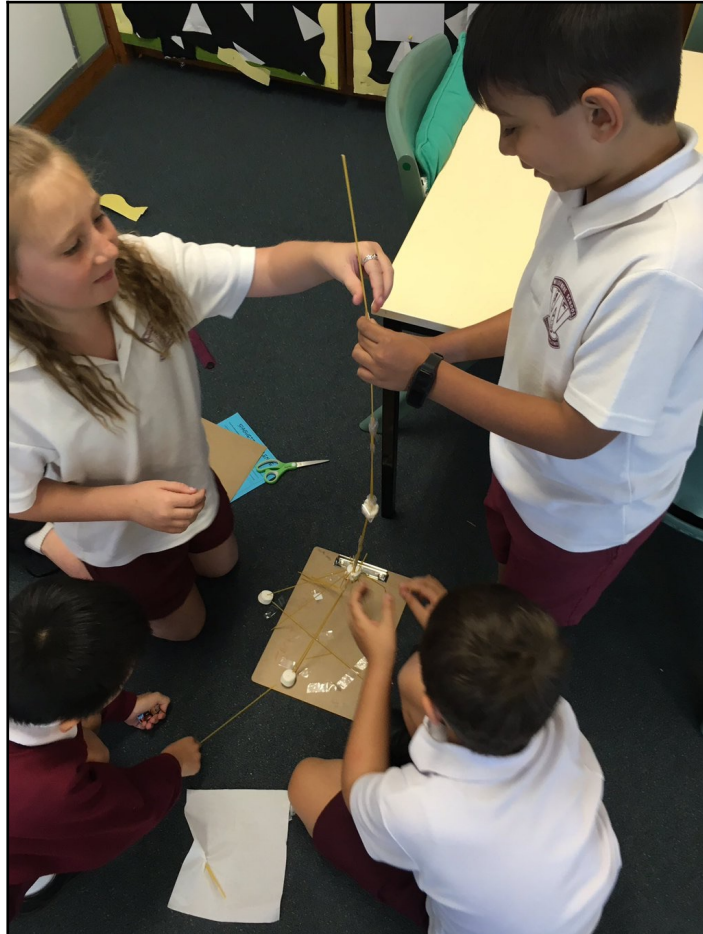
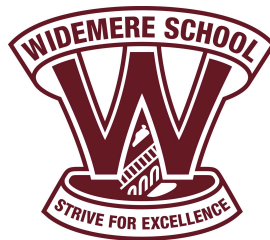


Widemere Public School

Annual Report



2016



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Introduction

Message from the Principal

2016 has been another great year of achievement for the students of Widemere Public School and a year of great professional growth for the staff. We have made significant progress towards the achievement of our Strategic Directions through the implementation of high quality, researched based, future focused, differentiated learning programs that allow students to achieve success across a range of domains.

Our dedicated, hard working teachers have once again actively participated in all facets of school life allowing for refined teaching practice, leading to continual improvement and students achieving learning outcomes through the implementation and evaluation of quality evidence based teaching programs linked with high expectations.

Our school has an active Learning and Support team that ensures all students have tailored programs to meet their learning needs and school resources are distributed equally. Our Learning and Support team is complimented by our strong focus on Positive Behaviour for Learning, ensuring students prosper in a safe, challenging and nurturing environment that develops respect, understanding and responsibility.

We are supported by an active P&C who provide support to our school and work hard to raise additional funds allowing us to purchase additional resources for our students. Parents are encouraged to be active participants in school decision making and to have valued input into the education of their child.

We look forward to 2017 being another year of growth for all the students of Widemere Public School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Martin Gawthorne

Relieving Principal

School background

School vision statement

Widemere Public School provides a caring, inclusive, innovative learning environment where students become creative, confident, successful future focused, 21st Century life long learners, striving for continual improvement and achieving excellence and success.

School context

Widemere Public School is located in Greystanes and was established in 1973. It is an exciting learning community providing an excellent education and wonderful opportunities for the children of our local community.

Our school operates 10 classrooms from Kindergarten to Year 6 with 243 students enrolled. 35% of our students come from culturally diverse backgrounds.

Our dedicated, creative teachers are committed to continual improvement in student outcomes through participation in targeted professional development, quality teaching and stimulating, enriching and challenging learning programs.

