

Werrington County Public School

Annual Report



2016



4541

Introduction

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

Tracie Duclos

Principal

School contact details

Werrington County Public School

John Batman Ave

Werrington, 2747

www.werrington-p.schools.nsw.edu.au

werrington-p.school@det.nsw.edu.au

9673 2100

School background

School vision statement

Werrington County Public School has a proud tradition of educating students to their full potential.

Our school provides an engaging, enriched education through collaboration and perseverance.

School context

Established in 1982, the school has developed a culture of excellence and is currently educating a number of students who are the children of the original students from its inaugural years. Numbers have been steadily increasing with our highest enrolment reaching 405 this year. This includes 11% Aboriginal or Torres Strait students and 9% of students coming from NESB.

We currently have 16 mainstream classes and 2 special education classes. We have a 1 Multi-categorical class and a K/1 Autism class.

The staff are committed to ensuring quality teaching and learning programs are taking place with a personal commitment to pursuing professional learning. The staff are held in high esteem within the community.

Our school community displays strong support for our endeavors. Parents are involved in the school in a variety of ways such as members of committees, gross motor helpers, assisting with coaching of sporting teams, reading and mathematics tutors and library assistants.

Our strong school culture values student achievement and we have large attendances when celebrating our students' and school successes. Many families attend the school's special events including Education Week celebrations, music and dance festivals, open days and assemblies.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Werrington County Public Schools judgement for the majority of areas in Learning, Teaching and Leading is Sustaining and Growing with improvement in areas of data skills and use as well as school planning, implementation and reporting.

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

Dynamic, innovative learning systems

Purpose

To provide an integrated, meaningful curriculum which utilises technological infrastructure to engage and inspire active and creative minds.

To ensure quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive.

Overall summary of progress

Staff have continued to develop their understanding of planning, implementing, assessing and reporting in all curriculum areas with a focus on the implementation of the new History syllabus, the trial implementation of the Geography syllabus and further knowledge development surrounding English and mathematics in particular. Professional learning at school and network levels has provided staff with opportunities for the effective collaboration and understanding required to effectively implement all syllabuses.

The implementation of the Performance and Development Framework guided the professional development directions for all staff. The establishment of staff goals at whole school, stage and personal levels enabled staff to work collaboratively to achieve whole school and stage goals and have individualised direction from the Teacher Mentor and Executive to guide personal development. The opportunities for regular assessment and feedback led to professional growth on both on whole school and individual levels for staff.

The increase in technological resource availability has resulted in greater opportunities for teachers to integrate and embed technological skill development and opportunities for student use across all key learning areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Development of integrated teaching plans, incorporating BOSTES syllabuses, providing an enriched curriculum ensuring students are actively engaged in meaningful and challenging learning experiences.	Program evaluations demonstrate 100% of programs utilising integrated curriculum teaching and learning experiences. The use of technology resources is evident school-wide to provide engaging learning opportunities for students.	Executive Off-class – \$76,125
Performance and development plans (PDPs) for all staff demonstrate performance management and professional development which are linked to school plan and professional standards.	Teacher observations completed prior to Annual PDP review. Teacher/Mentor professional learning is aligned with PDP goals. Lesson observations demonstrate incorporate Quality Teaching Framework elements.	Teacher Mentor – \$40,000
Learning programs and teaching practices develop knowledge, understanding and skills of all students, using evidence-based teaching practices, assessment and innovative delivery mechanisms.	All staff have demonstrated knowledge and skills of all students through participation in lesson observations. All staff have utilised PLAN software to document student achievement. Staff have participated in professional development focusing on utilising SMARTdata to inform future programming in literacy and numeracy. Analysis of SMARTdata and PLAN data has resulted in collegial discussions and planning for future learning. Staff have utilised technology resources to provide innovative learning opportunities and enhance	Beginning Teacher Funds –\$4,080 Equity Funds (Technology) – \$21,000 Computer Coordinator –\$12,800

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Learning programs and teaching practices develop knowledge, understanding and skills of all students, using evidence-based teaching practices, assessment and innovative delivery mechanisms.	student engagement in learning.	

Next Steps

- Reflection based on the School Excellence Framework indicates that to move forward in the area of school performance we need to continue to focus utilising internal and external assessment data to assess for student learning, strengthening the quality of intellectual tasks and providing detailed feedback to students to guide their future learning.
- Further develop professional learning opportunities for staff to develop and implement evidence-based practices that focus on the integration of the syllabus and providing meaningful and challenging learning opportunities for students across all key learning areas.
- All staff integrating technology in authentic learning experiences focusing on student ability, skill and knowledge development in all key learning areas.

