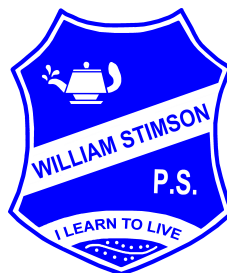


# William Stimson Public School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of William Stimson 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.

Melissa Vallorani

Relieving Principal

## School contact details

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## Message from the Principal

2016 was another great year of striving for continuous improvement across all areas of our school.

Our students benefit from a very experienced and enthusiastic group of teachers and staff, those who throughout the year continue to be involved in quality professional learning, collaborative programming and planning and demonstrate a genuine desire to provide the best learning and social environment for all our students.

Our community too have high aspirations for their children and are very committed to working in partnership with the school.

At William Stimson Public School, not only do we provide opportunities for critical and creative thinking and learning across the Key Learning Areas but additionally we offer many extra curricular programs such as drumming, coding, art club, fitness training, glee, film club and contemporary dance.

We are an exceptionally proud community school and focus on developing strong and responsible work ethics and global citizenship in each of our students.

This document provides a summary of our work for 2016.

I am incredibly proud of all our achievements and the work we do to support and improve our student outcomes.

Mrs Melissa Vallorani

Relieving Principal

## School background

### School vision statement

We are a vibrant and evolving learning community, committed to delivering excellence within a diverse learning environment.

Every student strives to achieve their personal best through engaged learning with a differentiated curriculum.

We are honest, respectful learners.

### School context

William Stimson Public School was established in 1986, having moved from its original site in Wetherill Park. William Stimson Public School is part of the Fairfield Network, situated in South Western Sydney.

William Stimson Public School is a school with 559 students, including a 7 class Support Unit, catering for students with severe physical, intellectual, multi-categorical disabilities and autism. 83% of students come from diverse language and cultural backgrounds.

A strong focus on student recognition for participation, academics and citizenship encourages and challenges students to achieve their personal best. The staff of 58 includes a balance of experienced and early career teachers, all of whom engage in focused professional development.

William Stimson Public School features a vibrant creative arts program including several dance groups, skipping, guitar, drumming, choirs, glee, drama and art groups. The school features in the Parks Music Festival and Schools Spectacular, including a featured artist in 2014 and 2015. Students are challenged to commit to programs such as Tournament of Minds, Athletics and Maths Olympiad.

The William Stimson Public School community contributes actively in events and in the development of programs to enhance the school.

## 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. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

The results of this process indicated that:

Our staff spent a considerable amount of time familiarising ourselves with the School Excellence Framework in order to utilise the School Excellence Framework well as a tool to inform, monitor, guide and evaluate the progress and impact of our teaching and learning strategies throughout the year.

We carefully reviewed the school plan to identify the elements of the School Excellence Framework that the plan most strongly focused on. Staff reflected on the progress and growth being made across the school based on the expectations

identified in the School Excellence Framework.

In the domain of Learning, our focus has been on **assessment and reporting** and **student performance measures**. Our school has developed explicit processes to collect, analyse and report internal and external student and school performance data. This has resulted in student reports providing greater detail about individual student learning achievement and areas for growth, which supplies the basis for personalised discussion with parents and carers.

In the domain of Teaching, our focus has been on **data skills and use** as well as **collaborative practice**. This is evident as teachers continue to work together to improve teaching and learning through incorporating data analysis in their planning for learning. William Stimson Public School continues to identify expertise within its staff and draws on this to further develop networks and partnerships. Assessment instruments are used regularly to help monitor student learning progress and to identify the gaps for improvement. Our teachers work collaboratively to improve teaching and learning in their grades and or stages or for particular student groups ensuring consistency of teaching practice in planning, programming, assessing and reporting.

In the domain of Leading, our focus has been to progress leadership and **management practices and processes**. A central theme running through our strategic directions has been building a strong foundation of leadership with the vision to move to a more distributive style by building the capacity of our staff. Monitoring of **school resources** ensures that full curriculum implementation and delivery requirements are met and facilities are used creatively to meet a broad range of student learning interests and needs.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of the report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

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

### Strategic Direction 1: Resilient Lifelong Learners

#### Purpose

##### Purpose:

Students are literate and numerate, capable users of technology and able to think creatively. Students are disciplined and work cooperatively in groups, capable of clear communication and able to make sense of their world.

The school produces classroom programs that explicitly teach students to be literate, numerate, creative and disciplined thinkers, capable of using technology to enhance learning.

