

# Werrington Public School Annual Report



2017



4473

## Introduction

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

Jennifer Thompson

Principal

### School contact details

Werrington Public School

Heavey St

Werrington, 2747

[www.werrington-p.schools.nsw.edu.au](http://www.werrington-p.schools.nsw.edu.au)

[werrington-p.School@det.nsw.edu.au](mailto:werrington-p.School@det.nsw.edu.au)

9623 7077

### Message from the Principal

In 2017, Werrington Public School continued to provide students in the Penrith Local Government Area with excellent learning opportunities. Our school philosophy of caring for the whole child, has underpinned all that we have done this year.

Students with additional learning needs have been catered for through a variety of support programs. Some have been enrolled in our special education support classes, some have accessed programs in the learning centre, and many children have accessed classroom support through our learning support programs.

Our students have continued to benefit from the additional programs implemented by our outstanding and highly qualified teachers. Professional learning for staff is highly valued in our school and all staff members engage in improving their own learning on a regular basis throughout the year. Key training opportunities in 2017 included Language, Literacy and Learning (L3), Quality Teaching Rounds, What Works Best – evidence based practices to improve student learning, and Early Action for Success (EAfS) training activities.

Our school has continued its commitment to improving the knowledge and skills of our parents and family members through the Parents as Teachers and Classroom Helpers (PaTCH) training program. This year, two cohorts of parents were trained, involving intensive theoretical training, classroom tasks, and observations.

In 2017, our school continued its fine tradition of extra-curricular activities. Students participated in musical instrument and voice tuition, through the Music Bus program. Our junior, senior and infants dance groups, and our infants and primary choir groups represented our school at several performances across the wider Penrith area. Our debating team represented our school at the local Penrith Valley debating competition, as well as in the wider metropolitan Premier's debating competition. Our primary students participated in the Penrith public speaking competition, and our support unit students represented our school at the special education eisteddfod.

On the sporting front, our school participated in a variety of PSSA gala days with other schools in our local area, as well as the NAIDOC Cup. Our students improved their swimming and water safety skills through the school swimming scheme, and our support unit participated in the Northcott special education athletics carnival.

In 2018, we will continue to build on and strengthen all the wonderful opportunities that our school has to offer, to support our wonderful students.

## School background

### School vision statement

Our school strives to improve the educational outcomes for all students in our school and in schools in our wider network.

We are committed to the equitable distribution of school resources to close the gap between the outcomes for advantaged and disadvantaged students, including our indigenous students.

Our school is committed to the Positive Behaviour for Learning framework and this ethos drives all school priorities.

Our vision is for every student leaving our school with the literacy, and numeracy and social skills to enable them to participate fully in the life of high school and beyond.

We strive to help our students develop into happy, healthy students who reach their potential in all aspects of their life.

Our school holds high expectations for all staff, students and parents.

### School context

Werrington Public School is medium sized school situated in the outer Western Suburbs of Sydney, in the Penrith Local Government Area. It has an enrolment of almost 400 students in 2017, in 16 mainstream classes and in 3 support classes for students with physical disabilities and/or intellectual disability and/or autism. 10% of enrolled students identify as Aboriginal or Torres Strait Islander. 24% of enrolled students are from a language background other than English.

Werrington Public School has been implementing L3 (Language, Literacy, Learning) in Kindergarten since 2012. It also implements TEN (Targeted Early Numeracy) and TOWN (Taking Off With Numeracy). Our school is a PBL (Positive Behaviour for Learning) school.

Werrington Public School is identified as serving a community with a socio-economic disadvantage. Since 2015, our school has been included in the Early Action for Success (EAFS) program for K-2 literacy and numeracy.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process are summarised as follows:

At Werrington Public School, teachers use information about individual student's capabilities and needs to plan for students' learning. Our students are engaged in rich learning experiences, assisting them to develop their vital skills for flourishing – now and into the future. Teachers share information about learning development with parents, and engage with them as active participants in their child's education. Our school supports our students as they transition into the different phases of their learning and education.

