

Werrington Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Werrington 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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Principal

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Message from the Principal

In 2016, Werrington Public School continued to provide students in the Penrith Local Government Area with excellent learning opportunities. Our school philosophy of caring for the whole child, has underpinned all that we have done this year.

Students with additional learning needs have been catered for through a variety of support programs. Some have been enrolled in our special education support classes; some have accessed programs in the learning centre, and many children have accessed classroom support through our learning support programs.

Our students have continued to benefit from the educational programs implemented by our outstanding and well-qualified teachers. Professional learning for staff is highly valued in our school and all staff members engage in improving their own learning on a regular basis throughout the year. Key training opportunities in 2016 included Taking Off With Numeracy (TOWN), Quality Teaching Rounds, Targeted Early Numeracy (TEN), Language Literacy and Learning (L3), Positive Behaviour for Learning (PBL), and Early Action for Success (EaFS).

Our school has also made a commitment to improving the knowledge and skills of our parents and family members. In 2016, the Parents as Teachers and Classroom Helpers (PaTCH) training program was held for interested family members. This program, involving intensive training, classroom tasks, and observations, has built the capacity of our school community.

Supporting our parent community is of great importance to our school. This year, our school opened its Out of School Hours Care (OSHC) facility for the first time. Our staff showed great commitment to helping our working families, by offering their multi-purpose meeting room and courtyard garden for the OSHC, to enable our students to have a homely, warm and inviting space to call their own.

In 2016, our school continued and expanded on its extra-curricular activities. Our Music Bus program continued its success and expanded to include more students. Our junior, senior, infants, indigenous and targeted dance programs continued, with our students representing our school at several performances across the wider Penrith area. For the first time, our choir group expanded to include infants children. As part of the strengthening of our choir program, our students performed at local nursing homes, in addition to their regular performances in the local performing arts festivals. Our debating team continued its fine tradition of exemplary debating expertise in our local debating competition, as well as competing further afield in the multicultural education debating competition. Students also had the opportunity to attend a debating camp to hone their skills. Our students also participated in the local public speaking competitions.

On the sporting front, our school continued to participate in a variety of the Public Schools Sporting Association activities, including weekly PSSA sport, the PSSA swimming carnival, the PSSA athletics carnival and the PSSA cross-country carnival. Some students also represented our local PSSA in state competitions. Our school continued to participate in

Sporting Schools, as well as the NAIDOC Cup, a sporting competition for Aboriginal students.

In 2017, we will continue to build on and strengthen all the wonderful opportunities that our school has to offer the amazing, talented and fantastic students that attend our school.

School background

School vision statement

Our school strives to improve the educational outcomes for all students in our school and in schools in our wider network.

We are committed to the equitable distribution of school resources to close the gap between the outcomes for advantaged and disadvantaged students, including our indigenous students.

Our school is committed to the Positive Behaviour for Learning framework and this ethos drives all school priorities.

Our vision is for every student leaving our school with the literacy, and numeracy and social skills to enable them to participate fully in the life of high school and beyond.

We strive to help our students develop into happy, healthy students who reach their potential in all aspects of their life.

Our school holds high expectations for all staff, students and parents.

School context

Werrington Public School is medium sized school situated in the outer Western Suburbs of Sydney, in the Penrith Local Government Area. It has an enrolment of almost 400 students in 2015, in 16 mainstream classes and in 3 support classes for students with physical disabilities and/or intellectual disability and/or autism. 10% of enrolled students identify as Aboriginal or Torres Strait Islander. 24% of enrolled students are from a language background other than English.

Werrington Public School has been implementing L3 (Language, Literacy, Learning) in Kindergarten in since 2013. It also implements CMIT (Count Me In Too), TEN (Targeted Early Numeracy) and TOWN (Taking Off With Numeracy). Our school is a PBL (Positive Behaviour for Learning) school.

