

Wilkins Public School Annual Report



2016



4543

Introduction

The Annual Report for 2016 is provided to the community of Wilkins PS 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.

We have had a busy year in 2016, in the areas of professional Learning, planning for the New Australian curriculum, trialling new systems such as Parent Paperwork and establishing a more stable staffing ratio, as we employed 6 permanent teachers throughout the year.

Our students have engaged in Garden lessons, learnt a little about coding and robotics and have consistently improved in our NAPLAN tests. We introduced a new merit system, to enable the recognition of student effort and achievement in the classroom and hand bands to acknowledge those students who exhibit our core values of consideration, care and courage.

Sheila Bollard

Principal

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School background

School vision statement

Our vision is to educate effective communicators who will become critical and creative thinkers and motivated lifelong learners. We will achieve this by working collaboratively with our community to create a nurturing and self-sustaining learning environment committed to excellence and equity. Through this strong collaboration, we will ensure all students reach their full potential and become confident, active and informed global citizens.

School context

Wilkins Public School is located in Marrickville, New South Wales. The school is a diverse learning community that values learning for all its members. Wilkins Public School serves the suburbs of Petersham, Marrickville and Dulwich Hill. The school site is modern design, established in 1982, with large playing areas and an assembly hall which doubles as a gymnasium, a spacious inner playground and well-resourced classrooms.

Wilkins Public School has a current student enrolment of 670 students. At present, 47% of students attending Wilkins Public School are from language backgrounds other than English. The school is supported by an active and engaged community who work in collaboration with the school staff to identify priorities within the school and plan for how most effectively to address them.

Wilkins Public School has a wide range of programs in Creative Arts, particularly in music which draws on the strengths of the wider community. The Wilkins Green is an outdoor education space that is valued by the broader community. This is evident in the number of volunteers who give their time to be involved in the upkeep of the space and the community groups who also engage with it.

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.

The School Excellence Framework allows us to track areas of improvement and areas that need further growth. Our most recent assessment highlighted the needs to review our school and community relationships and student well-being. These two areas will be a focus point in 2017.

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

Students

Purpose

Reshaping Learning Environments to align with 21 st century learning. Tracking student achievement k– 6 in a sequential and traceable manner. Enhancing student welfare and developing student leadership.

Overall summary of progress

Reshaping Learning Environments to align with 21 st century learning. Tracking student achievement k– 6 in a sequential and traceable manner. Enhancing student welfare and developing student leadership. We have successfully completed all projects as expected and will continue to roll out 21 Century classrooms and improve the Maker space.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
8 Classrooms functioning with alternative furniture.	4 classrooms have refurbished their spaces with ottomans, writable desks, floor cushions, standing desks and a variety of seating. 4 classrooms 2017 are in the process of refurbishing.	Funding source is from our community use such as TASK, KEEN, hall hire and the like.
Maker–Space – students engaged in robotics, 3D printing and coding.	Maker Space design integrated in to the Library plan. Lego robotics, coding kits, 3D printer and robotics kits, purchased and organised. Coding clubs held at lunch times.	Funding through computer coordinator and Computer education budget areas.
Outdoor Learning areas installed for stage 3 students.	12 outdoor bench seats were purchased and installed outside the stage 3 classrooms.	P and C fundraising.
Establishment of High Potential Learning Pods in classrooms.	Teachers participated in professional learning about HPL. Parents and teachers nominated students, Students sat the Allsat test and their school reports and scores were ranked. Each year group has now a HPL pod in our class structures.	Professional Learning – Monday afternoons Testing and organisation within school time.
Use of PLAN and Literacy & Numeracy Continuum.	Professional Learning for PLAN. Teachers entering data.	Release form Face to Face time.
Student Welfare policy practices such as merit awards and handbands in practice.	Student Welfare Policy in place. In 2016 students were awarded merit certificates in assemblies and hand bands for demonstrating the values of Consideration, Care and Courage.	Student Welfare budget supported by Per Capita SBAR funding.
Student Leadership Policy in action.	Refinements to the selection of student leaders. Leaders must apply and demonstrate that they are good role models, able to keep up with their work and demonstrate consideration care and courage.	Badges form Student Welfare budget supported by Per Capita SBAR funding.
PLSP's and PLP's in place for; Low Socioeconomic, Aboriginal, EALD and Low level disability.	We have 147 students on individual programs. Integrated funding students had meetings with the family, teacher and Learning and support team. Aboriginal students had family meetings to design their PLSP's.	RAM – Aboriginal, Integrated, Low – Socio economic and EAL funding.
Implementation of PSSA for Stage 2, Winter and Summer by 2017.	Stage 2 students integrated into PSSA sport.	Buses paid for by parents.
Procurement and installation of Buddy Bench, support materials and monitors in place by 2017.	Buddy Bench monitor training by Miss Filmer and Miss Morgan. Training resources in place for teachers to use with classes. Benches made by reverse garbage and painted by senior students.	P and C funds.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Implementation of BYOD.	BYOD rolled out to stage 3 and for stage 2 during science. Purchase of Chromebooks to support the program.	Computer Education.