#### Overall summary of progress

Teachers have taken part in training in a variety of literacy and numeracy initiatives –Targeting Early Numeracy, Taking Off with Numeracy and Daily 5. These initiatives are having a significant impact on student learning.

Members of our Executive Team as well as Aspiring Leaders have taken part in an external Coaching initiative that encouraged cross school networking. This initiative provided personalised professional guidance and mentoring and has had enormous impact on the individuals involved.

A team of committed staff members have taken part in the Embedding Formative Assessment initiative. This group has been responsible for leading a significant proportion of our professional learning throughout the year. This intensive Professional Learning has had significant impact on classroom practice and improved student learning outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of students showing growth of 1 skill band or more from Year 3 to Year 5 in NAPLAN in Reading, Writing and Numeracy.	55% of students showing growth of 1 skill band or more from Year 3 to Year 5 in Reading.  53% of students showing growth of 1 skill band or more from Year 3 to Year 5 in Numeracy.	\$15 697  (Literacy and Numeracy Funding)
80% of students achieving at or above stage based outcomes in Reading and Comprehension.	66% of students are achieving at or above stage based outcomes in Reading and Comprehension.	
75% of students in Years 3 and 5 achieving in the top three bands in NAPLAN in Numeracy.	70% of students in Year 3 achieving in the top three bands in NAPLAN. – Numeracy.  48% of students in Year 5 achieving in the top three bands in NAPLAN – Numeracy.	
All Kindergarten students have a minimum exit level of 8 for Reading.	Consolidation of teaching program has seen an improvement in student outcomes. Steady progress has resulted in us being on track with this target.	

#### Next Steps

- Whole school data collection and use of tracking system has strengthened the analysis of this data to inform practice. Our teaching and learning programs are having a positive impact on student learning outcomes. Closer inspection of the data has encouraged conversation about the level of impact and whether this is substantial enough.
- Increase formal opportunities for staff to participate in initiatives that allow for collaboration, observation and professional sharing of evidence-based teaching that focusses on development, growth and impact.

## Strategic Direction 2

### Strategic Direction 2: Excellence of Teaching and Leadership

#### Purpose

##### Purpose:

Teachers and Support staff have the capacity to provide excellence in curriculum delivery through professional learning, mentoring, systems of professional feedback and pedagogical excellence.

The school targets the needs of students through the delivery of quality professional learning, reflective of individual needs, current learning theory and utilising the expertise of highly skilled staff.

#### Overall summary of progress

Staff accessed targeted professional learning for accreditation, professional development plans and implementation of individual learning plans. Participation in external professional learning opportunities and access support and expertise through school and community of school networks was strengthened.

Teachers engaged in mentoring, classroom observations and delivering effective feedback.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers meet the requirements for the Australian National Standards using the <i>Australian Teacher Performance and Development Framework</i> .	100% of staff developed Professional Development Plans focusing on goals that were couched in the language of the Australian Professional Standards for Teachers. Several staff have indicated their interest in looking at the Standards at Highly Accomplished and Lead. The Leadership Profiles were also introduced.	\$32 934  (Professional Learning Funds)
All teachers participate in formal mentoring program and engage in reflective practice with constructive feedback that embeds excellence in teaching and leadership during the Accreditation process.	Staff are building their understandings of how best to drive their own plans. They are actively supporting the formal mentoring program and are committed to strengthening their skills in giving and receiving feedback. Staff have accessed Professional Learning on Instructional Rounds, this process will further develop a collegial approach to collectively improving classroom practice.	

#### Next Steps

- All staff to investigate the research behind 'Lesson Study' and 'Instructional Rounds.'
- Explore what constitutes quality feedback in order to improve the mentoring system that exists in our school. Research the work of Dylan Williams and Shirley Clarke and embed it in our regular practice.
- Encourage staff to widen their networks of professional learning to at least one additional professional network that aligns with a goal in their Professional Development Plan.

### Strategic Direction 3

#### Strategic Direction 3: Successful, collaborative community partnerships

### Purpose

#### Purpose:

The school builds collaborative partnerships with the wider community to improve opportunities and outcomes for students.

The school draws on the expertise and resources of parents, grandparents, local businesses, Council, Area Health and the Parks Community of Schools in order to ensure student engagement, participation, connectedness, continued improvement and success.

### Overall summary of progress

Our school features continued to offer a vibrant creative arts program including several dance groups, skipping ,guitar, drumming, choirs, Glee, drama and art groups. The school participated in the Parks Music Festival.

