Purpose

Our school recognises the need for continual adaptation to the way we deliver learning opportunities to students, in order to involve them in 21st century learning and prepare for the future.

A focus on an increased integration of technology across all KLAs will support this endeavour and maximise student engagement in learning.

Overall summary of progress

Effective collaboration is key to sharing successful and innovative teaching practices across the teaching profession. During a shared Teacher Professional Learning with Tregear and Lethbridge Park PS, face to face interactions saw staff focus on our teaching theories of action related to their career development. We are committed to have all students be literate, numerate and curious and have focussed TPL sessions to support this. Through TPL, establishment of Google Drive, Google classrooms and use of mobile devices, evidence of technology integration in programs and evaluations from staff can be seen. It is evident that staff partnerships and collaborations ensure continuity of learning for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching/learning programs reflect enquiry-based tasks.	Through Geography and Science collaborative planning staff have begun building learning experiences which reflect enquiry based tasks. The integration of technology with ipads and laptops have been encouraged K-6	Ipad configurator, computer coordinator time, mobile devices • Socio-economic background (\$5000.00)
Use of student data (PLAN and school assessment policy) to drive differentiated programming and strategic use of LaST and EALD teachers	Differentiation has been a shared Personal Development Plan (PDP) goal for all stage teams in 2016. Stage supervisors regularly check for differentiation to cater for individual learning needs and NCCD data is harvested to reflect any learning adjustments made in the classroom	Shared school professional learning Use of Principal School Leadership (PSL) • Support for beginning teachers \$4000.00
Assessment tasks (Science) show design and make tasks with the criteria for creativity and critical thinking.	Through the establishment of Google Drive and Google classrooms and use of mobile devices, evidence of technology integration in programs and evaluations from staff can be seen. The sharing of creative and critical thinking tasks was also a focus for a staffroom sharing wall where staff were encouraged to share ideas with others	\$0

Next Steps

Our staff are exploring 21st Century digital technologies by establishing a working party into Bring Your Own Device, establishment of a breakfast coding club, coding sessions for 8 classes in the school across 2017 to improve digital literacies and links to Evans High School Maker Space.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students actively participate in cultural events which included a visit to Longneck lagoon with an ATSI presenter, guest visit from community liaison officer and cultural talk with Principal on exchange from Canada exploring indigenous education strategies. When evaluating we as a school are encouraging students to recognise and respect cultural identity and diversity. We are working towards quality teaching and professional practice in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.	Additional staffing • Aboriginal background loading (\$18 000.00)
English language proficiency	Teacher observations and student work samples are continually evaluated by EALD and classroom teachers. This year we also set up facilities creatively to meet a broad range of student learning interests and needs. This included collaborative work spaces and flexible seating in the EALD rooms to encourage talk, interest and a feeling of belonging.	Collaborative furniture iPad and Apps Higher order questioning packs • English language proficiency (\$12 000.00)
Low level adjustment for disability	Reduction in playground referrals, teacher observations and SLSO playground games were all used as evaluative measures. After reflection from mid year a change was made to introduce "quiet play indoors" to any student K–6 who needed and wanted to enhance social skills and form friendships.	SLSO support • Low level adjustment for disability (\$20 000.00)
Quality Teaching, Successful Students (QTSS)	In 2016 QTSS funding was used to support teachers career development which impacted on student outcomes. As a school we decided to allow teachers to be released from class to observe peers, meet with parents, expert staff and external agencies to improve understanding and knowledge about students with additional needs and release executive or mentor staff to work with teachers on specific areas. The use of the QTSS funds allowed teachers to focus on improving educational experiences and outcomes for students and also improve teaching and learning practices	QTSS \$11000
Socio–economic background	The use of socio–economic background funds was used across the school to support a variety of programs and projects. Strategies include– * Introduction of MULTILIT program and employment of an SLSO * Purchase of literacy resources to improve the access to quality literature by all * Update of iPad apps and iPad devices to allow for online reading materials to be accessible at home and school.	socio–economic funds \$14000