We also offer many prospects to excel in a variety of performing arts, sports programs and leadership opportunities.

Widemere Public school is well resourced with innovative technology, a modern library, a multipurpose hall, attractive refurbished classrooms and flexible learning spaces.

Our students prosper in a safe, inclusive and nurturing learning environment that develops respect, understanding and responsibility.

We have a successful welfare and discipline program with a focus on social skills, decision making, leadership and citizenship.

As a school community we are determined to provide opportunities to develop students in all areas to become life long, responsible learners and successful members of society.

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.

Learning Elements

Across the learning elements, our school has aligned systems to enhance the high quality programs taught across the school through strengthened data collection and evaluation processes. This is evidenced by consistent implementation of formative assessment across all classrooms, the consistent use of Learning Intentions and Success Criteria and the ongoing monitoring of student progress through the use of whole school data walls. This combination of strategies has allowed teachers to monitor achievement and identify gaps therefore providing more succinct learning plans for all students.

Teaching Elements

In the domain of Teaching, collaborative planning as well as mentoring programs have allowed us to continue to develop strong foundations of collaborative practice. Staff participated in professional learning that encompassed peer observations and action based research that led to the evaluation and redesign of teaching and learning programs. This enhanced teachers' English programs by identifying greater opportunities for text exposure and the implementation of varied multi-modal texts. Teachers' understanding of the Mathematics Syllabus was also strengthened with professional learning focused on Working Mathematically processes. Teachers collaboratively researched, implemented and evaluated the most effective ways of implementing reasoning, communicating and problem solving into daily Mathematics lessons.

Leading Elements

This year, we have once again displayed a commitment to developing teachers' classroom and leadership skills by continuing to foster a culture of high expectations by providing tailored professional learning and leadership opportunities that align with teachers' expertise. All staff have a commitment to achieving our Strategic Directions; Excellence in Achievement, Excellence in Engagement in Quality 21st Century Learning and Quality Wellbeing and Leadership processes.

We have sustained ongoing productive relationships with neighbouring schools allowing us to share resources and diversify our leadership throughout the community.

Our self-assessment process assists 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

Excellence in Achievement

Purpose

To improve student achievement through data driven evidence based quality teaching and learning. We aim to enhance excellence, equity and leadership in all classrooms through differentiated, personalised and challenging learning. Students will be highly involved in learning in a high expectation environment enabling and recognising success.

Overall summary of progress

During 2016 our teaching staff were provided with many professional learning opportunities to refine their skills in the area of data collection and how to positively use this data to guide differentiation of teaching and learning programs. A directed focus was a comprehensive collection of classroom reading data that was used to further refine our English session, ensuring all students had the opportunity to engage with a variety of print and multimodal texts with explicit, independent, modelled and guided teaching components while fostering a love of literature. Teachers revised their knowledge of Focus on Reading comprehension strategies and embedded these into teaching and learning programs. In early 2016 teachers implemented a fluency in Numeracy program, aiming to ensure all students had developed grade expected foundation number skills. This allowed teachers to increase their teaching of more complex number strategies, ensuring all students could meet or surpass expected outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers and executive will have a personalised performance and development learning plan by mid Term 1.	All teachers and executive staff completed the performance and development cycle whereby they set goals, collected evidence towards these and reported on their success. All staff met with their supervisors to complete the performance and development review and plan for 2017.	\$1500
100% of teachers have differentiated Literacy and Maths which is evidenced in teaching and learning programs and student work samples.	All teaching staff identified students performing below and above expected stage outcomes and tailored their Literacy and Maths programs to cater for these students' differentiated needs. Our Learning and Support Teachers and Student Learning Support Officers supported staff with the implementation of these programs.	N/A
95% of students meet or exceed nationally identified minimum benchmarks in Reading.	Staff all participated in consistent collection of reading data training and reading workshops. 96% of students met or exceeded national benchmarks.	\$4500 Literacy and Numeracy funding
100% of staff using a variety of formative assessment measures as evident in programs and data spread-sheets/data walls	All staff participated in needs based Professional Learning on Formative Assessment and embedded this into their classroom programs. 100% of staff used our whole school Literacy Data Wall as a method of tracking student progress.	\$4000 professional learning allocation