Strategic Direction 2

Welfare, attainment and engagement

Purpose

To create personalised, inclusive learning experiences in response to students' individual skills and abilities in a safe, supportive environment.

Overall summary of progress

Teachers have developed a greater understanding of the analysis of internal and external assessment data. They have developed skills in identifying areas of need for individual students utilising Planning for Literacy and Numeracy (PLAN) data and SMART data. Teachers have also undertaken professional learning to improve their understanding of differentiated learning experiences that can be implemented to develop student learning in areas of need.

Teachers have continued their professional learning in developing Individualised Education Plans (IEP's) and Personalised Learning Plans (PLP's) to ensure student learning needs are met.

The continuation of the Teacher Mentor position has further enabled individualised teacher professional learning and the utilisation of expertise to develop teacher professional learning in quality teaching and differentiation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieve positive growth in all aspects of value added component in NAPLAN.	Majority of students with identified learning needs in Reading showed growth in NAPLAN. Continued implementation of Soundwaves program ensured growth in spelling results for all Year 5 students in NAPLAN. Majority of students showed growth in numeracy with the continued implementation of differentiated maths groups.	Literacy and Numeracy Funding – \$20,800
80% of all students achieving cluster level benchmarks in literacy and numeracy continuums.	An average of 77% of students achieved cluster level benchmarks in reading. This includes students in support classed and with identified additional learning needs. An average of 80% of students achieved cluster level markers in numeracy.	
Teaching and learning programs include meaningful, differentiated learning activities, utilising assessment data and welfare information to address individual areas of need.	Evaluation of teaching and learning programs demonstrated evidence of differentiation to address individualised learning needs. Individual Education Plans (IEP's) have been developed for all students with identified learning needs. Learning and Support programs have been implemented for students with identified learning needs. PBL data has been utilised to address behavioural needs and inform student welfare practices.	Equity Funds (SLSO) – \$28,500 Integration Funding – \$7,000 Global Funds (STARs) – \$3000

Next Steps

The future directions for Welfare, Attainment and Engagement at WCPS include;

- continued review and implementation of differentiated maths groups for Years 1 – 6.
- continuation of the Teacher Mentor position with an aim to direct professional growth through the Performance Development Cycle.
- planning and implementation of professional learning and practices based on needs identified in the analysis of internal and external assessment data.
- analysis and review of current processes and practices involving consultation with parents and caregivers for IEP and PLP development.

Strategic Direction 3

Collaborative and supportive environment

Purpose

To foster leadership capacity and develop the capabilities in our educational community through a culture of collaboration and engaged communication.

Overall summary of progress

In 2016, WCPS continued the successful implementation of PBL school-wide. We successfully focused on building positive relationships across the school community and further developed a consistent and positive approach to student wellbeing and learning. PBL strategies were implemented school-wide to develop a consistent approach to managing behaviour and building positive relationships throughout the school community.

We further strengthened parent and community partnerships and enabled opportunities for greater community involvement in a range of formal and informal events.

Communication between all key education stakeholders has continued to be improved with the implementation of formal and informal processes and documentation of students on the National Disability Register.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent and community partnerships are enhanced through effective communication and involvement in special events and celebrations.	NAIDOC Day celebrations included a greater community participation by Aboriginal and non-Aboriginal community members as well as the school-wide student participation in celebrations acknowledging the traditions and culture of Aboriginal people. Grandparents Day was another successful event with students showcasing their creative talents for the Grandparent community. Formal and informal meetings, discussions and reports provided opportunities to communicate and consult with parents/caregivers and stakeholders on student learning needs and plan individualised learning programs and future directions for all students.	Equity Funds (Aboriginal Background) – \$8,000 Global Funding (Hospitality) – \$1,000 Global Funding (ReportIt) – \$3,000 Community Grant (PAIR readers) – \$2,000
Improving the school's physical environment to enable student's ownership and improve access to playground areas.	Further maintenance and enhancement of playground areas has enable students to have greater access to playground areas for positive interactions. Development of individual class gardens facilitated opportunities for student learning surrounding environmental and sustainability outcomes with the benefits of developing student ownership and responsibility.	Eco Grant (Garden) – \$5,000
Students to take greater responsibility for their behaviour and wellbeing through comprehensive and supportive programs including PBL.	Continued implementation of extra playground supervision to maximise teacher presence and minimise possible playground incidents. Further development of behaviour review processes with monitoring card implementation and more refined consultative processes between staff, students and parents.	Global Funding (Awards) – \$4,800

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students to take greater responsibility for their behaviour and wellbeing through comprehensive and supportive programs including PBL.	Utilisation of the LaST to assist with social development of students and provide opportunities for self-reflection of behaviour. Greater refinement of Peer Play programs to provide social support for student in the playground.	