Next Steps

In 2017 we will continue the 21 Century classes, support the High-Potential Learners through partnership with the University of Technology Sydney. Fit out the maker space so that it is a flexible space for all classes K-6. continue to evaluate student Welfare practices and embed Peer Support into the whole school with a focus on resilience.

Strategic Direction 2

Staff

Purpose

Developing the skills and understanding around 21st Century learning including STEM, Robotics and Coding. Providing scaffolding to develop skills and knowledge in teaching leadership capacity. Managing the new Australian curriculum, by in-depth Professional Learning, alignment of resources in – hand and new resources needed. Identification of High Potential Learners and allocation of these students in to pods – to assist with differentiation of content in the classroom.

Overall summary of progress

We have completed professional learning to develop the skills and understanding around 21st Century learning including STEM, Robotics, and Coding. Through this professional learning, we have provided a scaffold to develop skills and knowledge in teaching leadership capacity. The new Australian curriculum has been planned and programmed and all teachers are using the new syllabus documents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
High integration of STEM in class programs Programming from the Australian Curriculum in all KLA's HPL learners identified and placed into pods. NAPLAN growth results of children in the top 2 bands meeting expected growth.	Teachers are providing differentiation for the HPL pods if they have them in their class. Teachers are programming from the new Australian Curriculum and HPL have time scheduled out of class to work on their critical and creative thinking in order to meet the Premiers targets of increased growth in the top two bands in NAPLAN.	Professional Learning funds.

Next Steps

Student and teacher evaluations from the students in the HPL pods, examine NAPLAN results to ascertain growth in the top two bands. Continue Personal Learning Plans for teachers.

Strategic Direction 3

Community & Systems

Purpose

To establish meaningful connections with other schools and Universities, building positive and productive relationships with communities of Practice. Evaluate, develop and implement Policies to ensure that processes are consistent and understood. Upgrade systems of communication and tracking, including implementation of LMBR, Parent Paperwork, Electronic Sick bay and resource sharing processes to support the efficient management of the school.

Overall summary of progress

Established meaningful connections with other schools and Universities, including Fort St HS, Tempe HS, Marrickville West PS, Lewisham PS, Petersham PS and St Peters PS. Established partnerships with the University of Technology Sydney and Sydney University.

Implemented several systems of communication and tracking, including implementation of LMBR, Parent Paperwork, Electronic Sickbay and resource sharing processes to support the efficient management of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of collaboration through joint programs and professional Learning. Evidence of informed community by survey response.	Library refurbishment tender process completed and ready for project to commence.	Joint funding 50% from the p and c and 50 % from the NSW DET.
Foyer Screen Display in action	Foyer display up and in use.	No cost – prize from the School Photographer.
Student Welfare, Human resource, Complaints Handling Policies updated and reviewed	Student Welfare Policy complete. Student Leadership Process and policy review complete. Complaints handling in every newsletter.	Executive project days – Professional Learning Funds.
General ADMIN systems upgraded – sick bay, attendance, resource sharing all through Sentral.	Sick Bay computer installed and in use. Resource Sharing in Sentral in use. Attendance on Sentral and electronic sign in by teachers in use.	Nil.