Students are challenged to commit to programs such as Tournament of Minds, Mathletics and Maths Olympiad.

Our community readily participated in and often coordinated many of our extra-curricular events such as Grandparents Day, Kindy Orientation, Parent Helper Program (Reading Groups),Playgroup, Schools Spectacular etc. A huge achievement was the organisation and running of our major fundraising event – Circus Carnival.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Analysis of data from Mathletics program, including feedback from students, staff and parents / carers.	Feedback from the students determined that they enjoyed using Mathletics and felt their math skills had improved as a result of the program. Parents and staff surveys supported these findings and indicated their continued support for the program to continue in 2017.	\$6 500  (Global Funds)
Improved student learning outcomes through connections with other schools and the wider community.	Gathered baseline data for what and how we can best utilise the expertise of our parents / carers and wider learning community. Identified that we need to establish a way of understanding how this resource can be utilised to improve student learning outcomes.	

### Next Steps

- Sustain current partnerships with external agencies and explore new partnerships.
- Increase parent involvement and input into school planning and evaluation through a collaborative, consultative, connected approach to managing and resourcing the school for maximised student learning outcomes.
- Strengthening opportunities for communication of student learning goals and achievement with parents and carers. More opportunity for celebrating positive student experiences and achievements.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>100% of Aboriginal students have Personalised Learning Pathways ( PLPs) which have been developed through partnerships with their families and local organisations.</p> <p>100% of Aboriginal students have made progress with their goals as identified in their PLP.</p> <p>100% of staff trained in the development of PLPs.</p> <p>Student Learning Support Officers ( SLSOs ) and parent helpers have been trained in MultiLit.</p>	\$5 232
<b>English language proficiency</b>	<p>Employment of 2.6 teaching positions as per FTE.</p> <p>EALD students received additional support as required.</p> <p>100% of staff trained in all aspects of the EALD Learning Progressions.</p> <p>The purchase of quality resources has enabled teachers to differentiate teaching programs in order to cater for student needs.</p>	\$283 752
<b>Low level adjustment for disability</b>	<p>Employment of 0.9 teaching position as per FTE.</p> <p>Literacy, numeracy and social needs for students with disabilities, as identified by teachers and LST referrals, were addressed.</p> <p>Opportunities for staff to engage in professional learning to support student needs were provided.</p> <p>MiniLit Kits, vocabulary resources and quality reading material was purchased ensuring all staff access to quality resources.</p>	\$126 802
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>This resourcing provided opportunity for mentoring and coaching structures to be established to reflect on evidence-based best practice.</p> <p>Networks of support have been coordinated within and across various schools to provide opportunities for collaboration and sharing.</p>	EFT – 0.475 (Staffing allocation)
<b>Socio-economic background</b>	<p>Employed several Student Learning Support Officers ( SLSOs) to assist students in targeted literacy and numeracy programs in order to increase student access to the curriculum and improve student learning outcomes.</p>	\$66 636



<b>Socio-economic background</b>	Employed a Speech Pathologist to build the capacity of teaching staff. Access to a trained professional ensured children experiencing speech difficulties were provided more personalised. This resulted in students achieving to their fullest potential and improvement in learning outcomes.	\$66 636
<b>Support for beginning teachers</b>	<p>Mentoring, coaching and collaborative practices have been established with a focus on student engagement and providing quality learning tasks.</p> <p>Feedback from the participants indicated that this support strengthened areas of need and improved classroom practice.</p> <p>Network structures across various schools have been identified as of particular support and interest.</p>	
<b>Targeted student support for refugees and new arrivals</b>	<p>100% of refugees and new arrivals are supported in their transition to school.</p> <p>Additional support from external agencies has been accessed by the majority of these families.</p> <p>Increased participation and engagement in mainstream classrooms has been achieved through this key initiative for refugee and new arrival students.</p>	\$6 237

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	289	277	296	295
Girls	275	281	264	246

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	94.5	93.7	95.6
1	93.8	95.6	92.4	94.7
2	93.8	95.3	93.1	92
3	95.3	95.6	93.8	95.7
4	95.4	95.8	93	95
5	92.7	94.6	94.9	92
6	96.3	94.3	93.3	95
All Years	94.5	95.1	93.5	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	24.97
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	0
School Administration & Support Staff	12.36
Other Positions	0.24

\*Full Time Equivalent

### 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	15

### Professional learning and teacher accreditation

Teacher accreditation in NSW supports the quality training and development of teachers to improve student learning outcomes.