In our school, student learning is underpinned by high quality teaching and leadership. Our teachers display high levels of professionalism and commitment, with well-developed systems and processes to identify, monitor, address and report on student learning and wellbeing. Teachers have a commitment to strengthen and deliver on school learning priorities and contribute to a transparent learning culture through the observation of each other's practice. Our teachers present lessons and learning activities that are engaging and their teaching strategies are evidence-based. Teachers work collaboratively to evaluate the effectiveness of their teaching practices, and use an extensive range of data to plan for the ongoing learning of each student in their care. Our school achieves good value-added results from K-3, 3-5, and 5-7.

Student wellbeing is a high priority in our school. We have in place an extensive, inclusive and highly comprehensive framework and suite of supports, to cater and care for the learning and wellbeing needs of every child in our school.

At Werrington Public School, strong, strategic and effective leadership underpins all we do. Opportunities for formal and informal leadership roles are built into the leadership strategy of the school. Our leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Leadership succession planning is strategically built to ensure that the school is self-sustaining and self-improving.

Our school strives to build effective relationships with parents and the wider community, and there are planned, proactive strategies in place to support this. The school leadership team makes deliberate and strategic use of a variety of partnerships to improve student outcomes and the standing of the school within the local community. Our school solicits and reflects upon feedback from a variety of stakeholders and we adjust our practice in response.

Our leaders ensure that resource allocation and accountability requirements are aligned with, and support, the strategic directions in our school plan. We use evidence-based strategies, innovative thinking and data-informed decision-making processes to deliver ongoing improvements in student learning and wellbeing outcomes.

Our self-assessment processes indicate that, overall, we are sustaining and growing in the learning, teaching and leading elements of school excellence, with particular strength in wellbeing, data skills and use, collaborative practice and leadership, where we are excelling.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Literacy and numeracy achievement

#### Purpose

Every student in our school achieves to their potential in literacy and numeracy, with individual needs catered for by a differentiated curriculum and/or by targeted interventions.

There is targeted and purposeful staff professional learning leading to improved capacity to deliver appropriate differentiated curriculum content and to support our children in the classroom.

#### Overall summary of progress

In 2017, Werrington PS continued to receive funding through the Early Action for Success (EAfS) initiative in the form of the provision of one full time (5 days per week) and one O.2 (one day per week) Instructional Leader. 2017 marked the commencement of Phase Two of Early Action for Success which saw funding for other than Instructional Leadership positions removed. All K–2 staff underwent their second year of training in L3 (Language, Learning and Literacy) and TEN (Targeted Early Numeracy) in order to consolidate the pedagogical approach of constant formative assessment supported by engaging, differentiated activities designed to move students to the next level or phase of learning. Across the school, tiered learning interventions continued to be monitored by the Learning Support Team using school based data to track progress and match students to interventions. Whole staff professional development was provided on the teaching of comprehension strategies covering super six, fluency, vocabulary and rich text/rich talk. Numeracy skills assessment was refined through the development of consistent teacher judgement in the areas of Early Arithmetic Strategies and Place Value.