Next Steps

Continue the partnerships between schools and Universities. Evaluate the newsletter and Web site – update and refresh.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Casual teachers, to release classroom teachers so they can meet with the Learning and Support Teacher and Aboriginal Parents to create Personalise Learning and Support Programs	We exhausted the tied allocation of; \$2326.11
English language proficiency	Funding of an extra day for an EALD teacher as our allocation is only 4 days. The extra day means we have an EALD teacher every day.	We exhausted the tied allocation of; \$13606.84
Low level adjustment for disability	School Learning Support Officers were employed to implement; Mini Lit, Multi Lit, Macquarie Spelling, Playground support and small group support in classrooms.	We exhausted the tied allocation of; \$16654.50
Quality Teaching, Successful Students (QTSS)	Quality Teaching conference, professional Learning for teachers.	50 Casual Teacher days.
Socio-economic background	School Learning Support Officers were employed to implement; Mini Lit, Multi Lit, Macquarie Spelling, Playground support and small group support in classrooms.	We exhausted the tied allocation of; \$8281.16
Support for beginning teachers	Personal Learning Plans implemented, release time for Beginning teachers with mentors.	Beginning teachers spent approximately \$12,000.00 and will utilise the remainder of the support funding in 2017.
Targeted student support for refugees and new arrivals	Excursion to Sydney with Refugee families, and the English as an Additional Language (EAL)teacher.	We exhausted the tied allocation of; \$700.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	334	363	356	365
Girls	292	313	318	300

AS of 2015, Wilkins Public School amended its enrolment policy to enrol only in-area students to effectively manage the resources on hand. As there is future growth in the intake area this practice needs to continue.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	96.2	95.1	95.3
1	95.8	95.8	94.6	94.4
2	96	95.6	93.6	95.9
3	95.9	96.6	94.2	95
4	96.2	95.3	94.2	95.1
5	96.6	95.9	94.7	96.7
6	94.4	95.9	95.9	95.2
All Years	95.8	95.9	94.6	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

Wilkins Public School uses a Sentral to track attendance. Students who are absent need to explain their absence, by parent or caregiver through a phone call, email or letter. Students who have unexplained absences or are continually late will firstly be contacted by the Principal or Deputy Principal. If attendance does not improve, we will engage the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.48
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher of ESL	0.8
School Administration & Support Staff	4.26
Other Positions	0

*Full Time Equivalent

We have one staff member who identifies as 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	70

Professional learning and teacher accreditation

Teachers and School Learning support officers (SLSO's) were involved in a variety of professional learning throughout 2016. Some Professional Learning was the whole school such as; Anaphylaxis, CPR, First Aid, Seven Steps to Writing success, robotics and coding, Google classroom and Quality Teaching. Other individual learning included; Autism, Mini lit, Multi lit, reading, and comprehension, mathematics, and problem-solving, sport and coaching and Best Start.

Many of our teachers gained or maintained Accreditation, this process is rigorous. In 2016 we had 13 of our teachers fully accredited and by 2018 all classroom teachers will become proficient and will follow an ongoing cycle of accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	133 948.03
Global funds	378 351.73
Tied funds	461 902.64
School & community sources	422 796.52
Interest	3 840.01
Trust receipts	3 185.60
Canteen	0.00
Total income	1 404 024.53
Expenditure	
Teaching & learning	
Key learning areas	31 621.19
Excursions	105 515.37
Extracurricular dissections	128 075.27
Library	12 673.66
Training & development	17 997.72
Tied funds	340 034.81
Short term relief	108 176.59
Administration & office	137 394.16
School-operated canteen	0.00
Utilities	64 209.15
Maintenance	81 158.10
Trust accounts	2 572.73
Capital programs	31 779.49
Total expenditure	1 061 208.24
Balance carried forward	342 816.29

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.

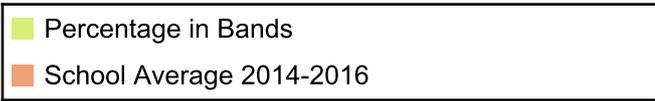
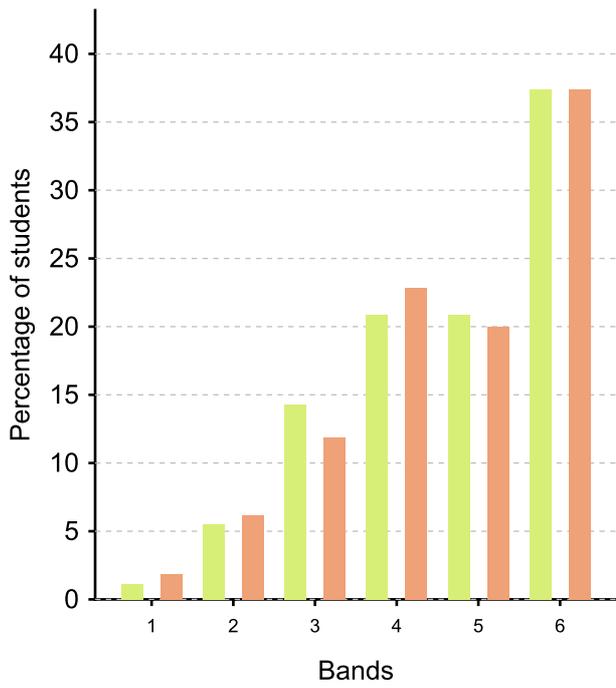
School performance