The teacher accreditation process is coordinated and monitored by executive staff as well as aspiring leaders to ensure all teachers subject to accreditation through NESA undertake the process in an informed and supported manner.

All staff, participated in Professional Learning ( PL ) throughout 2016 with the focus on improving student outcomes. In addition to regular team meetings and staff meetings, teachers had been given the opportunity to develop the quality of their practice through observing others, team teaching and undertaking the development of their own personalised learning plans.

Staff completed compliance training in Emergency Care, CPR, WHS, Child Protection, Code of Conduct and Anaphylaxis.

## 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.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	575 987.68
(2a) Appropriation	509 020.37
(2b) Sale of Goods and Services	14 419.72
(2c) Grants and Contributions	51 786.73
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	760.86
<b>Expenses</b>	-322 813.75
Recurrent Expenses	-322 813.75
(3a) Employee Related	-168 196.54
(3b) Operating Expenses	-154 617.21
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	253 173.93
<b>Balance Carried Forward</b>	253 173.93

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.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 390 195.25
Base Per Capita	31 776.19
Base Location	0.00
Other Base	3 358 419.06
<b>Equity Total</b>	482 421.70
Equity Aboriginal	5 231.92
Equity Socio economic	66 636.20
Equity Language	283 751.78
Equity Disability	126 801.79
<b>Targeted Total</b>	1 348 579.07
<b>Other Total</b>	160 622.69
<b>Grand Total</b>	5 381 818.71

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.

### Year 3

Year 3 students demonstrated that 71% of our cohort are performing in the top two bands for spelling.

Year 3 students demonstrated that 51% of our cohort are performing in the top two bands for reading.

Year 3 students demonstrated that 58% of our cohort are performing in the top two bands for grammar and punctuation.

Year 3 students demonstrated that 55% of our cohort are performing in the top two bands for writing.

Year 5

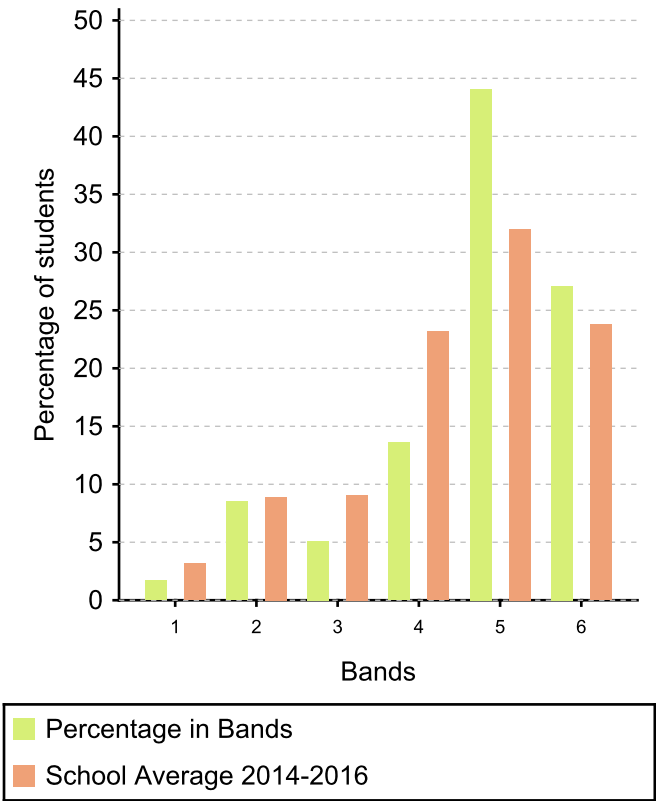
Year 5 students demonstrated that 31% of our cohort are performing in the top two bands for spelling.

Year 5 students demonstrated that 29% of our cohort are performing in the top two bands for reading.

