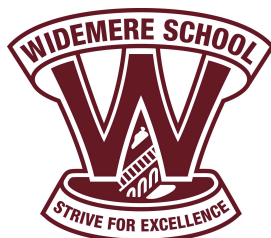


# Widemere Public School

## Annual Report



2017



4474

## Introduction

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

Widemere Public School continues to strive to achieve the best possible learning outcomes and wellbeing for all students. I am very proud of our achievements provided in a caring and enriching environment.

The achievements of 2017 detailed in this report are possible thanks to the hard work of our dedicated executive, energetic, professional teachers, exceptional students, our great administration team and our wonderful parents and our Parents and Citizens Association members who support us in our endeavours.

I certify that 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 of development.

Michele Saunders

Principal

## School contact details

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## School background

### School vision statement

Widemere Public School challenges students of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities. Our aim is for all students to be successful, life long learners who are confident and creative individuals, strive for continual improvement and are active and informed citizens. Students are equipped to meet the demands and challenges of the future in an engaging, inclusive, differentiated learning environment where they are valued as individuals and are encouraged to show respect for others.

### School context

Widemere Public School is located in Greystanes and was established in 1973. It is an exciting learning community providing an excellent education and wonderful opportunities for the children of our local community.

Our school operates 10 classrooms from Kindergarten to Year 6 with 244 students enrolled. 38% of our students come from culturally diverse backgrounds.

Our dedicated, creative teachers are committed to continual improvement in student outcomes through participation in targeted professional development, quality teaching and stimulating, enriching and challenging learning programs.

We also offer many prospects to excel in a variety of performing arts, sports programs and leadership opportunities.

Widemere Public school is well resourced with innovative technology, a modern library, a multipurpose hall, a covered outdoor learning area, attractive refurbished classrooms and flexible learning spaces.

Our students prosper in a safe, inclusive and nurturing learning environment that develops respect, understanding and responsibility.

We have a successful wellbeing and discipline program with a focus on social skills, decision making, leadership and citizenship.

As a school community we are determined to provide opportunities to develop students in all areas to become life long, responsible learners and successful members of society.

## 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 and school data and achievements.

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.

#### Learning Elements

Across the learning elements, our school has aligned systems to enhance the high quality programs taught across the school through strengthened data collection and evaluation processes. This is evidenced by consistent implementation of formative assessment across all classrooms, the consistent use of Learning Intentions and Success Criteria, the ongoing monitoring of student progress through the use of whole school data walls, the formulation and introduction of stage based assessment schedules and the professional learning sessions on What Works Best: Evidence-based practices to help improve student performance. This combination of strategies has allowed teachers to monitor achievement and identify gaps and provide more succinct learning plans for all students.

#### Teaching Elements.

In the domain of Teaching, collaborative planning as well as mentoring programs have allowed us to continue to develop strong foundations of collaborative practice. Staff participated in professional learning on TEN, Focus on Reading where an action based research project on increasing reading volume was completed. This led to the evaluation and redesign

of teaching and learning programs. It further improved the quality of the teachers' programs by identifying greater opportunities for text exposure and the implementation of number in K – 2. Teachers also participated in an on-line course through OLT Australia on Understanding and Supporting Behaviour.

### **Leading Elements**

This year, we have once again displayed a commitment to developing teachers' classroom and leadership skills by continuing to foster a culture of high expectations by providing tailored professional learning and leadership opportunities that align with teachers' expertise. All staff have a commitment to achieving our Strategic Directions; Excellence in Achievement, Excellence in engagement in Quality 21st Century Learning and Quality Wellbeing and Leadership Processes.

Our self-assessment 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

### Excellence in Achievement

#### Purpose

To improve student achievement through data driven evidence based quality teaching and learning. We aim to enhance excellence, equity and leadership in all classrooms through differentiated, personalised and challenging learning. Students will be highly involved in learning in a high expectation environment enabling and recognising success.

#### Overall summary of progress

During 2017 our teachers and executive staff were provided with professional learning opportunities to enhance their skills in the areas of formative assessment, data collection and how to use this information to create educational programs that cater to all through differentiation. Teachers undertook either Phase 1 or Phase 2 of The New Focus on Reading to help support students in the use of comprehension strategies, reading, data collection and data analysis to support Learning in literacy. K–2 staff were trained in the Targeting Numeracy (TEN) program and worked hard to improve students' use of efficient strategies in Numeracy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers and executive will have a personalised performance and development learning plan by mid Term 1.	\$2 000	All teachers and executive staff completed the performance and development cycle whereby they set goals, collected evidence towards these and reported on their success. All staff met with their supervisors to complete the performance and development review and plan for 2018.
100% of teachers have differentiated Literacy and Numeracy which is evidenced in teaching and learning programs and can provide student work samples which reflect the new syllabuses.	\$12 000	All teachers identified students performing below and above expected stage outcomes and adjusted their Literacy and Numeracy programs to support the students differentiated needs. Our Learning and Support Team and our School Learning Support Officers assisted both staff and students with the implementation of these programs.
Enhanced capacity of teachers in strategies of FoR.	\$8 000	All teachers and executive staff participated and completed either Phase 1 or Phase 2 of The New Focus on Reading program. These programs will help teachers support and develop students' reading and comprehension skills.
100% of staff using a variety of formative assessment measures as evident in programs and data spread-sheets/data walls.	\$3 000	All staff participated in Professional Learning to stay acquainted with and share current practices in formative assessment. 100% of staff used data walls to track their students' Literacy and Numeracy progress.

