

# Wideview Public School

## Annual Report



2017



4433

## Introduction

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

Kim McTernan

Principal

## School contact details

Wideview Public School

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## Message from the Principal

Wideview Public School is a vibrant and caring learning community. It is a member of the Geerawal learning community which meets regularly to foster professional growth of all staff. The positive, safe and happy learning environment enables all students to participate in all areas of academic, sporting and arts activities, fostering a healthy and balanced lifestyle. I am pleased with our academic, sporting and cultural achievements by the students and the ongoing success of the strategies being implemented by the school to create high quality and engaging learning experiences for all students. Our school's continued success is underpinned by quality teaching and learning programs that our students, staff and parents value and welcome. At Wideview Public School the friendly approachable and dedicated staff provides quality teaching/learning programs for all students with a strong focus on Literacy and Numeracy. We also recognise the importance of developing students' skills and knowledge in the arts, personal development and sporting areas. The extensive arts program includes a school band, guitar ensemble, recorder and percussion lessons, dance and choirs which regularly perform at school, community and state events. Our whole school focus on public speaking develops confidence and higher order communication skills providing students with opportunities outside of the school. As a member of the Northside Gifted and Talented Community of Schools we are able to provide opportunities K–6 for students to further develop expertise and skills. Modern computers with Internet access, I–pads, Wi–Fi access throughout the school and interactive classrooms link the school with the world, engaging students in the learning process. In 2018 we will be continuing to move forward with our schools' vision. We will continue to refine our practice to further develop new programs and innovative teaching methods. I certify the information in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for growth.

# School background

## School vision statement

To develop a collaborative and well informed whole school community that provides authentic quality education through effective teaching practices to ensure all students are successful learners and active and informed future leaders.

## School context

Wideview Public School is situated in the northern Sydney bushland suburb of Berowra Heights. It has a student population of 394 and 22 staff. Wideview school is a student – centred school where student needs are a priority, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature of programs designed to ensure that the potential of all students is realised and where individual gifts and capabilities are recognised and nurtured. Wideview Public School has strong partnerships with its community and a supportive parent body. The school has developed a number of key partnerships, which assist in the enhancement of student outcomes. Student learning needs are wide ranging with a need to extend very capable students whose learning outcomes could be expected to be above stage learning expectations and a need to support students who are struggling to meet stage expectations. The school has a highly committed and dedicated staff.

# 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. This year the staff at Wideview Public School continued to utilize the School Excellence Framework to assess recommendations for informing, monitoring and validating our progress.

Time was dedicated at some stage meetings and executive meetings to further examine the elements and how we could use these as we moved towards achieving targets in our school plan. The staff has reflected on the processes across the school as a whole based on the domains identified in the framework. This provides an important overview to ensure our improvement efforts align with the expectations as outlined in the document. In the domain of learning, our efforts have primarily focused on curriculum and well–being. The strong focus on Positive Behaviour for Engaged Learning has had a direct impact on our future focus. Students are engaged and understand to a much greater extent how to value and respect each other. This has a positive impact in classrooms, which has led to greater engagement with learning. Evidence accumulated from referrals and reports, we have conducted across the school, has supported this growth. We have continued to provide additional attention to students requiring more individualised support. Students with additional learning needs are identified early and our teachers work in conjunction with our Learning and Support Teacher to establish programs that can be delivered by teachers and SLSOs in each stage. Our main focus in the domain of teaching has been the continuation of collaborative practice for staff members.

Teachers across stages in teams have continued to work together to re–write and devise scope and sequences for each stage to fit with the new curriculum documents. This has led to greater consistency within stages and a greater understanding of expectations and implications for teaching. Teachers are continuing to use varying forms of data to inform their teaching practice to strive for further excellence. The school staff is continuing to develop their own evidence based practice through their own personal reflections in programs and stage based work.

In the domain of leading our priorities have been to continue to progress leadership management and processes across the school. The continued refinement and implementation of our key strategic directions throughout the year, has led to a much stronger basis of building leadership capacity across the school. The development of leadership skills and capacity in all staff, is leading to amore productive and cohesive school culture. The approach to school planning, supported by the new funding model is making a positive difference to the forward progress of our school. The achievements and where to now are further outlined in the following pages. 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 processes 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.

For more information about the School

ExcellenceFramework:<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>.





## Strategic Direction 1

Creating a high performing and dynamic learning school for students

### Purpose

Development and implementation of quality curriculum, personalised learning and innovative practices for all students.