Werrington Public School is identified as serving a community with a socio-economic disadvantage. In 2015–2016 our school has been included in the Early Action for Success (EaFS) program for K–2 literacy and numeracy.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

The results of our self-assessment are summarised as follows:

- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Additionally, well-developed and current policies, programs and processes exist to identify, address and monitor student learning needs. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
- Teachers incorporate data analysis in their planning for learning, with assessment instruments used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school identifies expertise within its staff and draws on this to further develop its professional community. Additionally, processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.
- Teachers actively share learning from targeted professional development with others. There is a whole-school focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.
- Leadership development is central to school capacity building, and workforce planning supports curriculum provision and the recruitment of high quality staff. There are productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students and there are opportunities for students and the community to provide constructive feedback on school practices and procedures.

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 go to:

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

Strategic Direction 1

Literacy and numeracy achievement

Purpose

Every student in our school achieves to their potential in literacy and numeracy, with individual needs catered for by a differentiated curriculum and/or by targeted interventions.

There is targeted and purposeful staff professional learning leading to improved capacity to deliver appropriate differentiated curriculum content and to support our children in the classroom.

Overall summary of progress

In 2016, Werrington PS continued to receive funding through the Early Action for Success (EaFS) initiative in the form of specific grants and the provision of a full time Instructional Leader. All K–2 staff underwent training in L3 (Language, Learning and Literacy) and TEN (Targeted Early Numeracy) in order to consolidate the pedagogical approach of constant formative assessment supported by engaging, differentiated activities designed to move students to the next level or phase of learning.

TOWN training was provided for those 3–6 members of staff who were new to the initiative or who required refreshed training. Additionally, L3 training was provided in-school for Stage 2 teaching staff and the initiative was implemented throughout 2016.

Tiered learning interventions continued to be monitored by the Learning Support Team using school based data to track progress and match students to interventions.

Whole staff professional development was provided on the Numeracy Skills Framework and a deeper understanding of literacy and numeracy continuum clusters and markers. Additionally, the staff worked collaboratively throughout the year to successfully develop a whole school Writing Assessment Tool based on the literacy continuum in order to further promote Consistent Teacher Judgement (CTJ) in the teaching and assessment of writing.

Strong, reflective teaching practices were developed through the continuation of Quality Teaching Rounds first established in 2015, and the K–2 mentoring program provided by the Instructional Leader.

Parent and community engagement in improving literacy and numeracy outcomes was encouraged via a regular school newsletter segment throughout the year and by the successful implementation of PaTCH (Parents as Teachers and Classroom Helpers) training in the second semester.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students in K–2 achieving our Early Action for Success benchmarks in Early Arithmetic Strategies, counting, reading and writing.	<p>Instructional Leader continued in role.</p> <p>Professional learning timetable established, staffed and delivered focusing on Writing, Place Value/EAS and classroom curriculum differentiation.</p> <p>Early Stage 1 and Stage 1 teachers participated in L3 and TEN training.</p> <p>Whole staff moderation of student writing work samples completed on regular basis.</p> <p>Comparison of end of year data for 2015 and 2016 shows:</p> <ul style="list-style-type: none">• an average increase of 6% in student achievement of reading benchmarks K–2, with the greatest increase for Year 2• an average increase of 13% in student achievement of comprehension benchmarks K–2, with the greatest increase for Year 1• an average increase of 15% in student achievement of writing benchmarks K–2, with the greatest increase for Kindergarten• an average increase of 9% in student achievement of early arithmetical strategies	\$75,000 for teacher release, higher duties and associated training costs and resources.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students in K–2 achieving our Early Action for Success benchmarks in Early Arithmetic Strategies, counting, reading and writing.	benchmarks K–2, with the greatest increase for Year 1	
100% of students achieving above minimum standards in NAPLAN reading, writing and number.	<p>Whole school PLAN data reviewed each term and reading levels reviewed twice per term in order to identify students at risk and to match to targeted interventions.</p> <p>Whole staff professional learning timetable established, staffed and delivered covering best practice with regard to the teaching of writing, moderation activities regularly completed on student work samples and the development of a whole school writing assessment rubric based on the literacy continuum clusters.</p> <p>NAPLAN writing results analysed for common areas of weakness and strength, with classroom teaching focus adjusted accordingly.</p> <p>In the 2016 NAPLAN assessment,</p> <ul style="list-style-type: none"> • 80% of Year 3 students and 62% of Year 5 students achieved above minimum standards in reading • 82% of Year 3 students and 67% of Year 5 students achieved above minimum standards in writing • 67% of Year 3 students and 60% of Year 5 students achieved above minimum standards in numeracy 	<p>\$81,400 for teacher release and associated training costs.</p> <p>\$45,500 School Learning Support Officer salaries to provide classroom and individual interventions.</p>