Socio-economic background	<p>* Inclusion of cultural events at school to increase literacy knowwledge.</p> <p>* Links with neighbouring high school to participate in coding classes.</p>	<p>socio-economic funds</p> <p>\$14000</p>
Support for beginning teachers	<p>Throughout 2016 two of the beginning teachers went on leave so their funds have been held over.</p> <p>The remainder of the funds utilised by staff included an additional one hours RFF each week, attendance at various staff professional learning and additional time released to work with supervisor as part of our collaborative planning goals.</p>	<p>Support for Beginning Teacher</p> <p>\$5000</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	251	262	281	285
Girls	270	284	276	283

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.5	95.6	91.6	92.9
1	92.4	91.6	91.9	92.5
2	93.4	93.5	91.6	93.3
3	93.8	93.4	92.9	93.2
4	95.2	94.5	92.9	93
5	92.6	94	94.5	93.2
6	93.5	93.4	93.8	95.2
All Years	93.5	93.8	92.7	93.3
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 rates at our school are placed just above the state average. Staff work tirelessly to encourage students to be on time at school and the Deputy Principal consistently monitors attendance rates.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.05
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	2.4
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

WRPS currently have two teachers who identify as being from Aboriginal or Torres Strait Backgrounds.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	53
Postgraduate degree	47

Professional learning and teacher accreditation

In 2016 two teachers were successful at seeking accreditation at proficient level with the NSW Institute of Teachers. Two more teachers met the requirements for maintaining accreditation at proficient level.

Professional Learning funds of \$25800 was used to support both teaching and non-teaching staff. Training and development included training on new systems to support the introduction of LMBR, attendance and participation in Curiosity and Powerful Learning workshops, beginning teacher support workshops, refugee support training, aspiring leaders development course and various sporting and first aide courses.

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	43 591.76
Global funds	380 482.65
Tied funds	289 471.69
School & community sources	139 560.08
Interest	4 272.37
Trust receipts	4 719.35
Canteen	8 669.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	17 598.28
Excursions	48 696.00
Extracurricular dissections	1 455.00
Library	3 042.14
Training & development	29 502.54
Tied funds	289 470.00
Short term relief	77 778.93
Administration & office	15 053.25
School-operated canteen	0.00
Utilities	55 381.55
Maintenance	47 582.90
Trust accounts	4 719.35
Capital programs	12 801.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	553 586.04
(2a) Appropriation	528 517.29
(2b) Sale of Goods and Services	1 055.38
(2c) Grants and Contributions	23 034.95
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	978.42
Expenses	-259 594.52
Recurrent Expenses	-259 594.52
(3a) Employee Related	-152 891.78
(3b) Operating Expenses	-106 702.74
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	293 991.52
Balance Carried Forward	293 991.52

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.

Due to unpaid bills carried over from 2015, the school begun by reconciling all accounts.

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	3 678 246.72
Base Per Capita	29 989.23
Base Location	0.00
Other Base	3 648 257.49
Equity Total	499 426.35
Equity Aboriginal	16 491.77
Equity Socio economic	43 278.92
Equity Language	269 547.60
Equity Disability	170 108.06
Targeted Total	33 939.63
Other Total	57 121.96
Grand Total	4 268 734.66

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

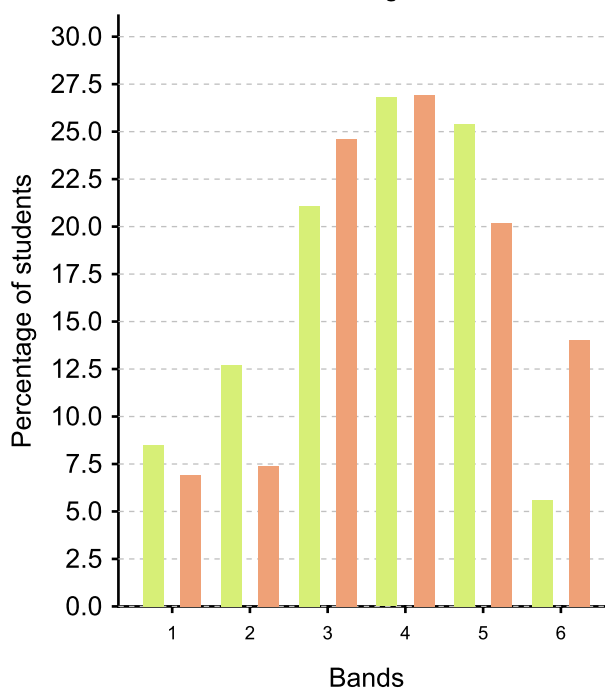
In the National Assessment Program (NAPLAN) the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