Strong, reflective teaching practices were developed through the continuation of Quality Teaching Rounds first established in 2015, and the K–2 mentoring program provided by the Instructional Leaders. Parent and community engagement in improving literacy and numeracy outcomes was encouraged via the continuation of a regular school newsletter segment throughout the year and by the continued successful implementation of PaTCH (Parents as Teachers and Classroom Helpers) training in its second year of successful implementation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students in K–2 achieving Early Action for Success targets with regard to benchmarks in early arithmetic strategies, counting, place value, reading, comprehension and writing. These EAfS targets are; at least 80% of students on track in early arithmetic strategies, counting, place value, reading and comprehension; and at least 66% of students on track in writing.	1.2FTE staffing at deputy principal level for instructional leaders; \$200,000 SLSO salaries	<p>Full-time Instructional Leader continued in role and part-time Instructional Leader appointed and performing in role 1 day per week.</p> <p>Professional learning timetable established, staffed and delivered focusing on writing and comprehension.</p> <p>Early Stage1 and Stage 1 teachers participated in ongoing L3 and TEN professional learning.</p> <p>Increased staff capacity to analyse and act on school data in order to identify students at risk. Classroom based interventions and use of learning intentions and success criteria based on regular 5 weekly analysis of data.</p> <p>Reading: All years K–2 exceeded the target of 80% on track.</p> <p>Comprehension: Kindergarten met the 80% target but years 1 and 2 fell short by an average of 22%.</p> <p>Writing: Kindergarten exceeded the 66% target but years 1 and 2 fell short by an average of 24%.</p>
100% of students achieving	\$50,233 SLSO salaries	Whole school PLAN data reviewed each term and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
above minimum standards in NAPLAN reading, writing and number.	from low level adjustment for disability	<p>reading levels reviewed twice per term in order to identify students at risk and to match to targeted interventions.</p> <p>Whole staff professional learning timetabled, staffed and delivered covering best practice in the teaching of writing and comprehension.</p> <p>In the 2017 NAPLAN assessment,</p> <ul style="list-style-type: none"> <li>• 84% of year 3 students and 69% of Year 5 students achieved above minimum standards in reading, an average increase of 6% on 2016 results</li> <li>• 98% of Year 3 students and 63% of Year 5 students achieved above minimum standards in writing, an average increase of 6% on 2016 results</li> <li>• 76% of Year 3 students and 67% of Year 5 students achieved above minimum standards in numeracy, an average increase of 8% on 2016 results</li> </ul>
5% increase in the percentage of students in each of the top three bands of Writing for both Years 3 and 5 in NAPLAN.	\$11,885 SLSO salaries from literacy and numeracy funding	<p>In the 2017 NAPLAN assessment,</p> <ul style="list-style-type: none"> <li>• 60% of Year 3 students scored in the top 3 bands for writing. There was an increase of 9% in the top 2 bands compared with 2016 results.</li> <li>• 20% of Year 5 students scored in the top 3 bands for writing. There was an increase of 1% in the top three bands compared with 2016 results.</li> </ul>

## Next Steps

In 2018, ongoing professional learning will continue in the L3 and TEN initiatives across K–2 classes. TOWN will continue to be implemented in 3–6 classrooms. A major school initiative, designed to address the improvement of comprehension skills, will commence implementation in 3–6 classrooms. The initiative identified for Werrington is Focus on Reading (FoR). The initiative will be implemented in two phases, designed to be completed by the end of 2020.

Curriculum teams will be set up to cover all key learning areas. The teams will be responsible for setting targets and directions for each area and for developing up to date whole school scope and sequences covering the content and outcomes for each syllabus.

As an Early Action for Success school, Werrington will be adopting the new ACARA literacy and numeracy learning progressions as the basis of our assessment and reporting. Data will be collected each term and input into PLAN2 as per State Action Plan requirements. This represents a huge shift in reporting requirements for our teachers, so much of our professional learning program in 2018 will be devoted to unpacking and understanding the progressions and the new PLAN2 software.

Reflective teaching practices will continue to be supported through Quality Teaching Rounds, Peer Coaching and the K–2 mentoring program provided by the school's instructional leaders.

Parent and community involvement will continue to be encouraged through our regular informative newsletter articles assisting parents and carers in helping their children develop crucial literacy and numeracy skills. The Parents as Teachers and Classroom Helpers (PaTCH) training program will again be offered in 2018.

## Strategic Direction 2

### Engagement and wellbeing

#### Purpose

Students and staff in our school are engaged in all aspects of school life and in their learning. They feel a sense of belonging and are proud to be Werrington Public School members. They take pride in and celebrate their own achievements and the achievements of others.

There is a whole school commitment to rigorous positive behaviour for learning processes and practices.

#### Overall summary of progress

Positive behaviour for learning processes and practices are well-established at our school. Weekly assemblies focus on the core behaviours to be targeted, and these are followed up by class lessons. Werrington Wise free and frequent rewards are embedded in the school culture. In 2017, we embedded our tiered system of rewards for the end-of-term privilege activities. End-of-term awards ceremonies were also held to recognise student effort in following the school's core rules.