NAPLAN

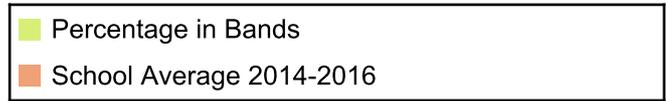
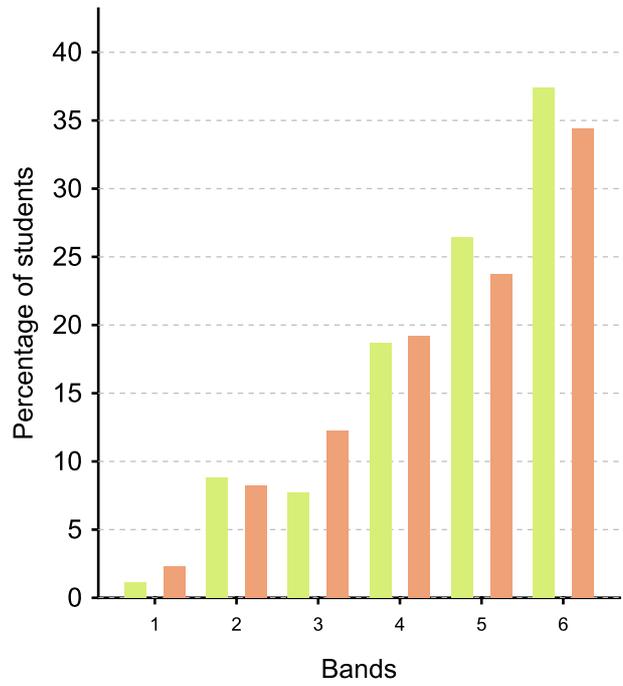
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN results over the last two years have been steadily improving. The improvement and growth from year 3 – 5 in the lowest 3 bands has been consistently above expected student growth. An area for future focus is the growth in the top 2 bands from years 3 – 5.

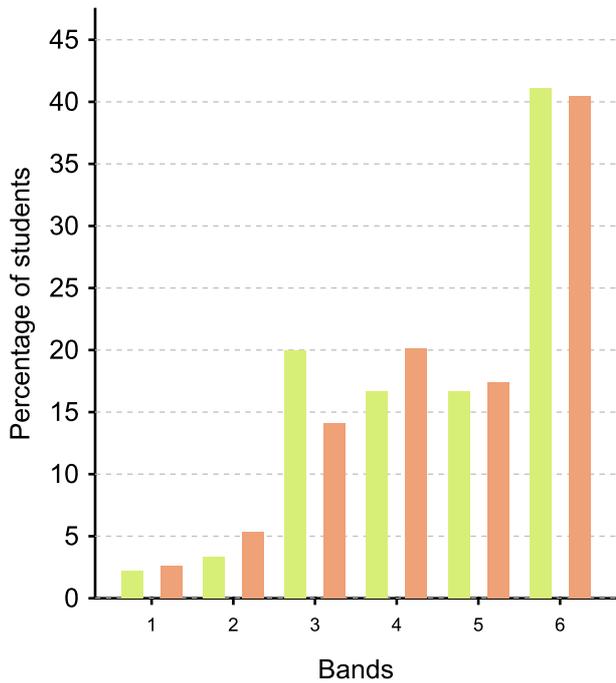
Percentage in bands:
Year 3 Grammar & Punctuation