### Overall summary of progress

In 2017 we achieved our improvement measures in NAPLAN in Reading, Grammar and Punctuation. During 2018 our goal is to maintain our results in Reading, Grammar and Punctuation whilst targeting improvements in Spelling and Writing. There will be an increased focus on spelling rules and the introduction of spelling strategies based on assessments achieved through Words Their Way. L3 training has continued to be successful and is leading to excellent outcomes for ES1 and S1 students. As whole-school scope and sequences have been completed to align with the new syllabus outcomes this has ensured more cohesive teaching and learning programs from all teaching staff. The expectations are clearly defined which is leading to consistent programming and assessment practices across all stages.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To achieve and sustain 75% or more of students in Kindergarten and Year 1 achieving at or above the benchmark set for Reading. To achieve and sustain 75% or more of students in Year 5 achieving expected growth in the national assessment program for reading and numeracy, and to improve the growth in writing between years 3 and 5.		

### Next Steps

In 2018, Wideview Public School will continue to have direct involvement in the Keerawal community of schools for increased opportunities to coordinate cross-school professional development that enhances learning alliances. In line with this, Wideview will commit to the proposed AP Collegial Learning Network to provide opportunities for the Assistant Principals to attend and/or present at each meeting.

The school will continue to strengthen and further refine our learning and support processes to ensure success for all students. Continue to utilize SLSO's across stages to support necessary students.

In 2018 further Professional learning will need to be undertaken by a majority of staff as many have not yet fully utilised the Words Their Way spelling strategies. Accessed the training of Seven Steps to Writing Success to improved student writing and utilised the Alan Peats writing strategies. Continue to ensure all staff are on track with data collection and assessments to enhance our focus on writing results.



## Strategic Direction 2

Developing quality leadership, management and professional learning practices

### Purpose

Embedding and implementing explicit targeted and engaging professional leadership and learning for all teachers.

### Overall summary of progress

The Professional Development through a train the trainer model on Focus on Reading – Phase 2 (FoR) led to lesson demonstrations and observations to enhance teachers' understanding of FoR in vocabulary. Through workshops, the trainer demonstrated how PLAN data can be accessed and used for effective programming and reporting. The workshops were conducted regularly over the year with all teachers in stage 2 and 3 completing the Phase 2 component of FoR.

Our continued focus on personalised learning has enabled us to achieve significant progress in this strategic direction ensuring all students' individual needs are addressed. There has been a significant impact in student achievement and growth as a result of revised Learning and Support Processes. It has also resulted in more open and productive relationships between teachers and families as student needs are identified, addressed and supported through a collaborative partnership with a range of new documents to support this process.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aspiring leaders develop their leadership capacity for innovation and best practice in teaching. At least 60% of students meet grade PLAN benchmarks as effective assessment practices are utilised to develop informed teaching and learning programs. All staff have individual Professional Learning Plans which are aligned to the Australian Professional standards. As a result of the collaboratively designed plans teachers will show evidence of met personal goals.		<p>Due to the level of work and need to gather data the personnel aspiring for leadership withdrew from the HAT support group. The personnel still maintained their leadership roles in the school context.</p> <p>The PDP process has been fully embraced by all staff. Learning goals for most staff were either met, or started – as some goals will be a process longer than a year. Professional learning was provided to staff and the resultant flow on from this is additional expertise now being utilised in classrooms particularly with technology. The sharing workshops and in stages groups has been very beneficial.</p>

### Next Steps

Lesson demonstration and Mentoring sessions for beginner teachers will be held regularly.

NAPLAN data for 2017 showed a drop in comprehension skills for year 5. There could be two reasons for this. Firstly of all students need support in inferential comprehension and the second reason being the results for the cohort are comparable to their results in year 3 but with less growth.

Development of assessment tools for use with PLAN numeracy and Literacy accompanied by spelling and writing tacking data

Continue use of current Professional Development Plan process as an important professional learning tool to improve teacher performance.

### Strategic Direction 3

Building an informed and supportive school community.

#### Purpose

Implementation of effective communication frameworks and school planning in partnership with an informed school community.

#### Overall summary of progress

The school has continued to find it difficult to gauge solid feedback from parents through surveys. Unfortunately only a small proportion of the parent/carer body complete the surveys which make it difficult to gauge an accurate representation of what people are thinking. Our students completed the surveys during school lessons so we did receive quality feedback from them.