Next Steps

In 2017, all K–2 staff who received training in L3 and TEN in 2016 will undergo department and school based ongoing professional learning (OPL) in both initiatives. The TOWN initiative will continue across 3–6 classes and the L3 pedagogy will continue in Stage 2 classrooms.

A Literacy Initiative team will be established to set targets and school directions for literacy generally and the teaching of writing and comprehension in particular. The team will also be responsible for developing whole school scope and sequences for the English syllabus content and outcomes.

Whole staff professional development will complement the targets set by the Literacy Initiative team and will also focus on developing staff capacity to analyse and act on school data in order to identify students at risk and consequently develop classroom based interventions and teaching/learning intentions. A five–weekly analysis and planning cycle will be developed and embedded across the school in order to further develop the culture of formative assessment established in 2016.

Reflective teaching practices will continue via Quality Teaching Rounds, Peer Coaching and the K–2 mentoring program provided by the school's Instructional Leaders.

Parent and community involvement in the teaching of literacy and numeracy will be encouraged through regular segments in the school newsletter. Coverage will be extended to include both K–2 and 3–6 articles and advice. The EAfS parent training initiative, PaTCH (Parents as Teachers and Classroom Helpers), will again be offered in 2017.

Strategic Direction 2

Engagement and wellbeing

Purpose

Students and staff in our school are engaged in all aspects of school life and in their learning. They feel a sense of belonging and are proud to be Werrington Public School members. They take pride in and celebrate their own achievements and the achievements of others.

There is a whole school commitment to rigorous positive behaviour for learning processes and practices.

Overall summary of progress

Positive behaviour for learning processes and practices are well-established at our school. Weekly assemblies focus on the core behaviours to be targeted, and these are followed up by class lessons. Werrington Wise free and frequent rewards are embedded in the school culture. In 2016, we trialed a new tiered system of rewards for the end-of-term privilege activities. End-of-term awards ceremonies are also held to recognise student effort in following the school's core rules.

Our school has developed over the past 2 years, a house group initiative, where every child strongly aligns themselves with their school house. House meetings are held at least once per term, and each house holds a fundraiser for a local charity. Student leaders play a large role in the house system and undertake daily house activities, such as monitoring the house buddy benches and coordinating house equipment at lunch-time.

Support for students with additional welfare needs is highly coordinated in our school. Rock and Water personal resilience training is conducted every week for identified cohorts. Additional programs, such as social skills programs, Check In, Check Out and classroom problem solving contribute to the welfare of those in need. Behaviour plans are developed and used for students in need.