At Walters Road Ps In 2016 students from years 3 and 5 sat the tests in May. Data from these tests were used to support in class assessments, observations, work samples and summative assessment tasks.

The following graphs are a representation of our schools performance in Years 3 and 5 Reading and Spelling. In Year 3 NAPLAN Reading 21% of our school cohort were at or below National Minimum Standards compared to 12% of the state. In Year 3 NAPLAN Spelling 15.7% of our school cohort were at or below National Minimum Standards compared to 6% of the state.

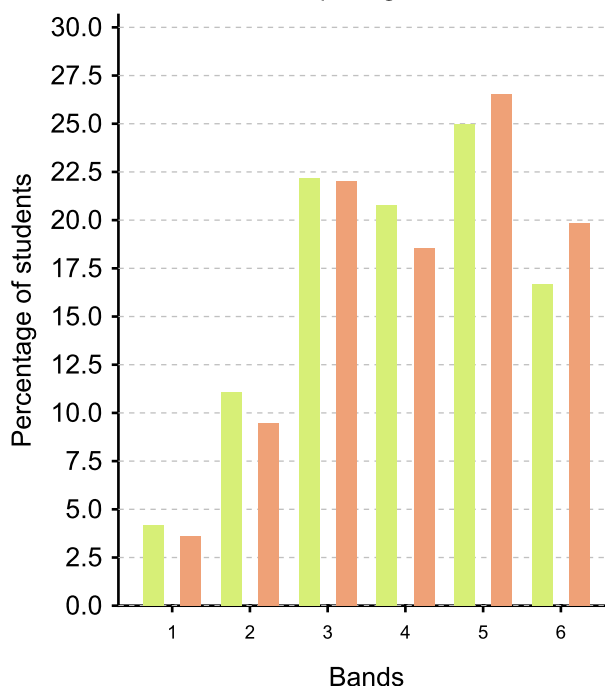
Year 5 results show that in NAPLAN Reading 24% of our school cohort were at or below National Minimum Standards compared to 19% of the state. NAPLAN Year 5 Spelling showed that 16.5% of our school cohort were at or below National Minimum Standards compared to 15% of the state.

Percentage in bands:
Year 3 Reading



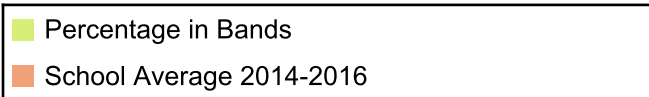
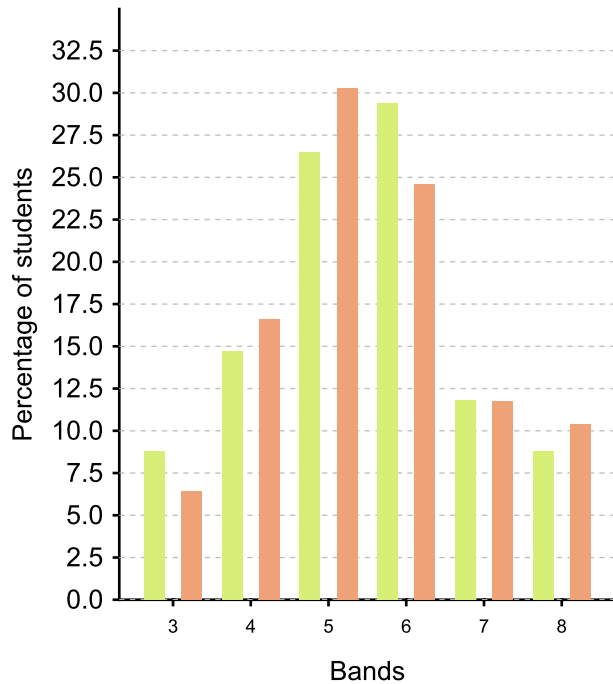
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling

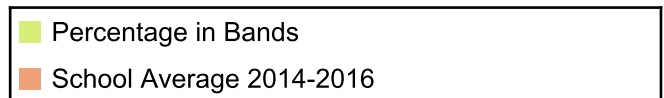
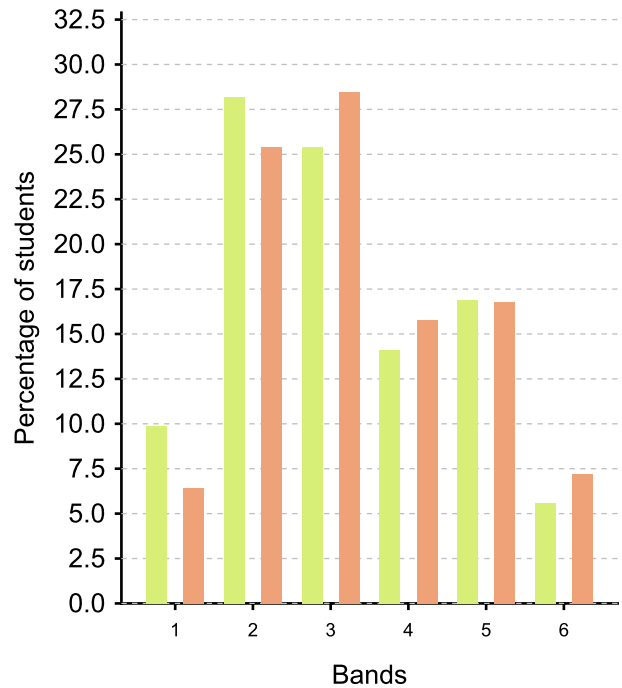


Percentage in Bands
School Average 2014-2016

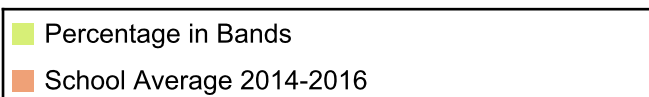
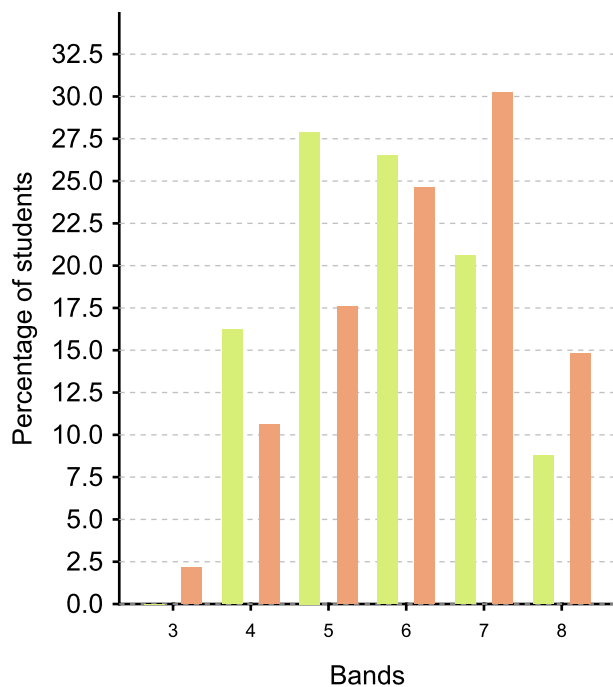
Percentage in bands:
Year 5 Reading