Next Steps

Further development in the area of building a collaborative and supportive environment based on the Wellbeing Framework and the School Excellence Framework includes;

- continued implementation of 'Meet the Teacher' opportunities to allow parents and caregivers to become familiar with teachers and student routines.
- refinement and continuation of special events and days to maximise student, staff and community interactions.
- further development of PBL strategies and explicit teaching opportunities to reinforce behavioural expectations, consequences and reward opportunities for students.
- continued improvement and aesthetic appeal of school facilities and grounds.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Funding was utilised to facilitate staff, student and parent involvement in the development of Personalised Learning Plans (PLP's) for Aboriginal students.</p> <p>A combination of Aboriginal Background Funding and other funding was utilised to employ a Student Learning and Support Officer (SLSO) and Learning and Support Teacher (LaST) to support student learning, specifically in areas of literacy and numeracy.</p> <p>Aboriginal Background Funds were utilised to subsidise student participation in Aboriginal cultural activities in NAIDOC week celebrations. This enhanced student learning surrounding Aboriginal culture and provided specific opportunities to celebrate students' Aboriginal heritage.</p>	
English language proficiency	A combination of funding enabled the school to employ staff to support student learning and work with students on individual needs based programs and provide in class support.	\$8,434
Low level adjustment for disability	<p>The Learning and Support Teacher (LaST) was released to work with staff, parents and the Learning Support Team coordinator to further develop the National Consistent Collection of Data (NCCD) register and Individual Education Plans (IEP's) which have successfully been implemented into classroom programs.</p> <p>School Learning Support Officers (SLSO's) were employed to support the delivery of individualised programs and assist students and teachers in the achievement of IEP goals.</p>	\$133, 394
Quality Teaching, Successful Students (QTSS)	<p>Staff received professional learning in the analysis of NAPLAN data and utilised the tool of NAPLAN Academy to identify specific areas of need for students using NAPLAN data. Professional learning sessions targeted student development in grammar, comprehension and writing, numeracy and problem solving.</p> <p>Staff were also employed to work with identified students in literacy sessions and as extra teaching support in Maths groups. Additional staffing in Maths sessions improved the teacher /student ratio and enabled individualised support to focus on IEP goal achievement.</p>	<p>Funding for a teacher for 1 day per fortnight.</p> <p>Funds supplemented Teacher Mentor role.</p>
Socio-economic background	<p>Funding was utilised to take an Assistant Principal off class duties to facilitate the coordination and lead the implementation on projects to increase student wellbeing and academic performance. These projects included;</p> <p>coordination and implementation of consistent PBL strategies and behaviour plans for</p>	\$134,606

Socio-economic background	<p>students at risk.</p> <p>extension programs for students in numeracy and technology.</p> <p>coordination, planning and delivery of whole school and individual professional learning opportunities to address staff needs identified in Professional Development Plans (PDP's) and School Plan targets.</p> <p>Funding was also utilised to enable the continuation of the Teacher/Mentor role (two days per week). The Teacher/Mentor supported staff by working collaboratively to enhance professional learning and achieve identified professional learning goals. The Teacher/Mentor role included provision of demonstration lessons, lesson observations, professional learning sessions and collaboration with staff to build the staff capacity to utilise data to enhance student learning.</p>	<p>\$134,606</p>
Support for beginning teachers	<p>We had two beginning teachers who were supported with professional development. They received extra release time each week to work with their self-selected mentor to assist their organisation, planning and understanding of curriculum implementation, individual learning needs and id their professional development in lesson delivery, assessment and behaviour management.</p> <p>As a result, the teachers developed greater confidence and competence in planning, delivering and assessing student learning experiences.</p>	<p>\$4,080</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	180	182	201	209
Girls	175	185	200	196

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.3	96.4	94.9	93.9
1	95.5	96.1	93.2	93.4
2	96.4	93.7	95.5	94.4
3	94.3	95	92.4	94.2
4	93.1	94.9	94	93.4
5	95.4	94.3	93.8	94.4
6	94	94	92.1	92.9
All Years	95.3	94.9	93.8	93.8
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.5
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration & Support Staff	5.12
Other Positions	0.15

*Full Time Equivalent

WCPS has one staff member of Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	78
Postgraduate degree	22

Professional learning and teacher accreditation

In 2016, staff developed their Performance and Development Plans (PDP's) with a whole-school focus on furthering their knowledge and understanding in utilising data to inform teaching practice. The staff were involved in a number of professional learning opportunities to collaborate with colleagues, observe and deliver demonstration lessons, analyse a range of internal and external assessment data and implement new knowledge to address the learning needs of students. Staff developed their understanding of addressing the needs of individual students and ensuring that they cater for the learning needs of all students in the classroom. Staff also identified stage and personal goals. They worked in collaboration with the teacher mentor, executive and colleagues to achieve these goals and further develop their knowledge and understanding of a range of areas including, literacy, numeracy, technology and quality teaching practices.