Staff have participated in Positive Partnerships training, PBL training, Rock and Water training and coach training, to support the welfare needs of our children.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL benchmarks of quality (BOQ) is 100%.	A strong PBL team has maintained PBL systems and processes with fidelity. Data analysis of student incidents has underpinned decision making. The Benchmarks of Advanced Tiers (BAT) survey was administered by an external coach and indicated good implementation of Tier 2 and 3 interventions.	\$4,500 administration staff salary for PBL record keeping.
Increased numbers of students operating within the PBL universal level (Tier 1), based on 2014 data levels.	A strong hierarchy of rewards and recognition for students displaying positive behaviours is embedded in school culture. Based on staff, student and parent feedback in 2015, a tiered system for privilege days was introduced in 2016. This will be maintained in 2017, and formally assessed at the end of this 2 year trial.	\$25,000 for student rewards and recognition.
PBL school-wide evaluation tool (SET) score is 100%.	To maintain staff currency of PBL knowledge and expectations, professional learning in PBL is held every term for all staff. The PBL team meets fortnightly to review their action plan and act on items as required. Additional members of the PBL team participated in formal, external PBL training. 2 staff members participated in PBL coach training.	\$2,000 for training and associated costs.

Next Steps

In 2017, we will continue to implement the programs introduced or strengthened during 2016. Staff will be exploring the Wellbeing Framework in more detail, to identify further actions to be included in the next 3 year plan. At the end of the year, the tiered privilege day system, will be formally reviewed, as will the Rock and Water program, to measure impact.

These programs utilise a significant amount of school resources and, after 2 years of implementation, we need to measure their effectiveness.

The Positive Behaviour for Learning framework will continue to underpin all the school does. The systems and processes of this framework will be implemented with fidelity. At the end of 2017, these systems and processes will be externally assessed by our PBL coach using the Benchmarks of Quality tools.

Strategic Direction 3

Community engagement and participation

Purpose

There are effective relationships developed between the school and the wider community. Parents are actively encouraged and supported to participate in the school and in their child's education. Effective partnerships exist between our staff and the schools in our wider network.

Extra-curricular activities are in place and have good representation from parents and the community.

Overall summary of progress

In 2016, the community engagement team met regularly to monitor new initiatives and to track progress.

The Parents as Teachers and Classroom Helpers (PaTCH) training program was held for interested family members. This program, involving intensive training, classroom tasks, and observations, built the capacity of our school community and encouraged school and community partnerships. Newsletter articles, introduced for the first time in 2016, provided information of school programs for parents and also provided advice and guidance for helping children at home. Our school opened its Out of School Hours Care (OSHC) facility for the first time. Our staff showed great commitment to helping our working families, by supporting the external service provider, Camp Australia, with student needs.

Additional community links were made in 2016. The local supermarket commenced a sponsorship program, providing support for our students. Links were also made with the local neighbourhood centre, garnering support for parents who may be in need. The school also continued its joint transition to school program with a local council service provider. Our end of year expo also provided opportunities for local service providers to liaise with our parents. Our P&C playgroup continued to operate from our school hall, under sponsorship from a local real estate agency.

Parents were invited to provide feedback using the Tell Them From Me survey, as well as school based surveys.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Community partnerships are assessed as high to outstanding as measured by Domain 9 on the National School Improvement Tool.	<p>In 2016, we introduced our OSHC and the PaTCH program, and strengthened our transition to school and transition to high school programs, involving local service providers and local schools. We also strengthened our partnerships with local service providers and accessed resources for our children.</p> <p>In 2016, we assessed our progress using the National School Improvement Tool. This indicated an improvement from Medium to High.</p>	\$2,000 teacher release funds and associated training costs.
80% of parents indicate that they feel that the school encourages and supports them to be a participant in their child's education, as measured by a parent survey.	<p>In 2016, we introduced the PaTCh program and provided information sections in the newsletter to assist parents to be partners in their child's learning. We held 2 parent and teacher interviews during the year, as well as 2 Aboriginal round-table discussions for ATSI children and their family. A parent survey at the end of 2016 indicated that 80% of parents feel that the school encourages and supports them to be a participant in their child's education.</p>	\$3,000 teacher release funds and associated costs.

Next Steps

Although our survey results are generally positive, they represent a small portion of our parent group. In 2017, the school will be looking for increased opportunities to gather the opinions of a wider range of parents.

Members of the Community Engagement Team will be undertaking training with the DoE, to strengthen their action plan and strategies. Additional opportunities to engage with parents and to inform the community will be sought and acted upon.