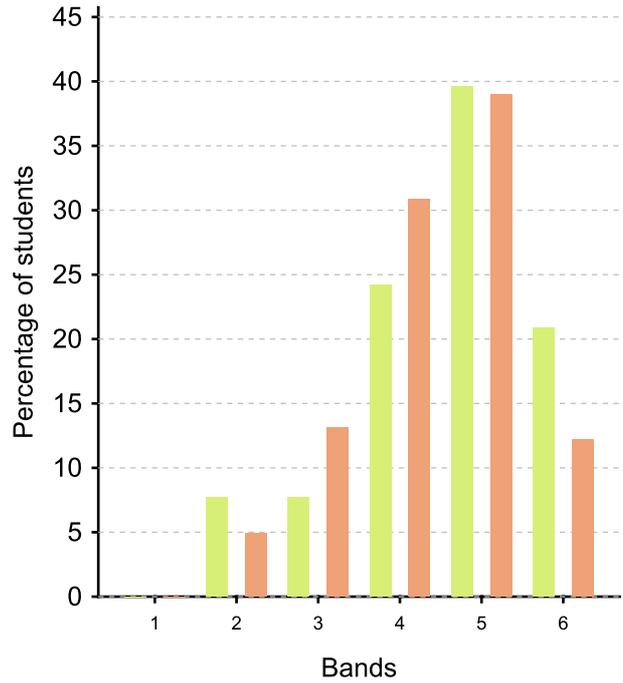
Percentage in bands:
Year 3 Spelling



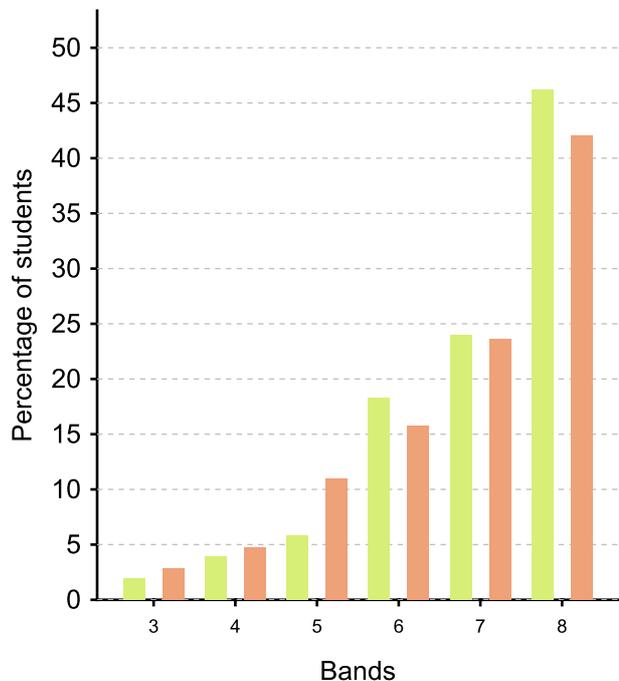
Percentage in bands:
Year 3 Reading



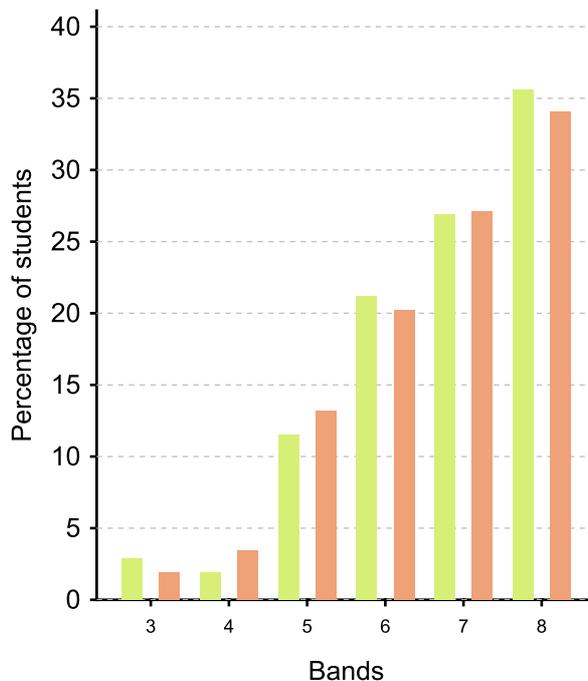
Percentage in bands:
Year 3 Writing



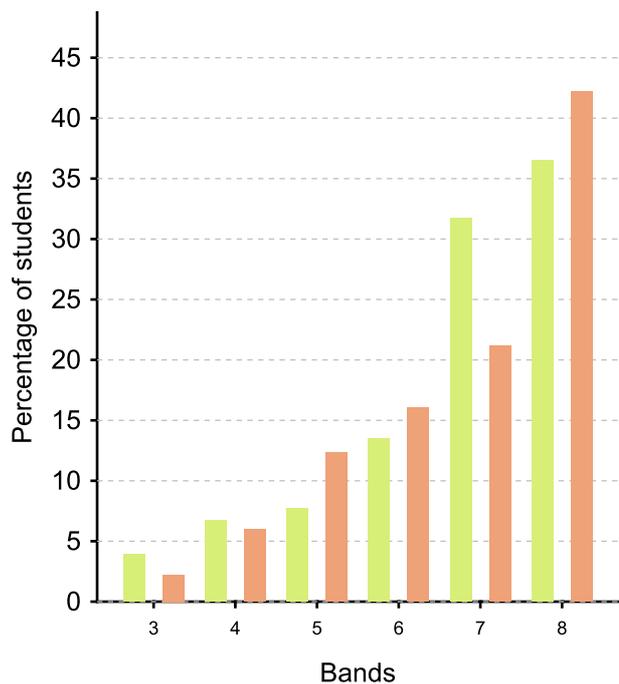
Percentage in bands:
Year 5 Grammar & Punctuation



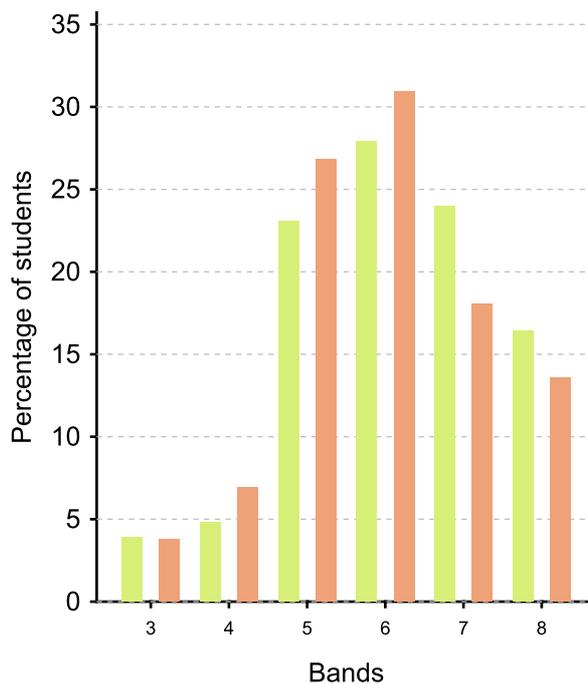
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



In every area for year 3 in English, we reduced the number of students in the bottom 2 bands and significantly increased the number of students in bands 4, 5, and 6.

Year 3 Grammar and Punctuation demonstrated significant improvements from bands 2 and 3 into bands 4 and 5.

Year 3 Reading, we are consistently reducing the number of students in the top two bands and moving students through to bands 4,5 and 6.