All staff participated in other professional learning activities based on their personal development and the achievement of the school's identified strategic areas.

Professional development included;

Language Learning and Literacy (L3) – Kindergarten and Stage 1

Reading Recovery Training

Physical Literacy

Positive Behaviour for Learning

Technology

Super Six Comprehension Strategies

Differentiated Learning

Quality Teaching

The whole staff were involved in professional learning on Staff Development Days. Topic covered included;

Mandatory Training of Child Protection, Code of Conduct, CPR and Anaphylaxis.

Syllabus Implementation – History

Literacy and Numeracy

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	290 741.96
Global funds	226 768.69
Tied funds	261 661.47
School & community sources	83 666.73
Interest	4 613.47
Trust receipts	13 678.00
Canteen	0.00
Total income	881 130.32
Expenditure	
Teaching & learning	
Key learning areas	32 737.05
Excursions	17 875.33
Extracurricular dissections	14 651.96
Library	1 148.79
Training & development	8 042.78
Tied funds	156 303.31
Short term relief	36 986.58
Administration & office	25 443.07
School-operated canteen	0.00
Utilities	31 896.45
Maintenance	24 991.91
Trust accounts	18 486.45
Capital programs	39 117.65
Total expenditure	407 681.33
Balance carried forward	473 448.99

	2016 Actual (\$)
Opening Balance	0.00
Revenue	528 509.05
(2a) Appropriation	494 713.18
(2b) Sale of Goods and Services	1 090.21
(2c) Grants and Contributions	31 964.24
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	741.42
Expenses	-241 304.19
Recurrent Expenses	-241 304.19
(3a) Employee Related	-129 125.93
(3b) Operating Expenses	-112 178.26
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	287 204.86
Balance Carried Forward	287 204.86

	2016 Actual (\$)
Base Total	2 438 449.21
Base Per Capita	22 019.44
Base Location	0.00
Other Base	2 416 429.77
Equity Total	293 737.11
Equity Aboriginal	17 301.20
Equity Socio economic	134 606.67
Equity Language	8 434.36
Equity Disability	133 394.88
Targeted Total	343 954.23
Other Total	58 388.90
Grand Total	3 134 529.44

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.