Our school has developed over the past 3 years, a house group initiative, where every child strongly aligns themselves with their school house. House meetings are held at least once per term, and each house holds a fundraiser for a local charity. Student leaders play a large role in the house system and undertake daily house activities, such as monitoring the house buddy benches and coordinating house equipment at lunch-time.

Support for students with additional welfare needs is highly coordinated in our school. Rock and Water personal resilience training is conducted every week for identified cohorts. Additional programs, such as social skills programs, Check In, Check Out and classroom problem solving contribute to the welfare of those in need. Behaviour plans are developed and used for students in need.

Staff have participated in Positive Partnerships training, PBL training, Rock and Water training and coach training, to support the welfare needs of our children.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL benchmarks of quality (BOQ) is 100%.	\$4,500 administration staff salary for PBL record keeping; \$15,000 higher duties AP	In 2017, the PBL Regional Team replaced the BQ with the Tiered Fidelity Inventory (TFI); therefore, measuring against the BOQ was not possible for 2017. The results from the TFI indicated excellent fidelity of implementation of PBL within our school, with 100% scores on team composition & team operating procedures. A score of 75% for evaluation procedures indicates an area of improvement in the next school plan.
Increased numbers of students operating within the PBL universal level (Tier 1), based on 2014 data levels.	\$20,000 PBL privilege day costs, rewards and incentives; \$2,050 PBL class budgets	90.4% of students in our school achieved the highest level of behaviour, as based on PBL expectations. This exceeds regional PBL expected levels of 80–90% of students reaching this level. A continued focus on the implementation of PBL systems & practices has resulted in very pleasing behaviour outcomes, school wide.
PBL school-wide evaluation tool (SET) score is 100%.	\$15,000 higher duties AP	Strong PBL systems & processes continued to be set in place in 2017. These processes were constantly revised, reviewed and updated regularly. The score for the 2017 SET was 100%.

#### Next Steps

Having implemented the new TFI assessment has allowed for a fresh look at the continued implementation of PBL at Werrington Public School. Whilst positive scores for PBL team composition and operating procedures were achieved, there is room for improvement and growth in the realm of data evaluation procedures. The need for improvement in this area has been identified in the 2018 PBL action plan and will drive much of the professional development for PBL in 2018 and beyond.

A constant pursuit of growth in PBL universal level (tier 1) behaviour, has seen goals re-assessed and increased in 2018 onward. These goals include increased percentages of students displaying tier 1 attributes as well as a reduction in the numbers of students in tiers 2, 3 and 4.

Continual reflection on PBL implementation along with access to regular professional development opportunities for staff will allow for the maintenance of a SET score of 100%. This tool will allow for constant reflection on PBL practices to ensure that the program is delivered to the whole school with fidelity. Maintenance of this 100% goal is imperative to the continued implementation of PBL as a valuable whole school program.

## Strategic Direction 3

### Community engagement and participation

#### Purpose

There are effective relationships developed between the school and the wider community. Parents are actively encouraged and supported to participate in the school and in their child's education. Effective partnerships exist between our staff and the schools in our wider network.

Extra-curricular activities are in place and have good representation from parents and the community.

#### Overall summary of progress

In 2017, the community engagement team met regularly to monitor new initiatives and to track progress. The Parents as Teachers and Classroom Helpers (PaTCH) training program was again held for interested family members. This program involved intensive training, classroom tasks, and observations. The program built the capacity of our school community and encouraged school and community partnerships.

The school newsletter was used to communicate information about school programs for parents and also provided advice and guidance for helping children at home. In addition to the newsletter, a Werrington Public School Facebook page was launched to broaden and further enhance communication with the external community.

Werrington Public School also ran and participated in a range of community events. These included Harmony Day activities at school, participation in the NAIDOC Cup and a range of sport gala days, the Easter Hat Parade, Book Week activities and the Owl Markets. These events provided the opportunity for involvement and interaction with a range of stakeholders for our school.

The school also continued its joint transition to school program with a local council service provider. Our end of year expo also provided opportunities for local service providers to liaise with our parents. Our P&C playgroup continued to operate from our school hall, under sponsorship from a local real estate agency.