Year 3 Writing, we focused on a whole school professional learning program called Seven Steps to writing success. This program established a school-wide scope and sequence and tools for students to practice and improve their writing in chunks. As a result, we had no students in the bottom band and a 10 % increase of students in band 4, and an 11% increase of students into band 6.

Year 3 Spelling there was a significant growth from bands 3 and 4 into bands 5 and 6. Both growth areas increased by 11% and our lowest band decreased.

In every area, in year 5 our results improved by 10% or more in each band.

In year 5 English Spelling was consistent in terms of achievement and all other areas demonstrated significant movement into bands; 6, 7, & 8.

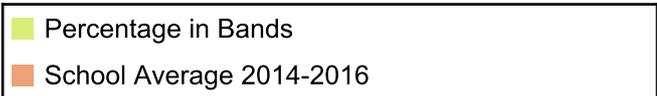
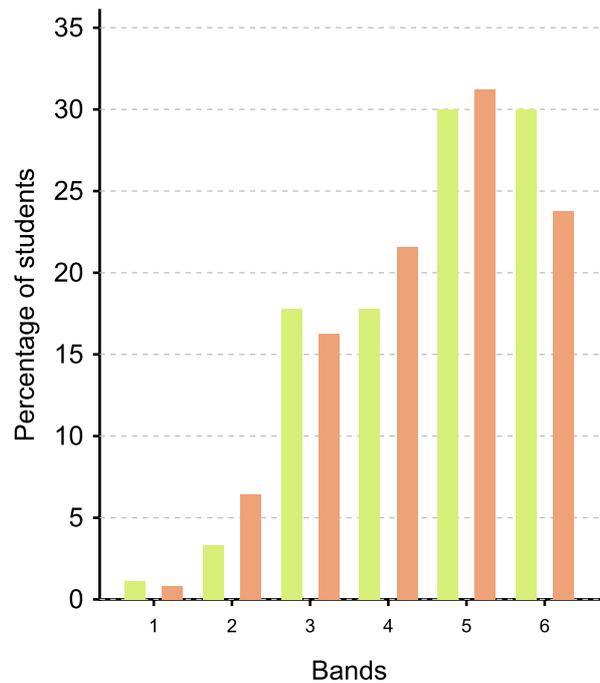
Year 5 Grammar and Punctuation there was a 13% increase of students in band 6 and a 22% increase from band 7 to 8.