School community surveyed regarding communication and student learning and enabled us to gain some understanding of needs.

Positive community involvement and fundraising initiatives generated by the school and P&C.. This years fete was the most successful event ever generating a good community feel to the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To improve parent participation in our school-home partnerships by a 20% increase in parents attending P&C meetings and supporting the P&C. Parent surveys indicate an increase in understanding of new English and Mathematics curriculums. Parent surveys show an increase in an ability to support their child's learning at home. Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.		We are finding that a proportion of people are still contacting the school to ask us things that have been in the newsletter. Proposal to survey parents to see if that is how they want the information delivered. However traditionally surveys don't get a great response. We will further investigated this in 2018 with a possible focus on face to face surveys.

#### Next Steps

Parent, student and staff surveys conducted yearly to evaluate level of satisfaction.

Continue to increase community engagement in all facets of school life through ensuring a well-informed school community relating to school initiatives.

Use collaborative feedback and reflection to improve teaching and learning.

Provide opportunities for parent to develop an understanding of curriculum and student learning through workshops and forums



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Quality Teaching, Successful Students (QTSS)</b>	\$30,000	A relief teaching was employed one day per week to relieve the Assistant Principals to mentor and provide feedback to teachers on their teaching practices. Additional planning time for teachers to collaborate on the writing of units
<b>Socio-economic background</b>	SLSO Salary Term 1 for 1 day per week \$8578	Students from families experiencing financial hardships are provided with the same curriculum related resources and opportunities including excursions.
<b>Support for beginning teachers</b>	This was resourced for the first half of the year	Beginning teachers demonstrate professional knowledge, practice and engagement in line with the Australian Standards for Teachers and are supported in the achievement of professional accreditation with the Board of Studies Teaching and Educational Standards.





## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	190	201	200	201
Girls	179	194	195	193

Wideview Public School has established strong links with the local preschools and as such these links have ensured a consistent enrolment pattern. There is some student turnover each year with some families moving to other locations and new ones moving into the local area. The majority of our enrolments continue through to year six and then onto a local high school. Overall the community satisfaction with the school ensures a strong enrolment pattern.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	95.7	97.4	95.3
1	96.7	95	97	95
2	95.3	95.7	96.8	96.1
3	96.8	95	96.5	95.3
4	95.9	95.8	96.7	96.1
5	96.1	95.5	96.4	93.5
6	96.4	94.4	98	96.5
All Years	96.2	95.4	97	95.5
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

Wideview Public School uses the DoE software 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 Assistant Principal. If attendance does not improve, we will engage the Home School Liaison Officer.

### Class sizes

Class	Total
KINDER A	24
KINDER B	24
YEAR1 B	19
YEAR1 A	20
YEAR1 C	21
YEAR2 C	22
YEAR2 B	23
YEAR2 A	23
YEAR3 A	30
MULTIAGE A	27
YEAR4 B	25
YEAR4 A	26
YEAR5 B	25
YEAR5 A	26
YEAR6 B	27
YEAR6 A	28

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.66
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.92
Other Positions	0

\*Full Time Equivalent

There is currently no staff at Wideview Public school who identify as Aboriginal or Torres Strait Islanders.

### 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

During 2017 staff at Wideview Public School were involved in professional learning that was aligned with school priorities. At present we have 4 staff members who have gained accreditation at proficiency and are now maintaining that accreditation. In addition, one of these teachers is also providing support with an Assistant Principal to all staff through the procedures of maintaining accreditation. Work has been done around professional learning and including hours that will need to be recorded. Teachers were involved in various professional learning activities throughout the year. Many of these were linked to our strategic directions. Such as L3 (3 more teachers completed this training in 2017 – with another 2 still ongoing). All classroom teachers and SASS staff participated in anaphylaxis training, a CPR update, code of conduct and child protection training and updates throughout 2017. In addition we utilized our Quality Teaching Successful Students (QTSS) funds to release teachers to update our scope and sequences for learning and to visit classrooms to see best practice. Classroom visits and visits to other schools will form part of the QTSS in 2018. Teachers with particular responsibilities and areas of expertise attended training within their respective networks and areas of expertise, for example, Teacher Librarians, FORs, History Geography chairperson and Assistant Principals. All teaching staff met the professional requirements for teaching in NSW Public Schools.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	98,573
<b>Revenue</b>	3,010,301
Appropriation	2,772,378
Sale of Goods and Services	6,191
Grants and Contributions	229,525
Gain and Loss	0
Other Revenue	0
Investment Income	2,207
<b>Expenses</b>	-2,870,346
Recurrent Expenses	-2,856,383
Employee Related	-2,579,196
Operating Expenses	-277,187
Capital Expenses	-13,964
Employee Related	0
Operating Expenses	-13,964
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	139,954
<b>Balance Carried Forward</b>	238,527