Next Steps

- Continue to develop teachers' skills in refining their teaching practice in English by completing Phase Two in Focus on Reading focusing on developing students vocabulary and fluency.
- Continue to track student Numeracy data and identify students at risk of not meeting expected benchmarks. Refine the teachers pedagogical skills by training K–2 teachers in the Targeted Early Numeracy (TEN) program.
- Continue stage planning with supervisors to ensure collaboration, observation and professional sharing of evidence based teaching focused on impact and growth.
- School executive to develop stage based assessment guidelines and consistent summative assessments to ensure consistent teaching of content and identify students requiring support and extension.



Strategic Direction 2

Excellence in Engagement in Quality 21st Century Learning

Purpose

Student learning outcomes will be maximised when students are connected and engaged at school. When engaged, students will be active, motivated to learn and self-directed in their learning. At WPS we hope to provide a high standard of engagement and seek to empower students to become confident, successful 21st Century citizens who self-direct their learning, adapt quickly to change and are lifelong learners.

Overall summary of progress

Integration of 21st Century, future focused skills has been a key professional learning focus in 2016. As a staff we defined the domains of critical thinking, creativity, collaboration, communication and information technology and designed teaching and learning programs that reflect an adapted 21st Century pedagogy.

All staff completed professional learning in the area Self Organised Learning Environments based on the research of Sugata Mitra, developing and strengthening their understanding of project based learning. An IT mentor program was developed to upskill and assist teachers in the implementation and efficiency of technology integration within the classroom.

The focus on technology as a learning tool was continued at home with the implementation of an online home learning program where students completed home learning at home on a computer or iPad and submitted online.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff programs show evidence of 21st Century skills and pedagogies.	100% of teaching programs show links to 21st Century skills across a variety of learning areas.	\$2000 Equity funding
90% of teaching staff participating in Professional Learning opportunities in SOLE, Genius Hour and Project Based Learning.	All teaching staff participated in professional learning in SOLE. Teachers have all implemented this pedagogy into their teaching and learning cycle in varying degrees.	\$3000 professional learning
Enhanced digital media and technology use to support students in their learning is evident in all classrooms.	Teachers trialled and implement various applications that focused on students acquiring new skills as well as teachers feeding back on learning.	\$4000 Equity loading

Next Steps

- Consolidate teachers understanding of applying 21st Century, future focused skills into their teaching and learning programs through professional learning.
- Continue to develop students ICT skills, through hands on interactive learning.
- Introduce additional programs such a 'coding club' to further develop students skills.

Strategic Direction 3

Wellbeing and Leadership

Purpose

Our aim is for every student and teacher to reach their full potential in a safe, positive, stimulating and evolving learning environment through quality differentiated learning programs, student and staff welfare, prevention and intervention strategies and leadership opportunities.

Overall summary of progress

During 2016, our continued school-wide focus on Positive Behaviour for Learning (PBL) has again guided us to achieve a successful culture of wellbeing and learning across the school. The PBL action plan was evaluated and amended to reflect the changing needs of our community. We continued our student led Anti-Bullying program which once again provided K-6 students with knowledge and skill about our strict no bullying policy. The effectiveness of this program has been recognised in our harmonious classrooms and playground.

Our learning and support processes have been strengthened with a strong focus on individual student case management allowing us to provide a greater range of learning support across the school.

Teaching and executive staff have been provided with opportunities to diversify and strengthen their leadership skills both internally and externally through ongoing implementation of the PDP process which has led to increased self reflection, monitoring and planning for growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
65% of students achieving blue '80 wow' level.	63% of students achieved '80 wow' level.	\$500 Equity funding
25% of students achieving gold badge awards.	27% of students achieved gold badge awards during 2016. This achievement was celebrated with a reward day including activities and afternoon tea.	\$1000 Equity funding
100% of students being able to state the school rules.	100% of students participated in PBL lessons where they were explicitly taught our school rules, Be Safe, Be Respectful & Be a Learner. Students can all explain these in contextually appropriate ways.	\$1000 Equity funding
Better identification and management of students with social and emotional learning difficulties.	Individual case management and wellbeing programs developed for students with anxiety. All staff participated in Professional Learning on anxiety and how to identify and manage anxiety in the classroom.	\$3000 Equity loading
Increased staff, student and parent participation in leadership opportunities.	Student leadership was increased throughout the year with additional responsibilities for Year 6 students and School Leadership Team. The SRC supported the school with wellbeing initiatives. Teachers and Executive leadership opportunities were increased with opportunities for teachers to run professional learning and lead development areas within the school.	\$5000 Equity funding
100% Aboriginal and at-risk students with Personalised Learning Plans.	100% of Aboriginal students have PLPs. All students achieving below stage expectations have an Individual Education Plan.	\$3500 Aboriginal funding