Year 5 reading in bands 3 to 6 we were well below the state average as we exceeded the state averages in the top two bands by 29%.

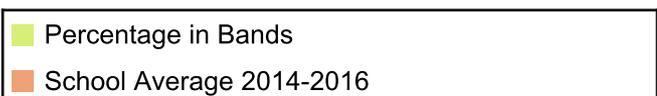
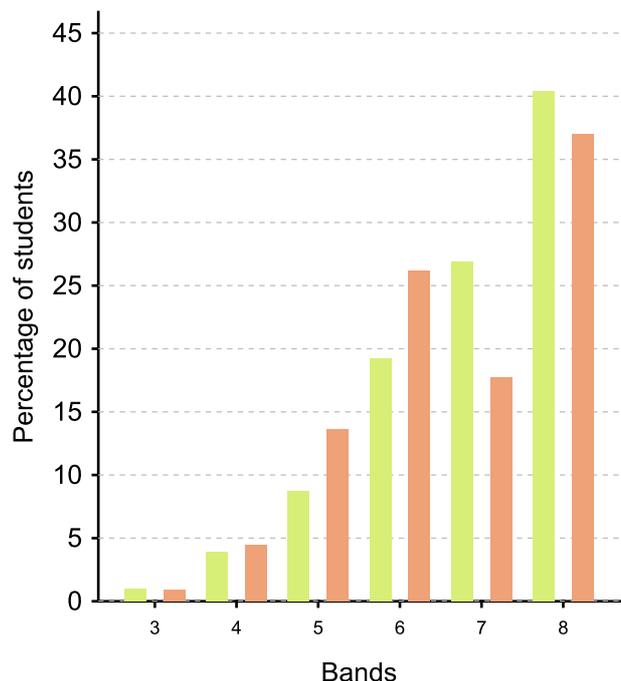
Year 5 spelling demonstrated 4 % of band 5 moving up into bands 6 and 7 and a 10 % increase of students moving into band 8.

Year 5 writing demonstrated that 15% of students in bands 3 and 4 moved through bands 5,6, 7 and 8 with the top two bands increasing by 14%.

**Percentage in bands:
Year 3 Numeracy**



**Percentage in bands:
Year 5 Numeracy**



Year 3 Numeracy demonstrated an 11% increase of students in band 2 into band 3 and a 10 % movement of students into the top band 6.

Year 5 Numeracy demonstrated 27% of students in band 5 moved into the higher bands with an exceptional result in bands 7 & 8 with 67% of students

in these bands.

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.>

State goals for NAPLAN included increasing the number of students in the top two bands in NAPLAN.

In year 3 Wilkins public school students increased the number of students in the top 2 bands in every NAPLAN area. Highlights would include; spelling and writing with 54% of students in the top two bands.

In year 5 Wilkins public school students increased the number of students in the top 2 bands in every NAPLAN area. Highlights would include 40% of students in Grammar and Punctuation and 39% of students in reading.

Parent/caregiver, student, teacher satisfaction

Policy requirements

Aboriginal education

Each year Wilkins public school recognise NAIDOC week. All classes were involved in NAIDOC week lessons, Aboriginal art and dream-time stories. We also had a whole day of NAIDOC activities, where students rotated around – Aboriginal games, tools, music and artwork. We had two Aboriginal people from our local community who came into our school to run the workshops and an Aboriginal performance group who played and taught the students Aboriginal dance and music.

Multicultural and anti-racism education

Harmony Day at Wilkins Public School is an event that we look forward to each year. Each class is involved in decorating the school with posters that promote harmony with the message "everyone belongs". Students bring in food from all different cultures, they dress in orange or in national costumes. Money raised from the day goes to the SRC to support a charity or to pay for our World Vision child.