The Community Engagement Team will also be working closely with the P&C to find ways to strengthen partnerships, in keeping with current lifestyles.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Identified Aboriginal students have been prioritised to access interventions such as Reading Recovery, Multilit, Quicksmart, EAfS intervention and other programs. Aboriginal students at risk have been supported through the Aboriginal Literacy program. Staff professional learning targeted building understanding of Aboriginal perspectives and meeting the needs of Aboriginal students and their families. Cultural awareness raised through NAIDOC Day activities and participation in the NAIDOC Cup.	<p>\$1,200 for teacher days and catering for round table discussions for PLPs</p> <p>\$400 for student welfare</p> <p>\$2,000 for NAIDOC Day</p> <p>\$10,000 for SLSO support for the literacy program</p> <p>\$12,000 for Aboriginal liaison teacher</p>
English language proficiency	Identified students have participated in Language for Learning small group programs in the classroom and as withdrawal groups, delivered by school learning support officers. Specialist teachers have delivered targeted programs, such as Language for Writing and Language for Thinking, as well as individual programs to meet student need.	<p>\$25,000 for EAL/D teacher</p> <p>\$5,000 for SLSO support</p> <p>\$2,000 for training and development</p>
Low level adjustment for disability	School Learning Support Officers are employed to support the learning of students with additional needs in the classroom. They are also used to deliver intervention programs in small group of one-on-one specialised programs.	<p>\$44,500 for SLSO classroom support and intervention support</p> <p>\$1,000 Learning Centre administration</p>
Quality Teaching, Successful Students (QTSS)	Teachers participated in the Quality Teaching Rounds process. Across each semester, professional learning groups participated in lesson observations and subsequent discussions and coding using the Quality Teaching Framework. We have been a research participant with the University of Newcastle for this.	0.15 FTE Staffing entitlement.
Socio-economic background	School Learning Support Officers support students in the classroom to achieve to their potential. Students in need are provided with uniforms and educational resources to enable them to participate in education on the same level as their peers. PBL systems, rewards and privileges encourage positive behaviour and strong student welfare processes. Classroom resources support students with their learning.	<p>\$100,000 school learning support officer salaries</p> <p>\$22,000 classroom resources</p> <p>\$25,000 PBL rewards and privileges</p> <p>\$4,500 administration for PBL</p> <p>\$2,500 student assistance</p>
Early Action for Success	K-2 staff participated in Language, Learning and Literacy training. K-2 staff participated in Targeted Early Numeracy training. Instructional Leader provided mentoring and professional learning to K-2 staff. Additional assistant principal position enabled mentor support for classroom teachers.	<p>\$14,000 higher duties allowance</p> <p>\$141,400 teacher release program for training and mentoring, and associated costs</p> <p>\$6000 for resources</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	206	190	191	208
Girls	190	180	196	185

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	94.3	93.4	93.9
1	91.9	91.9	93.5	92.6
2	92.5	93.8	92.4	91.3
3	92.5	93.7	92.5	92.2
4	93	90.9	90	91.8
5	94.4	92.4	92.1	90.1
6	92.3	92.5	88.9	90.7
All Years	92.9	92.7	91.8	91.8
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 and action taken in accordance with the Department of Education's School Attendance Policy. Absences of concern are followed up by letter or phone call. An assistant principal, responsible for monitoring attendance procedures, reviews school attendance data on a regular basis and meets regularly with the home school liaison officer to discuss students of concern.