Next Steps

- Continue to strengthen Learning and Support procedures for individual students.
- Provide training for Student Learning & Support Officers to better implement strategies for individual students, aligned with their IEP.
- Continue to increase staff leadership opportunities.
- Increase parent participation opportunities by developing and re-introducing a parent helper program.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have a collaboratively developed Personalised Learning Plan and have made progress in achieving their individual learning goals in Literacy and Numeracy.</p> <p>All teachers attending Professional Learning in the Aboriginal 8 Ways of Learning.</p> <p>Aboriginal culture was celebrated during NAIDOC week with all students participating in activities that strengthened understanding, appreciation and acceptance of Aboriginal culture.</p>	\$3 500 Equity funding
English language proficiency	<p>Students are supported within the classroom by EAL/D and LaST teacher during Literacy and Numeracy to assist students in developing language fluency.</p> <p>All teaching staff were upskilled in the EAL/D Learning Progressions and developed Individual Education Plans for students who required additional language support.</p>	\$30 000 EAL/D Equity funding
Low level adjustment for disability	<p>Our Learning support team meet fortnightly to identify individual students needs and implement targeted, specific support programs. All students requiring adjustments to their learning have an ongoing Individual Education Plan. School Learning Support Officers assist students with disabilities in the classroom, playground and school excursions.</p>	\$12 000 Equity funding for disability
Quality Teaching, Successful Students (QTSS)	<p>Professional practice has been improved with increased opportunities for collaboration and observations between teachers. Executive staff have provided demonstration lessons and team taught with Early Career Teachers.</p> <p>Executive staff have mentored teachers assisting them in achieving their professional learning goals.</p>	\$8 000 QTSS Allocation funding
Socio-economic background	<p>Learning and Support Teachers and School Learning Support Officers have supported students in the classroom to make significant progressions along the Literacy and Numeracy Continuums. All staff have implemented formative assessment strategies allowing individual students and SLSOs focus on individual needs and help students understand their learning and make improvements.</p>	<p>\$10 000 Club funding</p> <p>\$6 000 Equity loading funding for low Socio</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	106	109	130	139
Girls	93	90	91	104

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	97.3	96.1	94.3
1	95.9	96.8	94.5	94.9
2	94.7	95.8	95	94.1
3	94.2	95.7	94.7	96.9
4	95.9	94.9	96.9	96.1
5	95.2	96.5	94.7	96.1
6	94.6	96.1	97.5	96.3
All Years	95.2	96.2	95.5	95.4
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 regularly through teacher referrals, roll checks by the school executive and the Home School Liaison Officer (HSLO). Partial attendances are also recorded on the class roll.

Attendances are carefully monitored by teachers and supervisors and meetings with parents and carers are held to address concerns. Referrals are made to the HSLO if the attendance of any student is causing concern.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.47
Other Positions	0.08

*Full Time Equivalent

In 2016 there were no Indigenous staff members employed at Widemere Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	45
Postgraduate degree	55

Professional learning and teacher accreditation

To support the school's strategic directions, all staff participated in an extensive range of professional learning projects, programs and workshops during 2016. Staff professional learning was influenced by the Australian Professional Standards for teachers at proficient and lead levels and has led to increased knowledge of best practice across all KLAS.

Professional learning undertaken throughout 2016 included mandatory training and updates in Child Protection, Anaphylaxis, and Code of Conduct.

All teachers participated in professional learning cycles that involved research, implementation and evaluation of teaching and assessment strategies that related to Working Mathematically and Formative Assessment.

