

Walters Road Public School

Annual Report



2017



4310

Introduction

The Annual Report for **2017** is provided to the community of **Walters Road 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.

Mrs Jodi Warner

Principal

School contact details

Walters Road Public School

158 Walters Rd

Blacktown, 2148

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

waltersrd-p.School@det.nsw.edu.au

9672 2333

School background

School vision statement

Walters Road Public School is a friendly, caring environment that provides dynamic and diverse teaching and learning opportunities to prepare students for life in the 21st century. Through positive relationships with the school community, we work collaboratively to produce well-rounded individuals who will be respectful, responsible citizens of the future.

School context

Walters Road Public School (enrolment 600 students with a strong multicultural background of 64%) is located in Blacktown. The school provides quality education in a caring and stimulating learning environment.

The school has a focus on quality teaching and learning to improve student learning outcomes. School priorities are literacy, numeracy and increasing student engagement through technology in teaching and learning.

High expectations of student academic achievement are evident as well as successful programs in the performing arts. The school also has a strong sporting and performing arts culture.

Strategic Direction 1

Quality Teaching– Literate, Numerate, Curious !

Purpose

Through student engagement, high expectations and student directed learning, our school will continue to provide targeted, authentic teaching and learning experiences.

Overall summary of progress

This year staff have worked tirelessly to ensure consistent teaching practices are occurring across the school. We have established quality morning routines which support all learners K–6. Through high expectations and targeted authentic learning experiences our children are experiencing success each day in the classroom

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Use of assessment data to drive programming.	Staff meet 1:1 with Principal to discuss PLAN data (\$5000 QTSS) Restructure of Las and MacLit program occurs (\$7000 low level adjustment for disability) Continued best practice in Learning Intentions and Success Criteria across K–6 classrooms (\$4000 socio-economic funding)	All staff K–6 plot each student on PLAN data continuums. Teachers then discuss students below cluster markers and how to continue moving them into next two cluster groups. After data analysis MacLit was introduced to capture stage 2 students identified as struggling in reading. 1:1 reading interventions occur with focus students each day Learning Intentions and success criteria have been successfully introduced into each and every morning routine K–6. Professional Learning has also occurred to introduce the concept of higher order cooperative learning tasks in the classroom.
Use of triads of observations for learning intentions, pace and narrative	RAM funding was used to maximise teacher availability for observations. \$4000	As a school we took the opportunity to check in three times on staff use and understanding of learning intentions, success criteria, pace and narrative. Triads were not completed again due to staff feedback instead staff self identified colleagues whom they identified with and were able to self reflect critically with.

Next Steps

As a staff we will –:

- * Continue to monitor and use PLAN data to effectively program and assess our students
- * Explore the work of Dylan Wiliam and Siobhan Leahy to support embedded formative assessment
- * Regularly meet with clear intentions to ensure we are using and maintaining consistent teacher judgements across classrooms
- * Continue on our pathways of Curiosity and Powerful learning – checking in with learning intentions, success criteria, cooperative grouping and setting challenging tasks

Strategic Direction 2

Student Engagement and Student Wellbeing

Purpose

Our school provides a safe, secure, learning environment that fosters individual achievement and celebrates student success. Our focus on PBL supports students to reach their potential in social, academic, performance and sporting fields.

Overall summary of progress

Fostering individual achievements and celebrating success of teachers, students and community supports our students to reach their potential in social, academic, performance and sporting endeavours. Communications with the school community remain strong and supportive. We are actively encouraging partnerships with our P&C, playgroup and cultural groups. All stakeholders have actively participated in feedback for policy revisions in this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction in behaviour notifications during classroom times Increase in bronze/ silver/gold levels achieved by students K–6	Additional release for stage executives to mentor and support students identified as requiring extra support in the playground and classroom social settings. (\$20000 flexible funding for well being services and unused 0.2 counsellor allocation) Trialling of SeeSaw, Class Dojo, Parent workshops and pop up cafes to engage families more actively in the school environment. (\$13500 {\$6500 / \$7000} – socio economic funding for external consultancy & professional learning)	Executive staff members have increased the time they are able to support and mentor stage teachers and students. An increase in positive relationships across the school has had a positive effect on behaviour notifications and student sense of well being
Students responses to Tell Them From Me Survey reflect positive feelings towards 1– I feel supported 2– I feel challenged 3– My parents communicate with the school	Assistant Principal and R/ Deputy Principal have worked hand in hand with staff, students and community to form basis of a revised student well being policy (\$11500 {\$9500/ \$2000}– operational funds and low level disability) Purchase of technology to support parents access to newsletters, online interview bookings, email access, completion of surveys and classroom feedback (SeeSaw/ DoJo) (\$4000 EALD funding)	New student wellbeing policy being introduced to staff, students and community in late Term 4. Parent input has supported staff's understandings of the need for intrinsic and some extrinsic motivations (eg awards, assemblies, prizes) Parents have been more active in reading school communication, understanding school inputs, requesting meeting times and attending P&C meetings