The attendance of the students in our school has remained at a consistent level over the past 4 years, and is slightly lower than the Department of Education's average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.79
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	8.9
Other Positions	0.65

*Full Time Equivalent

At Werrington Public School, 3 staff members identify as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	46

Professional learning and teacher accreditation

In 2016, whole staff professional learning and development concentrated on the following areas:

- Best practice in the teaching of Writing
- Positive Behaviour for Learning
- Best practice in the teaching of Place Value
- Numeracy Skills Framework
- Aboriginal kinship and cultural awareness
- Geography syllabus implementation
- Positive Partnerships – Understanding Autism
- Accidental Counsellor training
- Literacy Continuum clusters and markers

In addition, all teaching staff K–2 were trained in the Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) initiatives. Stage 2 teaching staff were trained in the fundamentals of the L3 pedagogy and teaching staff 3–6 were trained in or underwent

refresher training in Taking Off With Numeracy (TOWN).

The Professional Development Framework was further embedded in the school through the final implementation phase of teaching staff Professional Development Plans (PDPs). All staff completed, refined and reported on their PDPs and ensured that they were linked to and supported their current phase of career development – graduate, proficient, highly accomplished or lead.

All staff were on track to meet department and legislated professional development and training requirements for mandatory training and accreditation compliance and progress.

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	319 795.66
Global funds	323 955.14
Tied funds	656 854.28
School & community sources	127 282.80
Interest	5 499.99
Trust receipts	11 384.90
Canteen	0.00
Total income	1 444 772.77
Expenditure	
Teaching & learning	
Key learning areas	44 384.18
Excursions	8 199.32
Extracurricular dissections	46 748.77
Library	1 304.40
Training & development	0.00
Tied funds	442 515.48
Short term relief	56 357.65
Administration & office	76 748.69
School-operated canteen	0.00
Utilities	51 835.53
Maintenance	38 333.57
Trust accounts	19 607.83
Capital programs	22 899.22
Total expenditure	808 934.64
Balance carried forward	635 838.13

The information provided in the financial summary includes reporting from 31st August to 31 December 2016. On the 1st September, Werrington Public School transitioned to the new SAP finance system.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	720 164.69
(2a) Appropriation	651 935.46
(2b) Sale of Goods and Services	7 819.37
(2c) Grants and Contributions	59 143.01
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 266.85
Expenses	-357 655.67
Recurrent Expenses	-357 655.67
(3a) Employee Related	-266 595.96
(3b) Operating Expenses	-91 059.71
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	362 509.02
Balance Carried Forward	362 509.02

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.

Werrington Public School's financial processes are in line with the DoE's expectations. The finance committee oversees the budget and expenditure, with the principal and the administration manager meeting on a regular basis to manage the budget.

Werrington Public School employs a significant number of above-establishment SASS and teaching staff members. The majority of the available funds will be expended when the salary bills come in 2017. Other funds are being saved for ongoing maintenance of school and ICT equipment. 100% of RAM funding was spent in 2016.

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	2 505 245.89
Base Per Capita	21 638.45
Base Location	0.00
Other Base	2 483 607.45
Equity Total	516 943.10
Equity Aboriginal	25 401.44
Equity Socio economic	240 048.32
Equity Language	32 923.85
Equity Disability	218 569.50
Targeted Total	985 785.05
Other Total	166 154.78
Grand Total	4 174 128.82

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.

Werrington Public School has 5 classes for students with disability. The NAPLAN results for our school includes these students.

In 2016, 90.7% of students in Year 3 and 75.5% of students in Year 5, met or exceeded the national minimum standard in reading. 90.6% of students in Year 3 and 83% of students in Year 5, met or exceeded the national minimum standard in writing.

In 2016, 25.5% of Year 3 students and 20.9% of Year 5 students exceeded the expected levels for their grade in reading, achieving in the top 2 bands for their grade. 24% of Year 3 students and 6.3% of Year 5 students exceeded the expected levels for their grade in writing, achieving in the top 2 bands for their grade.

Our student growth data for spelling is above the state and department average.

In 2016, 94.5% of students in Year 3 and 84.6% of students in Year 5, met or exceeded the national minimum standard in numeracy. 17% of Year 3 students and 8.5% of Year 5 students exceeded the expected levels for number, patterns and algebra, achieving in the top 2 bands for their grade.