Staff professional development was undertaken to increase the capacity of the school to effectively engage with the community. Three teachers attended the whole-day training for 'Communicating and Engaging with your Community' run by the DoE. In addition to this, two teachers attended training on the use of social media to engage and interact with the community.

Parents were invited to provide feedback using a range of surveys including the Tell Them From Me survey, as well as school based surveys. Our school Facebook page has also provided more immediate feedback from members of our community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community partnerships are assessed as high to outstanding as measured by Domain 9 on the National School Improvement Tool.	\$2,000 teacher release funding; \$4,000 additional SASS time	In 2017, the school strengthened and built-on existing partnerships that met school and student need. The effectiveness of these partnerships was evaluated, with evidence that they were having their intended impact. Assessment using the National School Improvement Tool (NSIT) indicated that we are strongly operating at a high to outstanding level in this domain.
80% of parents indicate that they feel that the school encourages and supports them to be a participant in their child's education, as measured by a parent survey.	\$2,000 teacher release funding	Parents had increased opportunities to contribute to their child's education in 2017, through the expansion of the PaTCH program, through parent forums and information sessions and through consultation meetings and surveys. 95% of parents indicated that the school encourages and supports them to be a participant in their child's education, as based on a parent survey.

## Next Steps

While we were successful in engaging with a greater number of stakeholders with our surveys, the numbers still represent a relatively small portion of our parent group. In 2018, the school will be looking for opportunities to gather the opinions of a wider range of parents.

The launch of the school Facebook page was a big success and a major milestone for the team. In 2018, the school will seek feedback from the community with a view to improving the page further.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$41,495 teacher salary; \$5,000 SLSO salary  <ul style="list-style-type: none"> <li>Aboriginal background loading (\$0.00)</li> </ul>	Identified Aboriginal students have been prioritised to access Reading Recovery, Multilit, Quicksmart and EAfS interventions. Aboriginal students at risk, have been supported through the Aboriginal literacy tutor program, working one-on-one with a school learning support officer. Cultural awareness was raised through NAIDOC Day activities, the NAIDOC Cup, and through participation in the Liven Deadly program.
<b>English language proficiency</b>	\$33,705 teacher salary; \$5,000 SLSO salary  <ul style="list-style-type: none"> <li>English language proficiency (\$0.00)</li> <li>Targeted student support for refugees and new arrivals (\$0.00)</li> </ul>	Identified students have participated in Language for Learning small group programs in the classroom and as withdrawal groups, delivered by school learning support officers. Specialist teachers have delivered targeted programs to support EAL/D students and new arrivals.
<b>Low level adjustment for disability</b>	\$50,233 SLSO salaries  <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$0.00)</li> </ul>	School learning support officers are employed to support the learning of students with additional needs in the classroom. They are also used to deliver intervention programs in small group or one-on-one specialised programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.781FTE teacher salaries  <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>	Teachers participated in the Quality Teaching Rounds process. Across each semester, professional learning groups participated in lesson observations and subsequent discussions and coding using the Quality Teaching Framework. Teaching and non-teaching staff participated in peer coaching, identifying and providing reciprocal peer coaching to improve practice.
<b>Socio-economic background</b>	\$75,600 higher duties AP; \$2,050 PBL class budgets; \$20,000 PBL rewards and privilege days; \$2,500 student assistance; \$6,000 GA salary; \$12,000 extra SASS; \$200,000 SLSO salaries; \$767 Bug Club  <ul style="list-style-type: none"> <li>Socio-economic background (\$0.00)</li> </ul>	School learning support officers support students in the classroom to achieve to their potential. Students in need are provided with uniforms and educational resources to enable them to participate in education on the same basis as their peers. PBL systems, rewards and privileges encourage positive behaviour and strong student wellbeing. Classroom resources support students with their learning.
<b>Support for beginning teachers</b>	\$12,000	Three beginning teacher were eligible for additional funding support in 2017. Each teacher received an additional 2 hours per week of RFF; each teacher had a mentor, who received 1 hour each week to work with the beginning teacher
<b>Early Action for Success</b>	1.2FTE instructional leaders at deputy principal level  <ul style="list-style-type: none"> <li>(\$0.00)</li> </ul>	One full-time and one part-time instructional leader provided mentoring and professional learning to K-2 staff. Key areas of mentoring and TPL included L3, writing and comprehension. Parent professional learning included the PaTCH program. Data collection and analysis was undertaken on a regular basis and across a full range of areas, including the literacy and numeracy continuums.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	190	191	208	194
Girls	180	196	185	199