Next Steps

Our future plans in this area include—:

- * Implementation of student well being policy
- * Further use of see-saw , Google classrooms and skoolbag apps to support active parental involvement in classrooms
- * Continuing plan for parent workshops in the areas of mental health, healthy lunchboxes, your child and NAPLAN and understanding the writing process K-6.

Strategic Direction 3

21st Century Learning

Purpose

Our school recognises the need for continual adaptation to the way we deliver learning opportunities to students, in order to involve them in 21st century learning and prepare for the future.

A focus on an increased integration of technology across all KLAs will support this endeavour and maximise student engagement in learning.

Overall summary of progress

A focus had been taken on ensuring technology is used and developed as a learning tool throughout our school. An increased integration, including a BYOD program has helped maximise student engagement in learning. We are preparing students for future challenges, tasks and occupations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching/learning programs reflect enquiry-based tasks.	Ipad configurator, computer coordinator time, mobile devices to provide tools for learning in technology • Upgrade of wi-fi capabilities, purchase of simple robotics and upskilling of teaching (\$21000 socio-economic and school & community funds/ \$3000 Professional Learning)	Through Geography and Science collaborative planning staff have begun building learning experiences which reflect enquiry based tasks. The integration of technology with ipads and laptops have been encouraged K-6 with a BYOD optional program available in six classes.
Use of student data (PLAN and school assessment policy) to drive differentiated programming and strategic use of LaST and EALD teachers	Shared school professional learning Use of Principal School Leadership (PSL) • Beginning Teacher support observations and mentoring • mentoring time \$8000 –Beginning Teacher	PLAN and school assessment policy was used to differentiate programming and strategic use of LaST and EALD teachers
Assessment tasks (Science) show design and make tasks with the criteria for creativity and critical thinking.	QTSS funds (\$1000) RFF teachers spend time working on consistent teacher judgement and programming tasks in Science	Through the establishment of Google Drive the sharing of creative and critical thinking tasks was also a focus for staff. Assessment in the KLA of Science and Technology will be readdressed next year.

Next Steps

Staff and students will continue to—:

- * develop and participate in high order challenges
- * provide authentic opportunities for technology to be integrated into classrooms