Wideview Public School aims to expend funds for the current financial year during that year. Some funds are rolled over to the next year in order to purchase more expensive items. We are currently saving funds to increase student activity in the playground, to purchase more literacy resources and sport equipment. The P&C have provided the school with \$30,000 for Literacy programs, Multilit and Minilit, which will be initiated after staff training by the end of term 1 2018. The improvement of the playground to remove the road base left from the BER program is also a major priority for 2018

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,559,272
Base Per Capita	60,366
Base Location	0
Other Base	2,498,905
<b>Equity Total</b>	83,954
Equity Aboriginal	0
Equity Socio economic	8,578
Equity Language	0
Equity Disability	75,376
<b>Targeted Total</b>	17,501
<b>Other Total</b>	31,936
<b>Grand Total</b>	2,692,663

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

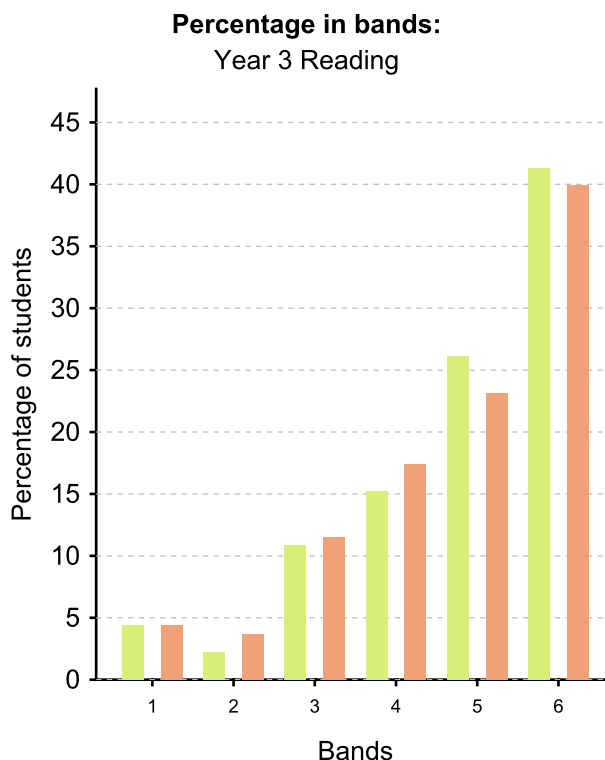
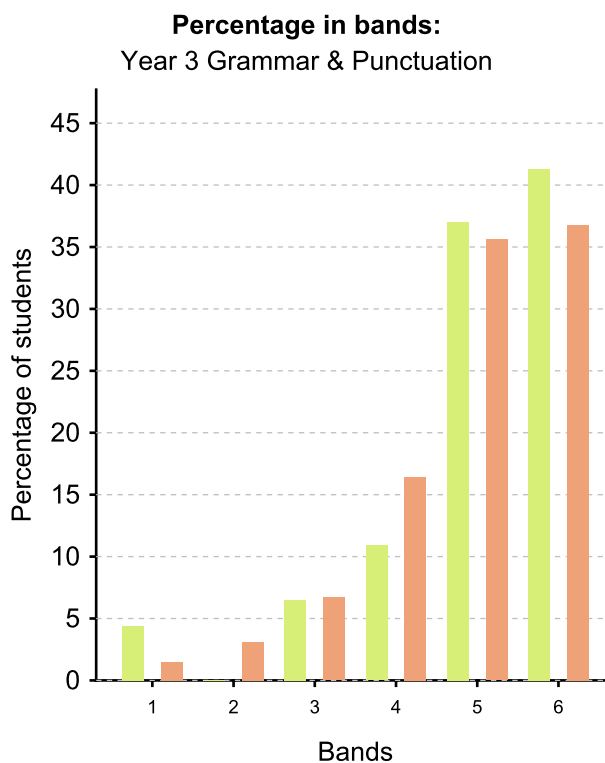
## School performance