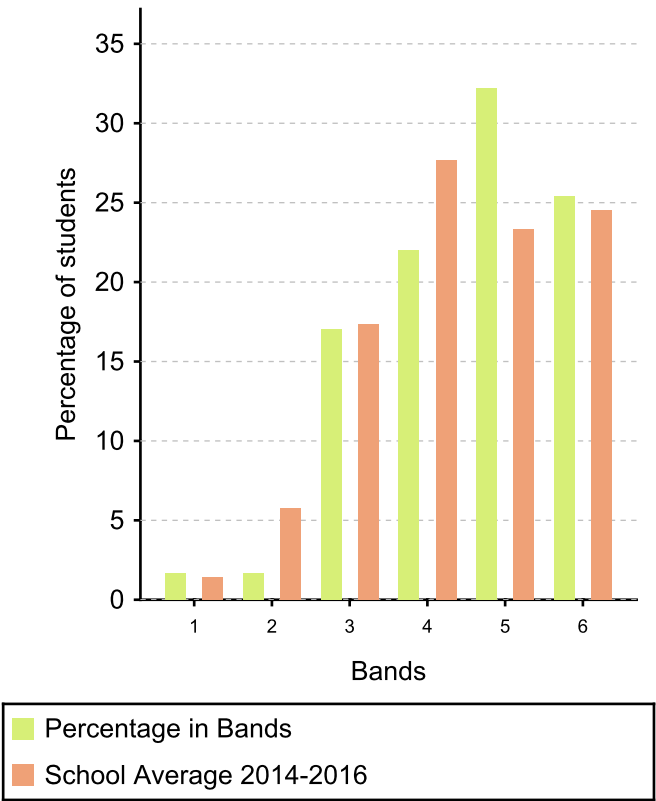
Year 5 students demonstrated that 37% of our cohort are performing in the top two bands for grammar and punctuation.

Year 5 students demonstrated that 12.% of our cohort are performing in the top two bands for writing.

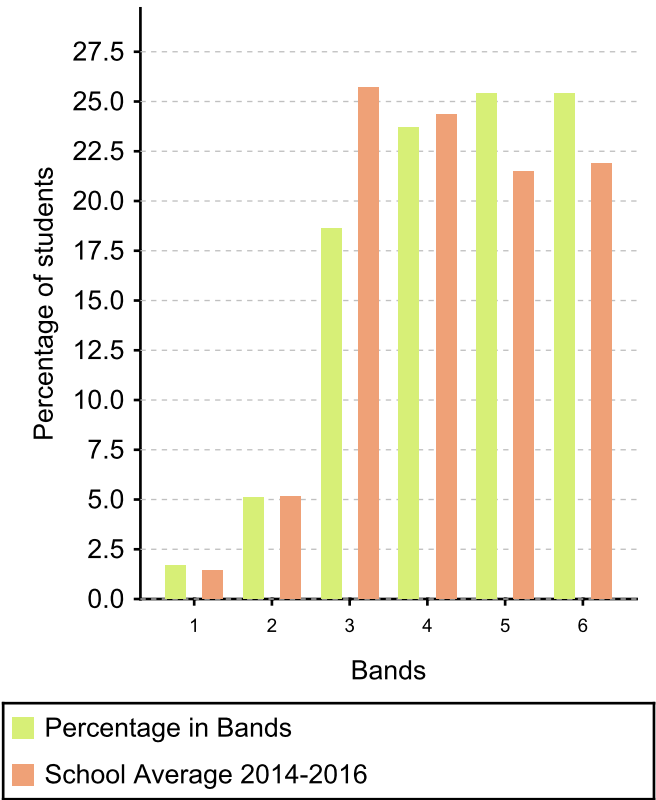
Percentage in bands:  
Year 3 Spelling



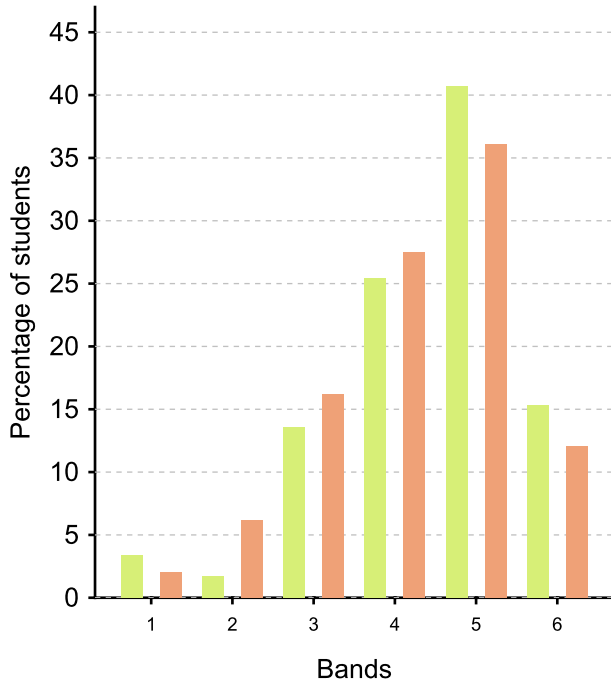
Percentage in bands:  
Year 3 Grammar & Punctuation