- * See technology as a tool for learning
- * Begin to integrate STEM tasks into classroom curriculum.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Withdrawal programs provided for students to introduce students to question types, time limits and comprehension skills.</p> <p>\$15000– Aboriginal RAM allocation</p> <p>\$600 – schools and community funds to purchase uniform for dance group</p> <p>General Assistant time – position held in school</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$5 000.00) • Low level adjustment for disability (\$5 000.00) 	<p>100% of Year 3 students from ATSI background gained band 3 in NAPLAN reading and Numeracy. Whilst in year 5 40% scored band 6 in Reading and 16.7%</p> <p>Aboriginal girls dance group established with Evans High School who will perform at end of year presentation</p> <p>Establishment of bush tucker garden which was opened by Uncle Wes and celebrated with the schools indigenous parents and students.</p>
English language proficiency	<p>additional SLSO support provided for new arrived and refugee students (\$9000)</p> <p>Participation in Jungle Tracks Program with Blacktown STARTS and refugee support leader. (\$1500)</p> <p>Teacher Professional Learning in supporting refugee students in the classroom (\$0– offered by NSW DoE)</p> <ul style="list-style-type: none"> • English language proficiency (\$3 000.00) 	<p>Movement through withdrawal groups display students competences and understandings</p> <p>Jungle Tracks provides a social skills program to help develop tolerance, acceptance and support for students from other cultures and religions. This program has normalised the differences we all bring to the school. Skills which have been taught are transferable to classroom and playground settings and racial tensions have decreased.</p> <p>5 teachers have now successfully completed this training and shared skills and strategies across all teaching staff.</p>
Low level adjustment for disability	<p>Teacher release to set up, evaluate and assess individual student learning adjustment. Time was provided with LaST to develop high quality learning outcomes. \$6000</p> <p>Employment of additional SLSO to provide social skills playground support, support for academics in the classroom and a peer tutoring reading program \$16000</p> <p>LaST support identified Year 5 students in Maths sessions three/ four times per week. (staffing allocation)</p> <ul style="list-style-type: none"> • Low level adjustment for 	<p>Additional PLP check-ins occur with staff, students and families</p> <p>Information is readily available on Synergy application.</p> <p>A decrease in the number of students in Band 3 Numeracy (year 5) has been achieved.</p>

Low level adjustment for disability	disability (\$3 700.00)	<p>Additional PLP check-ins occur with staff, students and families</p> <p>Information is readily available on Synergy application.</p> <p>A decrease in the number of students in Band 3 Numeracy (year 5) has been achieved.</p>
Quality Teaching, Successful Students (QTSS)	<p>Employment of Literacy Leaders K–3 to support a consistent approach to the teaching of a synthetic approach to phonics, decoding and improvement of phonemic awareness.</p> <p>Use of Reading recovery allocation 0.525 teaching allocation was used for this program</p>	<p>Results show –</p> <p>Kindergarten– 87% of students are functioning at or above Cluster 4 in all aspects of the literacy and numeracy clusters.</p> <p>More students display confidence in independent reading and writing tasks.</p>
Socio–economic background	<p>Employment of additional staffing to work with students identified on PLAN data below benchmark for phonemic awareness– \$10000</p> <p>Flexible learning spaces established in one room in 2017 to cater for preferred learning styles \$8000</p> <p>Coding club with Scopelt established to support future focused job ready skills \$20000</p>	<p>More than 12 months growth for the students in 12 months, and also disadvantage is not a reason to be unsuccessful has been the mantra behind these programs.</p> <p>Students in withdrawal spaces and classroom environments experience flexible design to seating, grouping and collaboration.</p> <p>150 students have had access to coding courses throughout the year, providing digital literacy strategies and skills</p>
Support for beginning teachers	<p>Implementation of explicit Morning Routine and Synthetic Phonics sessions.</p> <p>Staff time External contractor x 6 days= \$30000</p> <p>• Support for beginning teachers (\$3 200.00)</p>	<p>As morning routine and a synthetic approach to teaching phonics was being established in the school setting a literacy consultant from "Get Reading Right & Educational Dynamics" was employed to support the new teaching pedagogy.</p>
Targeted student support for refugees and new arrivals	<p>Employment of additional SLSO until Term 4 (\$5000)</p> <p>NAP additional staffing and SLSO (bilingual support) – staffing formula \$0</p> <p>Support for uniforms, fees and other school expenses.</p>	<p>Targeted support for refugee and new arrivals students has been varied throughout the year due to different enrolment dates and cultural differences. Students have been supported academically in the classroom, socially in the playground and financially with assistance. .</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	262	281	285	316
Girls	284	276	283	276

Walters Road Public School has a current enrolment of 596 students. With an intake of 109 Kindergarten students this year the school has a projection to continue growing in the following years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	91.6	92.9	92.1
1	91.6	91.9	92.5	92
2	93.5	91.6	93.3	92.3
3	93.4	92.9	93.2	93.1
4	94.5	92.9	93	93.1
5	94	94.5	93.2	94
6	93.4	93.8	95.2	93.2
All Years	93.8	92.7	93.3	92.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