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

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

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

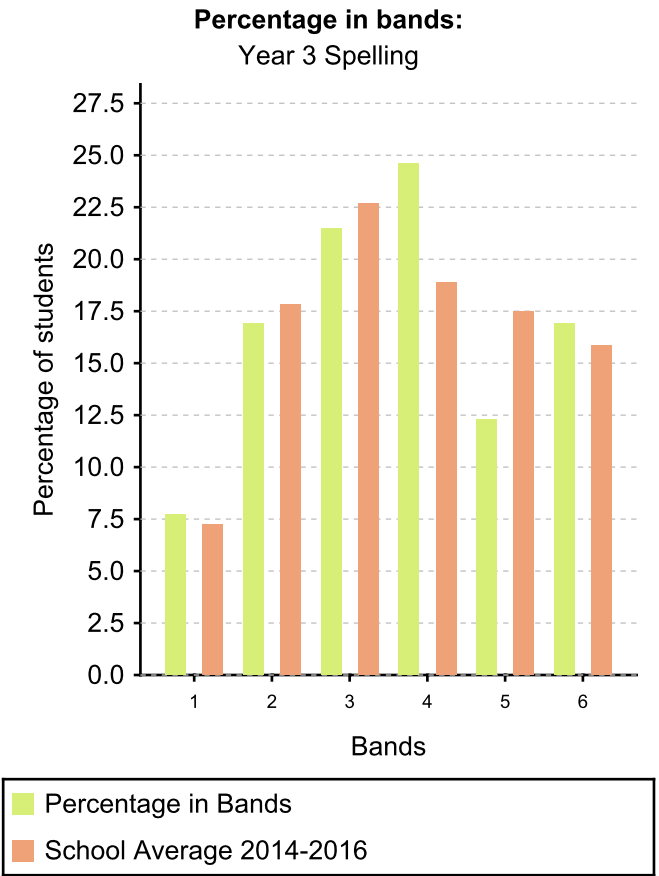
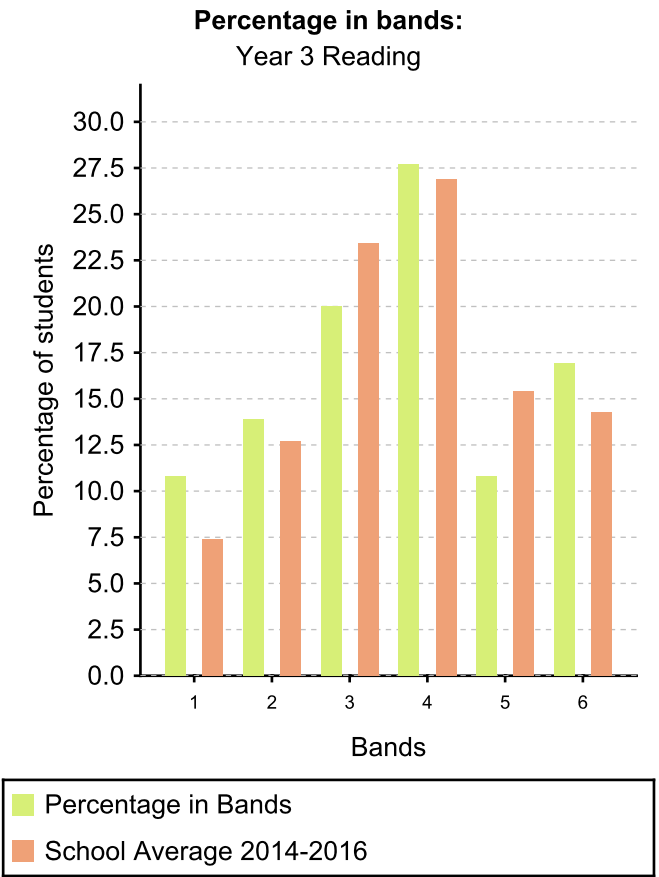
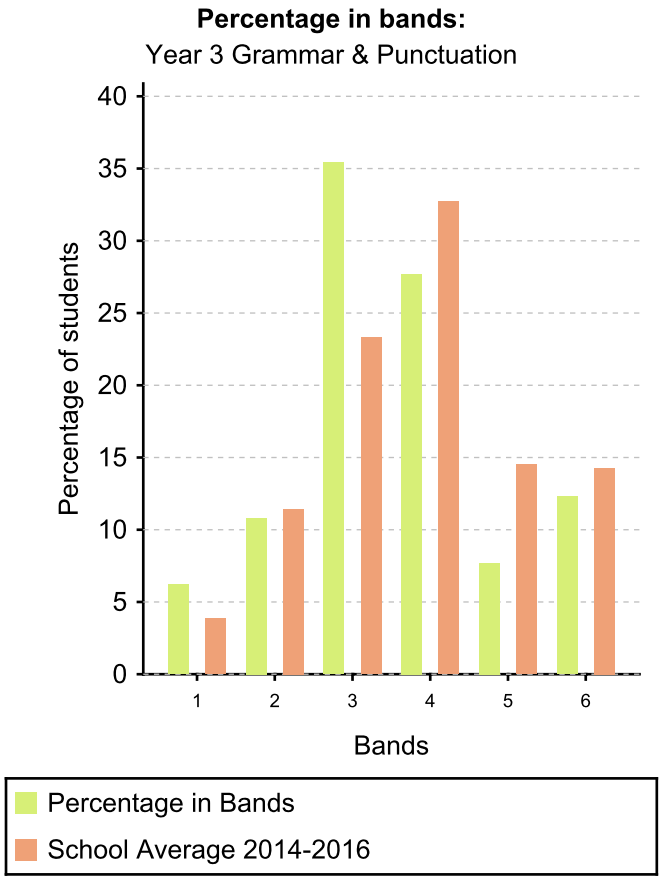
Financial summary equity funding