Professional Learning funds were allocated to stage planning time, allowing teachers to identify trends in data and collaboratively moderate work samples to

ensure consistency in teaching. Staff were provided with opportunities to watch demonstration lessons and team teach across a variety of classrooms.

The school executive participated in a series of workshops that helped examine whole school data and identify specific areas for targeted focus.

Teacher Accreditation

During 2016 Widemere Public School supported new scheme teachers in working towards and maintaining accreditation at proficient level, two staff members successfully maintained accreditation at proficient level and one teacher submitted documentation to be accredited at proficient level. Two members of the school executive are working towards gaining accreditation at Lead level.

All New Scheme teachers engaged in New Scheme Teacher meetings, where they evaluated professional learning and discussed accreditation requirements.

School performance

NAPLAN

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

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link **My School** 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 school sought the opinions of students, parents and teachers about their school satisfaction, their responses are listed below.

- Over 90% of students felt that their teacher created a classroom where their learning felt valued.
- Over 96% of students recognise that their teachers expect them to do their best.
- 100% of students agree that activities they do within the classroom help them to learn.
- 95% of students are excited to see what they will be doing in class each day.
- 98% of students believe the school rules Be Safe, Be Respectful, Be a Learner are followed in the playground and classroom.

Students feel Widemere Public School is a quality school due to the opportunities to participate in PSSA, integrated technology in the classrooms in the form of XO's and iPads. Students feel they are provided with opportunities to be role models and take on extra responsibilities. They enjoy our large playground and appreciate teachers spending time, giving feedback and helping when needed.

- 100% of Parents/Caregivers surveyed believe the school is committed to strengthening and delivering on school based learning priorities.
- 100% of Parents/Caregivers surveyed feel the relationships between staff and students promote student wellbeing and ensure good conditions for learning.
- Parents feel that physical learning spaces are used flexibly and there is adequate access to technology to students and teachers.

Parents value the dedication all staff at Widemere have to ensure students are given a wide range of experiences and opportunities to learn in innovative ways. Parents would like to see increased opportunities to develop their understanding of what their children are learning and receive more regular information to support their children progressing to the next level. Parents appreciate the commitment to developing and consistently using wellbeing policies and procedures.

- Staff feel all teachers have a strong dedication to ongoing professional learning and a dedication to their students.
- Staff believe there is great collaboration between all teachers and executive staff and demonstrate consistency with using the relevant welfare policies and procedures.

Staff believe they are provided with quality resources and work in a collaborative environment centered around student learning and wellbeing.



Policy requirements

Aboriginal education

Widemere Public School continues to devote focus to Aboriginal Education which supports all students in their understanding of identity and culture while promoting wellbeing amongst the student population.

Students of Aboriginal backgrounds are supported by personalised learning plans that focus on the individual learning needs of the student and are created in consultation with students, staff, parents and caretakers.

All teaching staff attended professional learning on the Aboriginal 8 Ways of Learning in 2016 to support and extend their knowledge in Aboriginal perspectives. This focused on how the Aboriginal 8 Ways of Learning can be integrated into all lessons to support not only Aboriginal students but all students across the school. All teaching staff also build upon the inclusion of Aboriginal perspectives by including the Aboriginal content of history and culture into lessons throughout the year and across Key Learning Areas.

Widemere Public School celebrated Aboriginal culture and history with hands on activities during NAIDOC Week. Students across the school participated in teacher lead sessions to further student's understanding of Aboriginal culture such as art appreciation, Indigenous game playing, Dreamtime story telling etc.

The above mentioned activities and programs implemented by Widemere Public School staff worked towards raising the achievements of Aboriginal students through focused learning, celebrating and promoting Aboriginal culture and identity through whole school activities and teaching programs and raising students wellbeing through connection to identity, culture and achievement.

Multicultural and anti-racism education

Widemere Public School is committed to making sure all students appreciate that Australian society is diverse and multicultural through programs across all areas of

the curriculum and that respect and understanding is needed to create a cohesive society.

Our student population encompasses a range of different language backgrounds. To support students with English as an Additional Language or Dialect (EALD), the school employs teachers with specific training in Mini-Literacy to improve their literacy skills.

Students in Years 3 to 6 had the opportunity to participate in the Multicultural Perspectives Public Speaking Competition with 2 students from each stage entered into the Area finals. All students in the competition learnt and spoke on topics related to multiculturalism such as respect, refugees, racism and harmony.