### NAPLAN

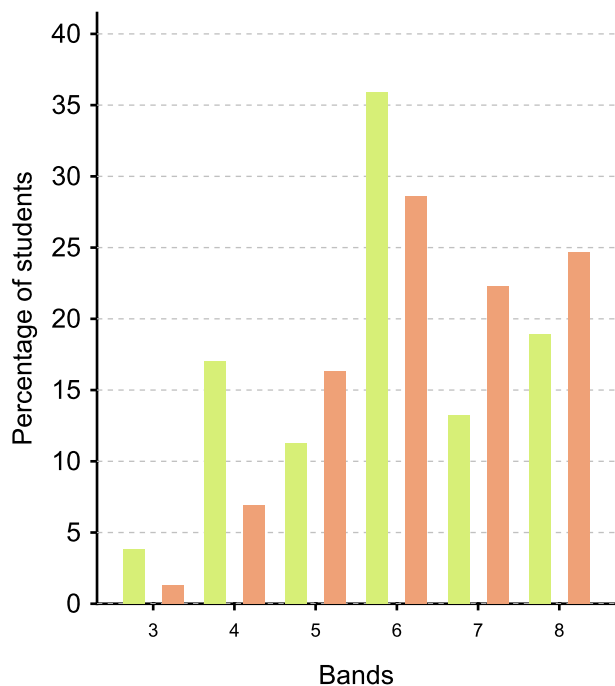
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 3 Reading, 67.4% of our students scored in the top two bands, compared to 51% state-wide. In Year 5 44.4% of our students score in the top two bands, compared to 39.7% state wide.

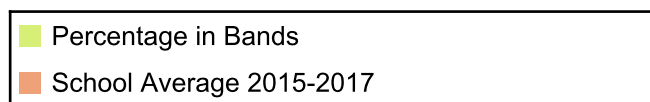
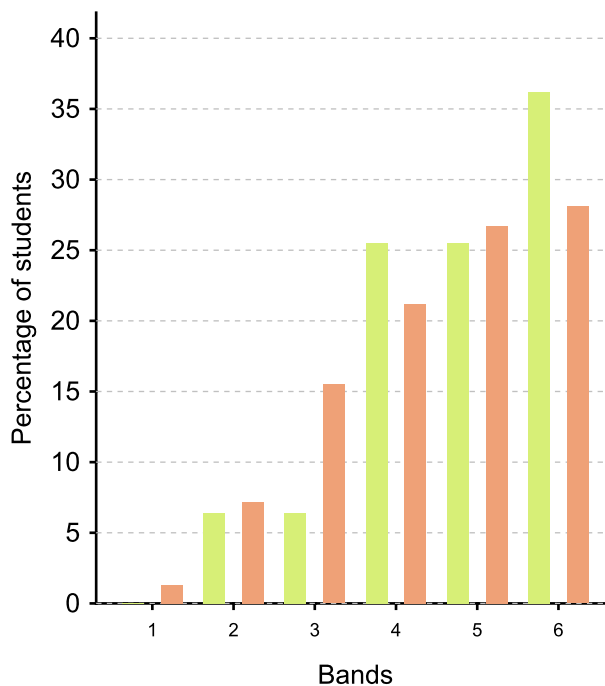
In year 3 Grammar and Punctuation, 81.3% our students scored in the top two bands, compared to 60% state wide. In Year 5 32.1% scored in the top two bands, compared to 35.2% state wide



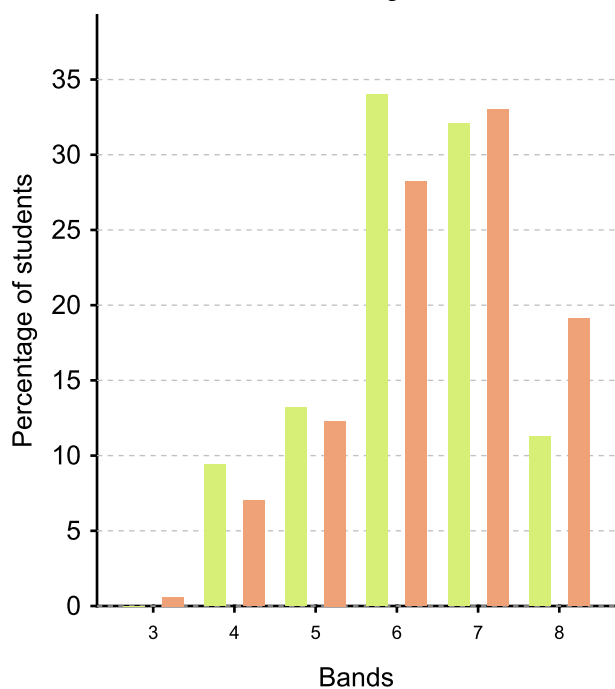
**Percentage in bands:**  
Year 5 Grammar & Punctuation