Percentage in bands:  
Year 3 Reading

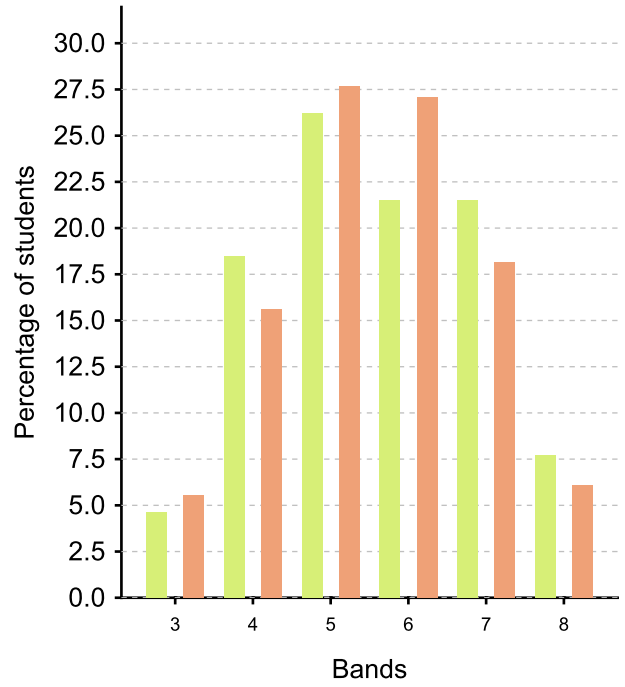


**Percentage in bands:**  
Year 3 Writing



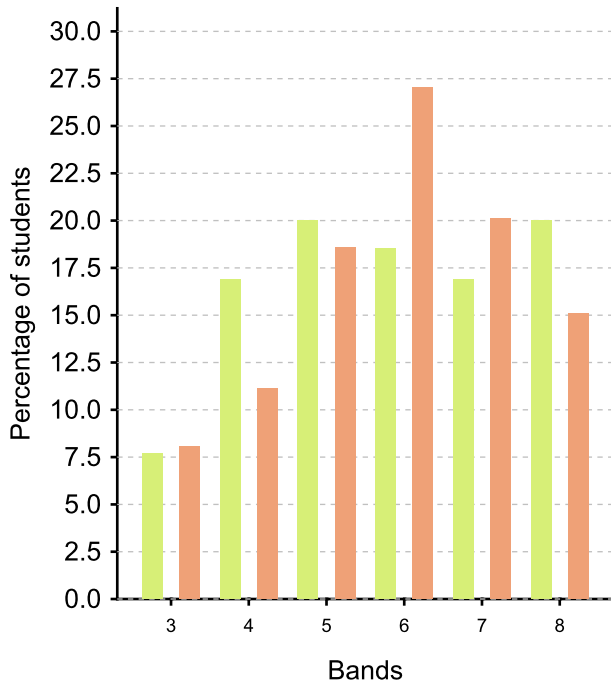
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Reading



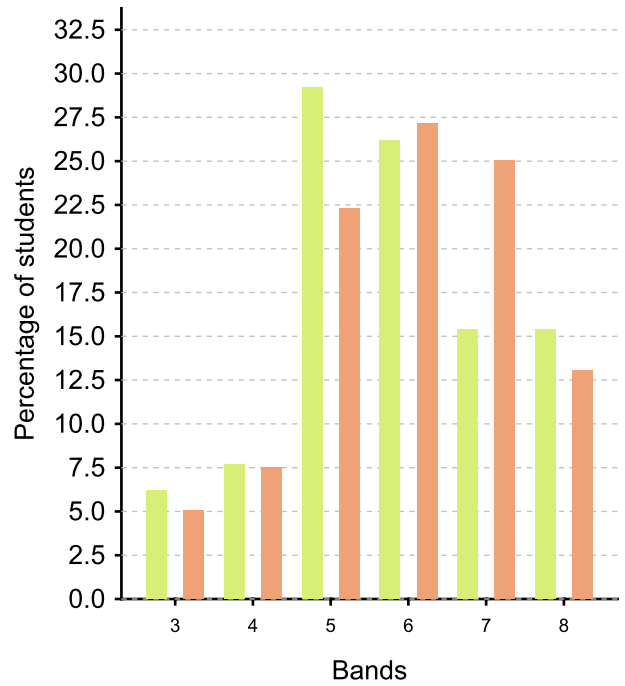
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Grammar & Punctuation