In 2016 Anti-Racism was supported by the appointment and training of a new Anti-Racism Contact Officer. This teacher received specialised on-line and face to face training in Anti-Racism. Racism is not tolerated at Widemere Public School and there have been no reported incidents of racism in the school during 2016.

Other school programs

Sport

Widemere Public School's extensive sporting program maintains our dedication to encourage students to live active and healthy lifestyles.

Our annual Swimming Carnival begun the year, this resulted in 27 students representing the school at the Zone Carnival. Nine of these representatives continued onto the Area Carnival with one talented student continuing to the State level of competition.

During Term 2, the student population participated in the School Cross Country Carnival to the cheers of parents. This saw 30 students progress to the Zone Carnival while 5 of these students showed great skill to be entered into the Area Carnival.

Our Athletics Carnival saw an increase in numbers of students attending the Zone Carnival. 37 boys and girls in Years 3 – 6 proved their skill to travel to the Zone Carnival with 5 students continuing to the Area Carnival in the relay and individual races. The school's Athletics carnival also allowed for students in Year K – 2 to enjoy an active day by participating in novelty events throughout the event.

Widemere Public School's strong tradition of joining the Primary Schools Sports Association competition proved to be successful in 2016. Students had the opportunity to join junior and senior teams in the sports of Mixed Soccer and Newcombe Ball during the winter competition. Students also joined Junior Girls and Boys T-ball and Senior Girls and Boys Softball during the summer competition. The Senior Newcombe Ball team made it to the grand final while both of the T-ball and Softball teams saw their hard work pay off by reaching the semi-finals of the competitions.

Once again, students participated in the Dance Fever Dance and Gymnastics Programs. Within the Dance program, students performed simple and complex dance sequences in a range of dance styles. During Gymnastics activities students were provided with opportunities to demonstrate balance, flexibility and agility in a variety of skills, utilising a range of equipment.

Towards the end of the year, students were given the opportunity to compete in the annual Sydney Dance Sport Championship. 25 students attended the event winning second place on the first day. One of our teachers was also asked to judge a second day of competition highlighting her skill in this area.

Throughout 2016, Widemere Public School students were also offered the opportunity to engage with the Premier's Sporting Challenge and other after school sporting activities organised by the school in the sports of Hockey and Basketball. In the final term, Widemere Public School was able to secure extra funding to run Softball clinics for K – 6 students during class sport time.

The wide ranging scope of activities and participation of students throughout 2016, allowed all students to see an active and healthy lifestyle is possible which increases their wellbeing and skills development.

Technology

Widemere Public School has had an exciting year continuing to develop their 21st Century Learning skills and Information Communication Technologies (ICT) within their learning environments.

Widemere students are successfully using iPads and XOs for research and applying different Apps such as Scratch, Literacy Planet and Geoboards to incorporate and enhance their learning.

Every child from Kindergarten to Year 5 has an XO laptop while Year 6 students each have a school provided iPad and they can access various applications quickly and effectively. Students are using their devices in various ways such as editing and publishing their texts, using various programs to enhance their understanding in Mathematics, researching information when participating in Enquiry Based Learning and presenting their findings in various and exciting ways.

Teachers have embraced the new technologies within the school, with the participation in professional learning in various areas such as creating their own Google Classroom to share resources, understanding how to give students instant feedback on their Google Documents and sharing many ways they use the devices with Widemere staff and staff from neighbouring schools.

This has helped us identify and understand the opportunities that learning activities give the future focussed student, skills of collaboration, communication, critical thinking, creativity and use of ICT and the ability to embed them into our teaching and learning programs.

This year the school also continued its high presence in Social Media, with many classes having their own Twitter Account which is used to share the many achievements and activities that happen daily within the classrooms. We have had an increased use of the school Facebook Account and a higher number of parents accessing the Skoolbag app on their smart devices, parents have many avenues to stay informed of what is happening at school.

The school continues to employ a computer technician, half a day per fortnight, to support our school with general technology software and hardware issues to keep our computer lab, Smart-Boards, Wi-Fi network and Interactive Video Conference rooms functioning to a high standard.