- One role of our Deputy Principal is to oversee attendance records. All staff are responsible for informing DP of any concerns for student attendance. When issues identified parents are called by the class teacher and then if necessary a follow up is completed by the DP or Principal. The HSLO located at Nirimba office has a fortnightly scheduled meeting at the school to

discuss issues especially those with attendance rates below 90%

- This year our partial attendance rates and lateness to school has improved. With the implementation of Morning Routine five days per week, children have been more punctual to school all year.
- The implementation of Books and Brekkie and Free Fruit Wednesday have encouraged students to be at school at time and more frequently.
- Overseas holidays throughout the year continue to be of a concern for some of our students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.48
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	2.4
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

As of December 2017– three permanent staff members identify 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	0

Professional learning and teacher accreditation

All staff participate in the Professional Development Program (PDP) throughout 2017. With this process staff identify areas of growth which they would like to focus upon. Professional learning is then matched to this process.

As a school, we also set grade goals which reflect the collaborative processes and discussions which will occur.

An overarching school goal this year was to ensure all staff receive direct instruction and check in periods for the implementation of Morning Routine and ensuring all staff members have access to a synthetic phonic approach to teaching training session

\$33000 worth of funds have been allocated throughout 2017.

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.

In Year 3 NAPLAN numeracy 31.1% of the WRPS students performed in the top two bands of NAPLAN (in comparison to 29.1% average for like schools). In Reading however results were below the state average with only 27.6% of year 3 students achieving top 2 bands. This is a continued focus for our teaching, learning and professional development.

The progress of individual students across their educational journey from Year 3 through to Year 5 NAPLAN identified Year 5 students Spelling results with a growth of 87.29 points.

In Year 5 NAPLAN numeracy the progress of individual students across their educational journey from Year 3 through to Year 5 NAPLAN identified a growth of 104.62 points. This equates to 22.2% of our students in the top 2 bands of NAPLAN.

Year 3 Numeracy results saw 51.2% of students achieve the middle two bands (bands 3 & 4). Our continued focus is to support the learning journey of students to meet the Premier's priority of increasing the number of students on the top two bands of NAPLAN.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data

Students with sound literacy and numeracy skills are more likely to stay at school, complete their HSC and continue on to tertiary education. To help achieve these goals our school has a focus on building general knowledge and capabilities of all students. This has been achieved through the implementation of a highly structured morning routine which focuses on talk for learning, vocabulary building, sentence structures and number sense.

The NSW government and our school wants all NSW school students to reach their potential, including Aboriginal and Torres Strait Islander students.

Parent/caregiver, student, teacher satisfaction

As we move into a new school planning cycle, parents have had input into various areas of the school, hence not completing Tell Them From Me surveys this year.

Parents have been surveyed on bell time change and aspects of the school like would like to keep, start and move on from. Parents at our pop up café mornings indicated that they would like to maintain – morning routines in classroom, breakfast clubs, playgroup, performance groups and the opportunities for students to read 1:1 with adults. They would like more bush (outside learning) garden settings, homework clubs, change of uniform and more opportunities for students to perform outside of the school gates. They would like to move on from girls school dresses, homework, assemblies and Athletics programs.

If students could make a wish it would include–:

- synthetic turf on playgrounds
- More flexible learning spaces
- Increase Bring Your Own device
- More trees
- Artworks in playgrounds and
- Bigger brighter learning spaces

Things that students liked at WRPS included–:

- games
- access to technology
- Brain breaks
- hands on learning
- school leaders visiting the classroom

Teachers felt the focus for 2018 and beyond should include–:

- An integrated approach to quality teaching, curriculum delivery and assessment
- explicit systems for collaboration and feedback occur
- The school sets high expectations and engages positively with the whole school community

Policy requirements

Aboriginal education

This year Aboriginal Education has been integrated into the curriculum in many ways. Teachers have

programmed incorporating the Aboriginal perspectives into classroom tasks, taught Indigenous games and skills, initiated a shared Aboriginal Girls dance group with Evans High, built a bush tucker garden and K-6 have heard stories from the past from local elder Uncle Wes.

Multicultural and anti-racism education

This year our ARCO has been available to staff and students in our school. Being a diverse and harmonious multicultural school, children's needs are catered for through differentiation in the classroom and tolerance and acceptance in the playground.