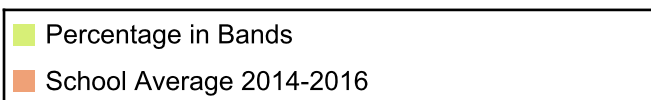
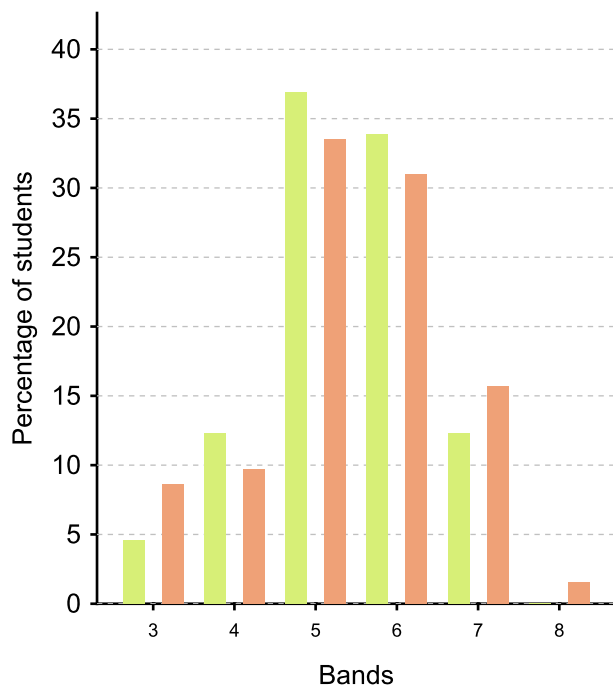
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Spelling

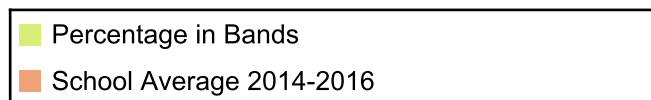
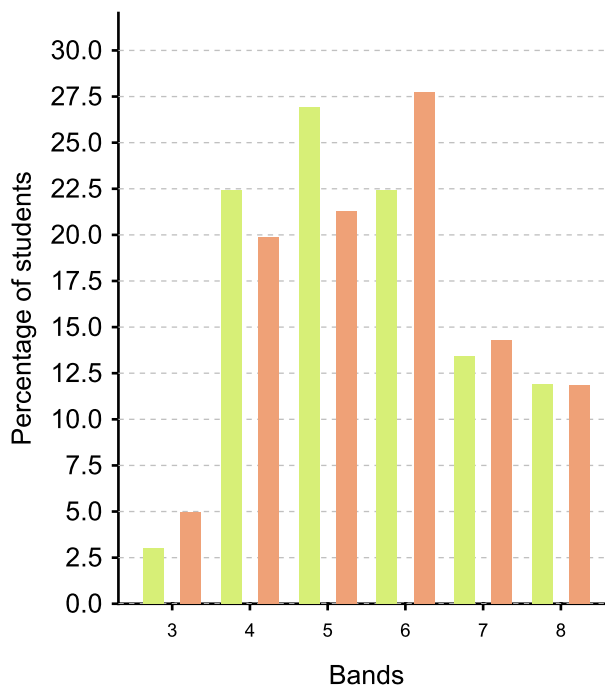


Percentage in Bands  
School Average 2014-2016

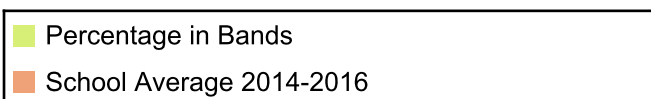
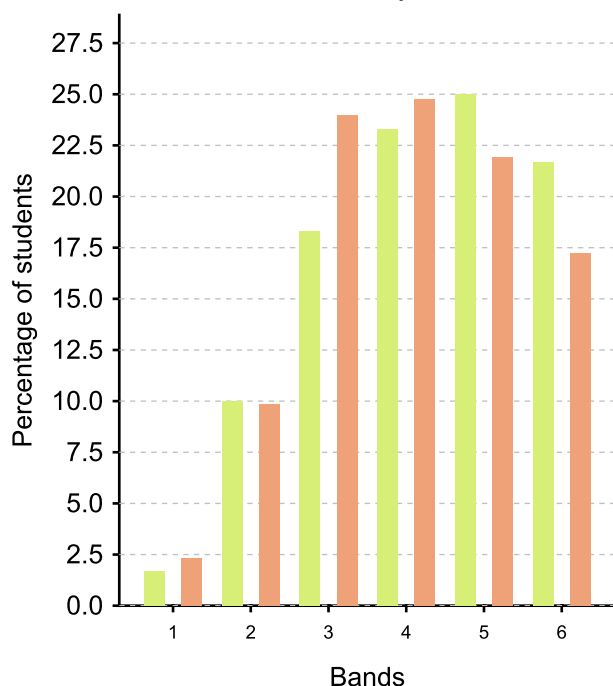
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 3 Numeracy