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

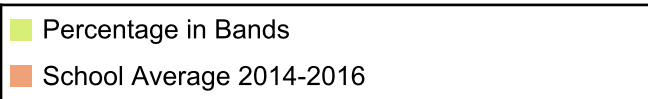
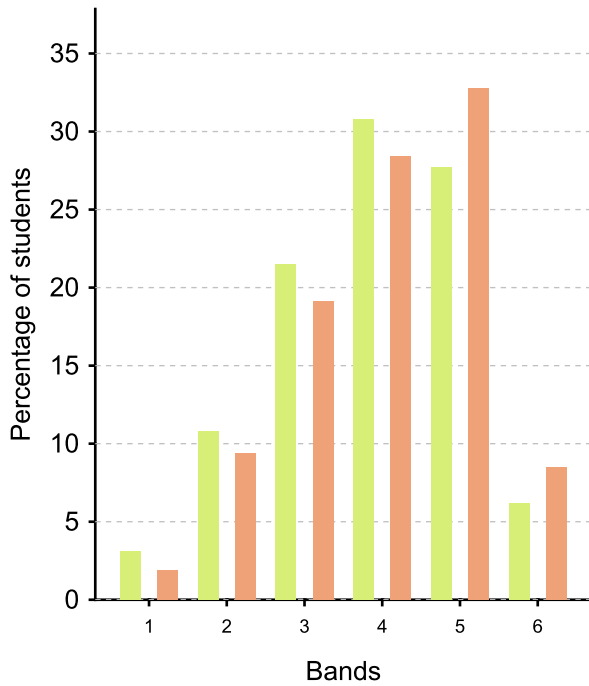
School performance

NAPLAN

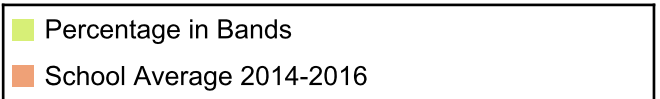
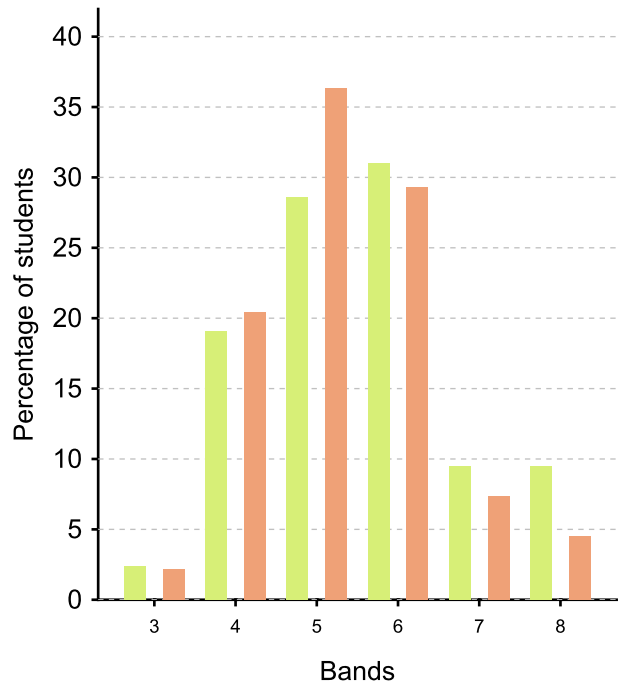
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



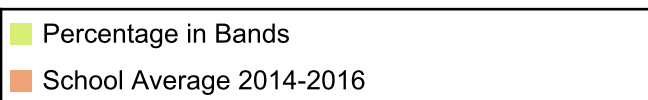
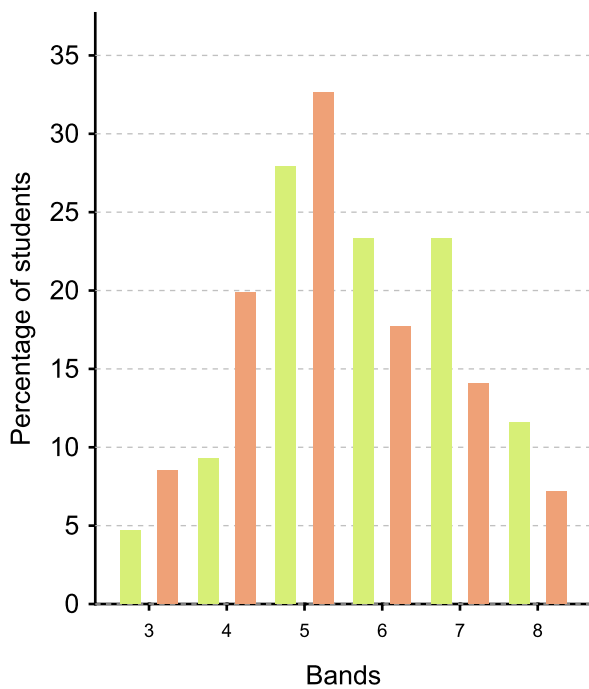
Percentage in bands:
Year 3 Writing