In 2016, there were 8 Aboriginal students in Year 3 and 5 Aboriginal students in Year 5. Accordingly, the achievement of these cohorts will not be reported here, due to privacy.

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, the opinions of staff, students and parents were sought using school based surveys and the Tell Them From Me surveys.

Students in Years 4, 5 and 6 participated in an online survey that asked questions relating to student outcomes and school climate. Overall, our students feel a strong sense of social engagement and are actively involved in the life of the school. They participate in a variety of extra-curricular activities and feel accepted and valued by their peers and other people at school. They feel that there are clear rules and expectations for classroom behaviour, which are understood by all.

Our students find their classroom instruction is well-organised, with a clear sense of purpose, and that important concepts are taught well. They feel that teachers are responsive to their needs and hold high expectations for all students to succeed academically. Overall, 89% of our students feel that the classroom work is challenging and matched to their skill level. This is compared to an average across the state of 67%. Our students have positive aspirations for their future. 65% of students agree or strongly agree that they expect to go to university when they leave high school.

Students in our school do not generally have positive attitudes about homework. 51% of our Year 4 to 6 students state that they do not complete their homework with a positive attitude, compared to an average of 74% across the state.

Parents' opinions were sought using an online survey and a written survey. Overall, our parents feel that our school is inclusive of the needs of all students, and it supports positive behaviour and has a caring and supportive learning environment. Parents feel welcome at school and support the learning of their child at home. Parents value the communication processes in place within the school and value the opportunities they

have to be informed about their child's learning and development.

Whilst parents value academic achievement, they do not place a high value on homework. The majority of respondents in our written survey, ranked the importance of homework in the lowest 3 on an 11 point scale. The majority also ranked community participation the lowest on this 11 point scale. The highest rankings on this scale were for student happiness and engagement, a supportive and caring environment, academic achievement and school discipline.

Staff opinions were sought using written surveys. Staff overwhelmingly value the positive behaviour for learning program that operates within our school. They value the extra support and assistance provided for students with additional needs and they value the range of communication strategies in place within the school. Staff generally value the range of professional learning activities in place to support their professional development and agree that this improves their practice.

Policy requirements

Aboriginal education

Aboriginal students are well supported at Werrington Public School. Their achievement levels are tracked regularly and, if required, they are prioritised to access learning interventions. Additionally, the Aboriginal Literacy Tutor Program supports ATSI students to meet expected level in reading and writing, and the Aboriginal round table discussions enables parents, teachers and students to write appropriate learning goals for Aboriginal students.

Cultural activities at school include the NAIDOC Cup, the indigenous dance group and NAIDOC Day celebrations. Aboriginal perspectives are included in the curriculum across the school.

In 2016, staff members accessed external Aboriginal Education training courses. Teaching staff participated in Aboriginal Education training during professional development sessions at school. Some of this training was delivered by Aboriginal elders.

Our school is an active participant in the Yarramundi Aboriginal Education Consultative Group, with 2 staff members also serving as committee members on the AECG. Our school provides Aboriginal staff representation on employment panels across the Yarramundi area.

The Tell Them From Me survey, completed by Years 4, 5 and 6 students, provided the perceptions of culture and the aspirations of our Aboriginal students. 71% of our Aboriginal students agree or strongly agree that the teachers have a good understanding of their culture, with only 4% who disagree with this. 71% of our Aboriginal students agree or strongly agree that they feel good about their culture when they are at school.

Multicultural and anti-racism education

In 2016, our school an additional staff member attended anti-racism training. Incidents of racism are referred to the school's anti-racism officer who manages the incident in keeping with the department's policy.

Our school recognises and celebrates cultural diversity. Multicultural perspectives are built into everyday classroom practice. Our school also celebrates Harmony Day. In 2016, our school again participated in an excursion to a simulated refugee camp. Senior students had the opportunity to experience what life is like for refugees, thus fostering respect and understanding.