### Year 3

Year 3 students demonstrated that 47% of our cohort are performing in the top two bands for numeracy.

### Year 5

Year 3 students demonstrated that 25% of our cohort are performing in the top two bands for numeracy.

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.

### Growth Summary

55% of cohort greater than or equal to expected growth in reading.

47.5% of cohort greater than or equal to expected growth in spelling.

57.4% of cohort greater than or equal to expected growth in grammar and punctuation.

53.3% of cohort greater than or equal to expected growth in numeracy.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This

year we used the ***Tell Them From Me*** Survey structure.

Their responses are presented below.

Responses were overwhelmingly positive. Detailed responses are presented below.

Parents requested that the Home Reading program is expanded to include all primary students and that a greater range of texts is available.

In Numeracy, parents requested inservices to explain the language of mathematics and current mathematical teaching strategies, so they can assist their children at home. Parents also requested that students have lots of fun, practical mathematical activities so they are engaged and enjoy mathematics. Parents also indicated their interest in understanding the new Science, History and Geography syllabuses.

Parents requested more opportunities to speak with teachers about student progress.

Parents valued the extra-curricular activities provided by the school, including homework centre, after school sport, AFL and dance group and would encourage more opportunities and recognition certificates for this involvement.

Parents and teachers endorse the continued implementation of a Social Skills Program and the promotion of positive self-image.

Teachers and students continue to find value in 'Mathletics' being available to the whole school so all students can work at their own level at school and at home.

Students requested the use of more technology, a 'bring your own device to school' policy and expanded use of I pads.

Parents and students were interested in learning new languages, engaging in an environmental program, developing a stronger science focus and celebrating our Multicultural diversity more often.

## Policy requirements

### Aboriginal education

Aboriginal Education continues to be addressed as a perspective of all learning programs at William Stimson Public School. We maintain a whole school awareness of Aboriginal history and modern Aboriginal achievements by integrating them through all curriculum areas.

We have ensured that our Aboriginal students have had their Personalised Learning Plans reviewed and that any additional learning needs are catered for.

A school representative attended the 2016 Aboriginal Conference at Liverpool. This has enabled the school planning group to focus on new directions for Aboriginal

Education at our school. From the conference, the group has been able to identify areas of strength in addition to areas that need consolidation or require further input. Throughout 2017 we will continue to reflect, plan and act ensuring the strong platform we have in place continues to develop and strengthen. A significant component of this is having a school representative regularly attend meetings of our local Aboriginal Educational Consultative Group for Fairfield.

### Multicultural and anti-racism education

Multicultural education has continued to be addressed as a perspective of all learning programs. As 83% of our students have English as an Additional Language or Dialect ( EALD ), the school has a truly multicultural image. This has continued to have a significant and beneficial impact on our school community. All students are aware of the ethnic background of themselves and their fellow students. All students show a healthy tolerance and respect towards each other and come together often as a united community celebrating their collective cultures.

William Stimson Public School has an extensive range of programs and practices that reflect a strong commitment to multicultural education. The EALD (English as an Additional Dialect) Program has provided in-class team teaching support to classes across the school and targeted, curriculum-based English language instruction to New Arrival students. The New Arrivals Program expanded in 2016 to cater for 16 students who arrived from overseas and were in need of initial English instruction.

The Italian program was delivered to students in Years 4, 5 and 6, developing skills for language acquisition as well as an appreciation of people from different backgrounds.

The role of the Anti-Racism Contact Officer was promoted to develop the understandings of students, staff and parents in the area of Racial Discrimination and to deal swiftly and decisively with any emerging matters. The formal training, including the module-based component was undertaken.