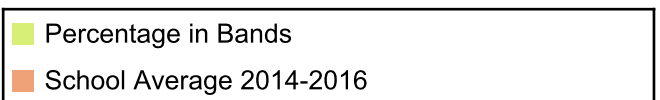
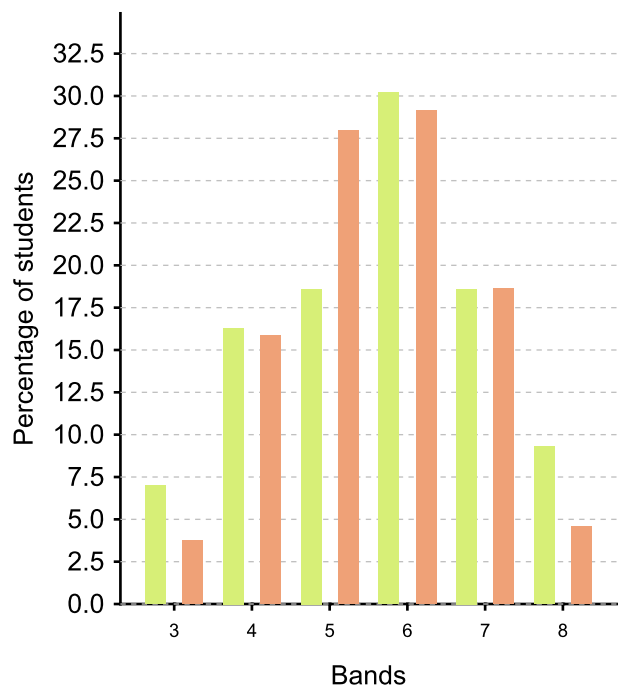
Percentage in bands:
Year 5 Reading



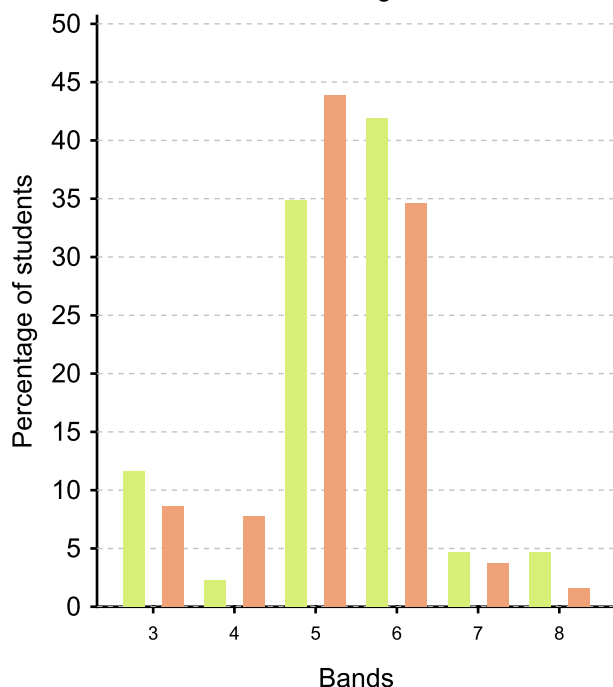
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