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	93.4	93.9	92.9
1	91.9	93.5	92.6	91.3
2	93.8	92.4	91.3	93.5
3	93.7	92.5	92.2	91
4	90.9	90	91.8	91.6
5	92.4	92.1	90.1	91.7
6	92.5	88.9	90.7	90.2
All Years	92.7	91.8	91.8	91.8
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

Student attendance is monitored by the Assistant Principal each fortnight and a meeting held with the home school liaison officer twice a term to address absences of concern in accordance with the School Attendance Policy and Student Attendance in Government Schools Procedures 2015. Students with absences of concern are addressed by sending home a note requesting for the absence to be explained within seven school days, a phone call home, followed by a letter or formal meeting at school. If the attendance continues to decline, the HSLO is consulted and a referral made. An Attendance Improvement Plan (AIP) meeting is held, where required, and any appropriate measures put into place to support the family to improve attendance. Records are kept on file.

Each term, a student review meeting for attendance is completed with the Learning Support team. Students of concern have proactive measures put in place in order to improve attendance. The attendance of students in our school has remained at a consistent level over the past 3 years, and is 2 percentage points lower than the Department of Education's average.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	18.62
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	8.9
Other Positions	0

\*Full Time Equivalent

At Werrington Public School, 3 staff members identify as being 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	34

## 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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	362,509
<b>Revenue</b>	4,977,505
Appropriation	4,823,652
Sale of Goods and Services	33,787
Grants and Contributions	115,589
Gain and Loss	0
Other Revenue	0
Investment Income	4,477
<b>Expenses</b>	-4,866,479
Recurrent Expenses	-4,866,479
Employee Related	-4,492,462
Operating Expenses	-374,017
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	111,026
<b>Balance Carried Forward</b>	473,535

Werrington Public School's financial processes are in-line with the Department of Education expectations and policies. The finance committee oversees the budget and expenditure, with team members meeting on a regular basis to manage the budget.

Werrington Public School employs a significant number of additional staff, both teaching and SASS. A large percentage of the balance carried forward will be expended on outstanding salaries and higher duties payments. 100% of our equity funds were expended in 2017. In 2018, a significant portion of the remaining funds carried forward will be used for playground upgrades, including the installation of fixed play equipment.

### 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>	2,574,575
Base Per Capita	63,741
Base Location	0
Other Base	2,510,834
<b>Equity Total</b>	667,812
Equity Aboriginal	41,495
Equity Socio economic	369,704
Equity Language	33,705
Equity Disability	222,909
<b>Targeted Total</b>	1,043,668
<b>Other Total</b>	369,943
<b>Grand Total</b>	4,655,998

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.

Werrington Public School has five classes for students with disabilities. The NAPLAN results for our school include those students.

In 2017, 96% of students in Year 3 and 88% of students in Year 5, met or exceeded the national minimum standard in reading. 100% of students in Year 3 and 80% of students in Year 5, met or exceeded the national minimum standard in writing.

In 2017, 61% of Year 3 and 58% of Year 5 students exceeded national minimum standard in reading, with a further 23% of Year 3 students and 10% of Year 5 students exceeding the expected levels for their grade in reading, achieving in the top 2 bands for their grade.

For writing in 2017, 65% of Year 3 and 60% of Year 5 students exceeded national minimum standards, with a further 33% of Year 3 students and 2% of Year 5 students exceeding the expected levels for their grade.

in writing, achieving in the top 2 bands for their grade.

Spelling results for 2017 showed 98% of Year 3 and 85% of Year 5 students met or exceeded national minimum standards. In grammar, 88% of Year 3 and 95% of Year 5 students met or exceeded national minimum standards in 2017.