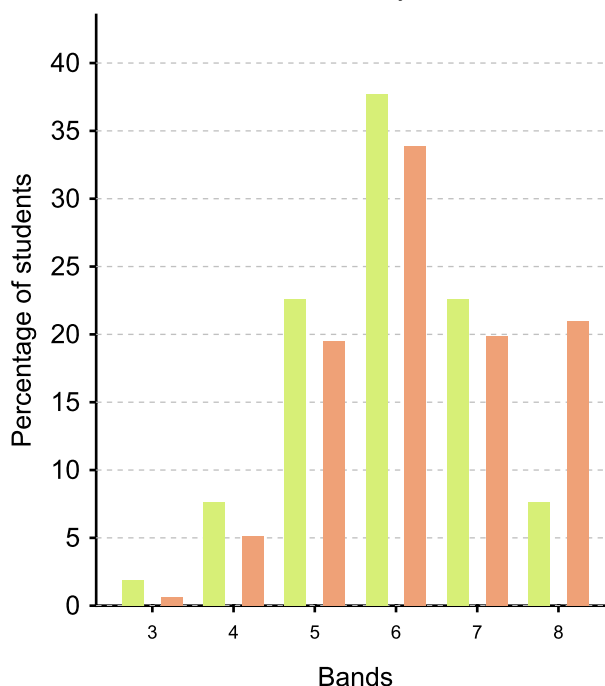
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Numeracy



In Year 3 Numeracy, 61.% of our students scored in the top two bands, compared to 53% state wide. Whilst in Year 5 Numeracy 30.1% of our students scored in the top two bands, compared to 32.5% state wide.

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.>



## Parent/caregiver, student, teacher satisfaction

**Parent/caregiver, student, teachersatisfaction**In 2017 our school participated in The Excellence inSchool Service 360. Reflection Tool. This tool has been based on a framework which identifies customer service behaviours along a continuum. Four key areas are measured – if a school communicates effectively, commits to customer service,works collaboratively and has consistency and vision in planning. The tool measures twelve competencies of Information quality and ease of use, engagement with others,values, inclusivity, customer service, community partnerships, empathy, teamwork, collaboration that is valued and recognised, process collaboration, ethical behaviour and school vision.

Our strengths were: 1. Inclusivity– All staff are respectful of and sensitive to all students and parents in their interactions. 2. Customer service– Administrative staff place a high priority on maintaining positive customer relationships. 3. Collaboration is valued and recognised– Teachers at my school are always willing to listen to my concerns and act on them act. They communicate with me regularly on all concerns and keep me well informed 4. Engagement with others– the reason we chose this school is because of how well the school communicates and engages with the parents. 5. School vision I was part of the group of parents who reflected on the vision statement, our input has led to the current vision statement and is reflective of the school and community. 6. Engagement with others– Members of our school community are invited to provide feedback and are viewed as partners. **Policy requirementsAboriginal education**Aboriginal Perspectives are included in all KeyLearning Areas in all Teaching and Learning Programs.NAIDOC Day is celebrated at our school. Each eventbegins with an Acknowledgement of Country**Multicultural and anti-racism education**Our school has a trained ARCO who handles sensitivecommunity matters as they arise. Harmony Day iscelebrated in our school and Multi-culturalPerspectives are part of all our teaching and learningprograms.Printed



## Policy requirements

### Aboriginal education

#### Policy requirements Aboriginal education

Wideview Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

Although there were no students in 2017 that identified as Aboriginal and/or Torres Strait Islander descent, inclusion of Aboriginal perspectives in the teaching programs ensured students education opportunities were well rounded.

Wideview Public School promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies and an *Acknowledgement of Country* plaque displayed in the school hall.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.

### Multicultural and anti-racism education

**Multicultural and anti-racism education** Our school has a trained ARCO who handles sensitive community matters as they arise. Harmony Day is celebrated in our school and Multi-cultural Perspectives are part of all our teaching and learning programs.