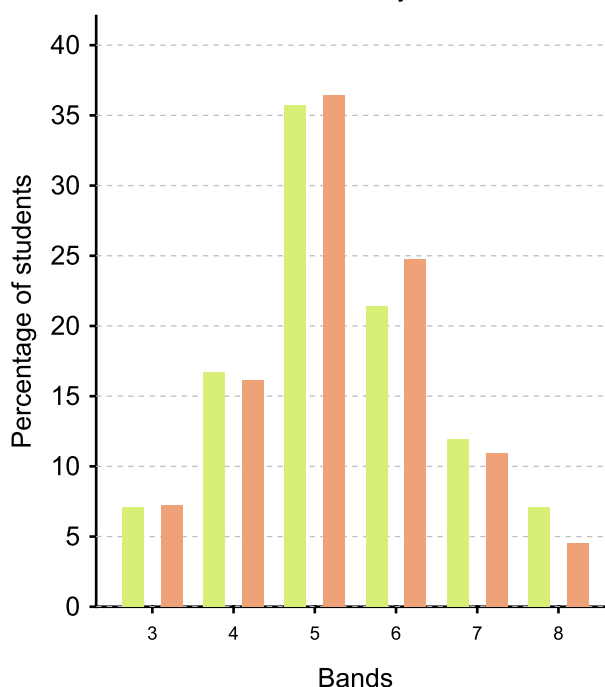


Percentage in bands:
Year 5 Writing



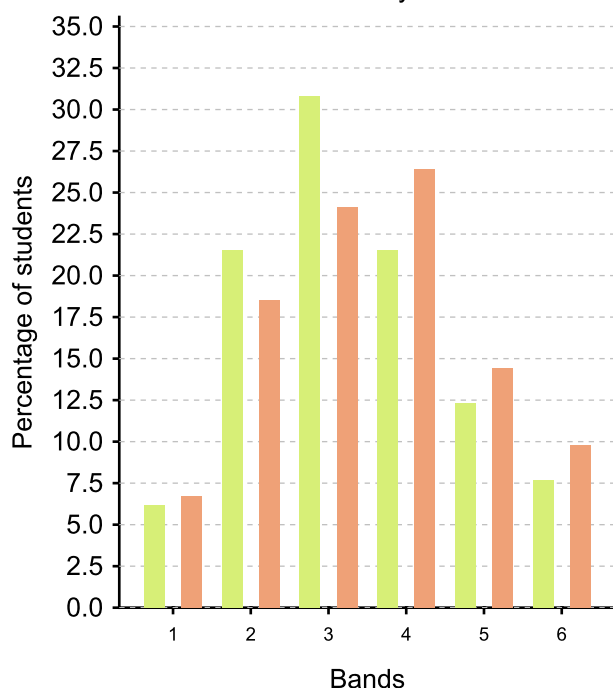
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

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

The school community participate in the Tell Them From Me Survey focusing on student engagement and partnerships in learning.

Year 4 to 6 students participated in the Tell them from Me survey on two occasions throughout the year. Social-emotional responses by students indicated; 91% of students had positive relationships at school, 91% of students have positive behaviours, 91% of students tried hard to succeed and greater than 90% of both boys and girls valued school outcomes. These were all above state average.

Our parent community participated in the "Partners in Learning Parent Survey" in October 2016. Responses by parents were converted to a 10 point scale. A score of 0 indicated strong disagreement and 10 indicating strong agreement. Parents acknowledged that written communication from the school is clear (8.2), that teachers encourage their child to do their best work (7.7) and the school supports positive behaviour (7.6).

The Tell Them From Me Teacher Survey was a self-evaluation tool for teachers focusing on classroom and school practices. The results from this survey have provided invaluable input to the executive team and

direct further support to teaching staff and provided confirmation of processes and structures in pace that assisted teachers in providing quality learning experiences for students. Responses by teachers were converted to a 10 point scale. A score of 0 indicated strong disagreement and 10 indicating strong agreement. Teachers responses were to questions on the effectiveness of school leadership (8.2), collaboration (8.7), learning culture focusing on student progress (8.5), teaching strategies including high expectations and challenging goals (8.3) and inclusivity (8.8).

These surveys of our school community have provided valuable information for school strategic directions and future planning for Werrington County Public School.

Policy requirements

Aboriginal education

Our school continues to provide support for Aboriginal students and to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

In 2016, our school had 29 Aboriginal students representing 11% of the school population.

Our achievements in 2016 include;

- planning and delivering learning experiences focusing on the recognition and inclusion of Aboriginal cultural perspectives and content in Integrated Units across Key Learning Areas (KLA's).
- developing Personalised Learning Plans (PLP's) for each Aboriginal student in collaboration with the student, teacher and parent, where possible. Focus was on the development of academic and social goals, with most students achieving success throughout the year.
- in class support for Literacy and Numeracy programs for Aboriginal students was provided by LaST and SLSO staff focusing on individual student development as identified in IEP's.
- NAIDOC day celebrations – an incursion and whole school event focusing on the acknowledgement and recognition of Aboriginal culture, beliefs and traditions.
- 92% attendance by Aboriginal students across K–6 in 2016.

Multicultural and anti-racism education

The school has maintained a focus on multicultural education across all KLA's by providing inclusive programs that develop knowledge, skills, values and attitudes promoting harmony and celebrating diversity.

The school-wide focus on Harmony Day provided opportunities for students to develop a shared understanding and appreciation of the diversity of culture within our school. Harmony Day activities

included teaching and learning experiences focusing on cultural diversity and celebration. Harmony people were created and displayed around the school courtyard. All students also contributed to the creation of mural for the library promoting diversity and inclusion.

The school maintains a trained Anti-Racism Contact Officer (ARCO) who assists in the implementation of the schools welfare programs when incidences of racism or discrimination occur.