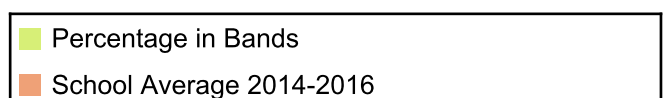
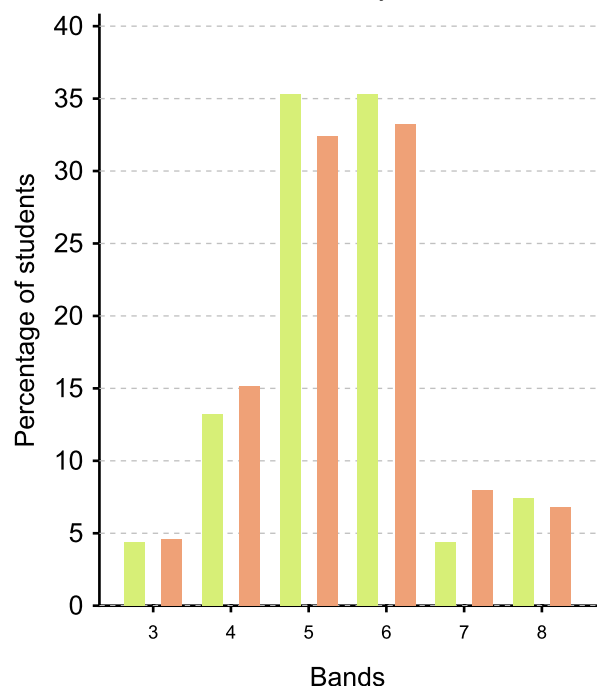
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Numeracy



The following graphs are a representation of our schools performance in Years 3 and 5 Numeracy assessments.. In Year 3 38% of our school cohort were at or below National Minimum Standards compared to 15% of the state. In Year 5 18% of our school cohort were at or below National Minimum Standards compared to 17% of the state

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

In 2016 feedback as sought through the use of the Tell Them From Me surveys. Parents, students and teachers answered a series of online questions where anonymous replies were sought.

Of the 209 students who replied 98% believed that education will benefit them personally and economically. 80% were interested and motivated by school and 68% had positive homework behaviours.

From the feedback the school linked its forward planning to the following to ensure improvement over the following years

- 38% of students felt challenged in English and Maths classes, 14% were not confident of their own skills and 16% lacked confidence in their own abilities.
- The parent survey showed us that, 70% of parents felt welcomed at the school, 80% believed that the school fully supports their child's learning and 70% felt that the school was inclusive.
- A focus to work on is keeping parents informed. (65% felt they were informed)

The teacher feedback showed the following about the drivers of student learning

- 80% felt the learning environment for staff had a good feel towards a positive learning culture, 80% felt teaching strategies were challenging,
- 50% felt confident to integrate technology into the curriculum and 55% felt that parental involvement was satisfactory.

Each year we have a trained ARCO officer on site in the school. The role of the ARCO is to receive the suggestion, complaint or allegation regarding racism , assist the complainant to write the complaint, if required, advise the complainant of their rights and the process to be followed in lodging a complaint and refer the complaint to a member of the school executive who will be responsible for resolving the complaint.

In 2016 we also employed a multicultural liaison officer (3 terms funded by NSW DoE and 1 term school funded). This role allowed community groups meetings to be set and help and assistance directed to families in need of support in the community.

Policy requirements

Aboriginal education

Aboriginal Education is integrated throughout curriculum areas K–6. Using NSW DoE syllabus materials, staff ensure Aboriginal perspectives are covered throughout a variety of learning tasks. Acknowledgement of country is carried out at school events and students from ATSI backgrounds are encouraged and included in these welcomes.

An Aboriginal support teacher was employed to support children in academic and cultural events providing culturally rich experiences. Excursions and incursion lead by Aboriginal identities from the local Dharruk community enriched children's cultural experiences through drama, art, craft, dance, music and sport.

Multicultural and anti-racism education