In 2017, 98% of students in Year 3 and 88% of students in Year 5, met or exceeded the national minimum standard in numeracy. 22% of Year 3 students and 10% of Year 5 students exceeded the expected levels, achieving in the top 2 bands for their grade.

In 2017, there were 8 Aboriginal students in Year 3 and 2 Aboriginal students in Year 5 who completed some or all of the NAPLAN assessments. Accordingly, the achievement of these cohorts will not be reported here, due to privacy.

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.>

There was a significant increase in the number of students achieving proficiency (top 2 NAPLAN bands) from 2016 to 2017 in Year 3 and Year 5 numeracy, Year 3 and Year 5 spelling, Year 3 grammar and punctuation, and Year 3 writing.

The aggregated NAPLAN score for Year 3 Aboriginal students in Year 3 was 6 percentage points higher than non-Aboriginal students. The Year 5 Aboriginal cohort was very small (2 students); therefore, student achievement comparisons are not statistically significant.

## Parent/caregiver, student, teacher satisfaction

In 2017, the opinions of staff, students and parents were sought using school based surveys and the Tell Them From Me surveys.

Students in Years 4, 5 and 6, participated in an online survey that asked questions relating to school climate and student engagement. The results of this survey is as follows:

- 91% of students felt that students in our school display positive behaviour, compared to the NSW Government norm of 83%.
- 89% of students are interested and motivated in their learning, compared to the NSW government norm of 78%
- 96% of our students try hard to succeed in their learning, compared to the NSW government norm

of 88%

- Ratings for positive teacher–student relationships, expectations for success, advocacy at school, effective learning time, and the rigour of classroom instruction were all higher than the NSW government norms

Parents participated in the Learning Bar online surveys, as well as school–based paper surveys. The results are summarised below:

- Our parents value the strong curriculum and student wellbeing practices of our school
- They highly value the targeted use of resources to match student need and the intervention programs that are in place to assist children who need assistance in their learning, but they would like these opportunities increased
- Our parents value the opportunities they have for participating in our school and for having their voice heard, and they report positive school and community relationships
- Parents would like the opportunities for student voice to be increased
- They would like to see opportunities for higher achieving students increased

Staff opinions were sought using online surveys, paper–based surveys, and group discussions. The results are summarised as follows:

- Our staff highly value the positive behaviour for learning systems and processes in place
- They highly value the additional support provided in the classrooms through the school learning support officer program, and the interventions in place to support students who need additional assistance
- Staff highly value the opportunities for improving their practice through professional learning
- They identify our student wellbeing focus and practice as being a core strength of our school; however, they would like to see this strengthened by including a whole–school wellbeing program
- Staff would like to see more opportunities for higher achieving students

## Policy requirements

### Aboriginal education

The achievement levels of Aboriginal students are tracked regularly and, if required, interventions are put into place for students at risk. Aboriginal students are prioritised to access specialist interventions, and may also access the Aboriginal Literacy Tutor program.

Every Aboriginal student has a personalised learning plan in place, in consultation with parents and child. These are reviewed regularly and reported upon in written reports.

Cultural activities at school included the Liven Deadly project, the NAIDOC Cup and NAIDOC Day activities.

Our school is an active participant in the Yarramundi Aboriginal Education Consultative Group, with 2 staff members also serving as committee members in this group. Our school provides Aboriginal staff

representation on employment panels across the Yarramundi area.

The Tell Them From Me student survey cohort consisted of 19% Aboriginal students. The results of this survey indicated that 78% of Aboriginal students feel good about their culture when they are at school.

### **Multicultural and anti-racism education**

Our school has 2 trained anti-racism officers. Incidents of racism are referred to the school's anti-racism officers, who act in alignment with the department's policy. Incidents of racism are low in our school.

Our school recognises and celebrates cultural diversity. Our school celebrates Harmony Day, and includes parents in these celebrations. In 2017, our students participated in an excursion to a simulated refugee camp. Senior students had the opportunity to experience what life is like for refugees, thus fostering respect and understanding.