#### Next Steps

\* Continue to develop teachers' skills in refining their practices in Literacy by introducing utilising Instructional Leadership intervention K–6 using dedicated time to work with an instructional leader to assess data and implement short term differentiated goals to improve or enrich their students' results.

\* Continue to support teachers in K–2 to track Numeracy TEN data and identify students at risk of falling below expected benchmarks.

\* Executive to be trained in the National Literacy and Numeracy Learning Progressions and to run school based professional learning.

## Strategic Direction 2

### Excellence in Engagement in Quality 21st Century Learning

#### Purpose

Student learning outcomes will be maximised when students are connected and engaged at school. When engaged, students will be active, motivated to learn and self-directed in their learning. At WPS we hope to provide a high standard of engagement and seek to empower students to become confident, successful 21st Century citizens who self-direct their learning, adapt quickly to change and are lifelong learners.

#### Overall summary of progress

Improved engagement by providing professional learning in 21st Century learning pedagogies, ICT and quality teaching across 2017. Our students continued to embrace the use of ICT to enhance their critical and creative thinking. 21st Century skills are highly evident in the collaborative lessons delivered by teaching staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff programs show evidence of 21st Century skills and pedagogies.	\$3 000	100% of teaching programs show links to 21st Century Skills across a variety of learning areas.
Enhanced digital media and technology use to support students in their learning is evident in all classrooms.	\$7 000	Teachers implemented various applications and web based programs into their practice. All teachers were equipped with iPads that they used to enhance and document various areas of the students' learning.
100% of staff to use Online Attendance and LMBR Behaviour and Merit tracking.	\$5 000	All staff embraced LMBR and entered attendance and behaviour, both positive and negative, online.

#### Next Steps

- \* Expand and consolidate teachers understanding of 21st Century, future focused skills through collegial discussions, sharing sessions at stage meetings and professional learning.
- \* Staff to continue to refine LMBR use for attendance and behaviour records online.
- \* Continue to develop students' 5 C and ICT skills, through creative, interactive learning.
- \* Teachers to incorporate more STEM into their teaching and learning programs.

## Strategic Direction 3

### Wellbeing and Leadership

#### Purpose

Our aim is for every student and teacher to reach their full potential in a safe, positive, stimulating and evolving learning environment through quality differentiated learning programs, student and staff welfare, prevention and intervention strategies and leadership opportunities.

#### Overall summary of progress

During 2017, Positive Behaviour for Learning (PBL) has strengthened and supported a successful culture of wellbeing and learning across the school. The PBL action plan was evaluated and amended to reflect the changing needs of the school. Our learning and support processes continue to evolve with a strong focus on the individual student and their particular management, allowing us to provide a greater range of learning support across the school. Staff continue to grow personally through the development and dedication to the PDP process.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
65% of students achieving blue '80 wow' level.	\$2 000	67% of Students achieved 80 Wow awards this year.
25% of students achieving gold badge awards.	\$3 000	26% of students achieved 100 Wows and received the Gold badge award.
100% of students being able to state the school rules.	\$1 000	All students can clear state the school rules and explain what they look like and sound like in various settings around the school.
Better identification and management of students with social and emotional learning difficulties.	\$4 000	Staff undertook professional learning in Understanding and Supporting Behaviour with OLT Australia. Students participated in yoga lessons where they learnt how to calm their thinking and settle into routines.
Increased staff, student and parent participation in leadership opportunities.	\$12 000	Teacher and Executive leadership opportunities were increased with opportunities for teachers to lead various committees, act up in executive roles and lead professional learning within the school. Students were given more responsibilities by organising and maning fundraising stalls, peer tutoring younger students and lead anti bullying and fitness programs.
100% Aboriginal and at-risk students with Personalised Learning Plans.	\$3 000	100% of Aboriginal students have PLPs. All students who are below stage expectations have an Individual Education Plan.

#### Next Steps

- \* Continue to support PBL throughout the school by looking closely at the data each week in communication meetings, training a school PBL Coach and stage supervisors checking in with tier 3 students regularly.
- \* Continue to develop the Learning and Support procedures for individual students.
- \* Continue to increase staff and student leadership opportunities.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3 000	Strategic Direction 3  All students have a personalised learning plan (PLP) and are making good progress across the literacy and numeracy continuums. Cultural significance is included in all PLPs in consultation the Aboriginal families.
<b>English language proficiency</b>	\$43 000	Strategic Directions 1 & 3  Students are supported by the EALD/LaST teacher in Literacy and Numeracy allowing students to develop the languages of Mathematics and English. Students are assessed against the EALD Learning progressions. some EALD students are withdrawn for intensive coaching to improve their language skills and understandings.
<b>Low level adjustment for disability</b>	\$75 000	All students requiring adjustments and learning support are catered for within class programs, Learning and Support Teacher support, Reading Recovery, Mini Lit, Maxi Lit programs and other whole school strategies. School Learning Support Officers assist students with disabilities in the classroom, on the playground, at camp, excursions and swim school.
<b>Quality Teaching, Successful Students (QTSS)</b>		Professional practice has been improved with increased opportunities for collaboration and observations between teachers. Executive staff have provided demonstration lessons and team taught with Early Career Teachers.  Executive staff have mentored teachers assisting them in achieving their professional learning goals.
<b>Socio-economic background</b>	\$25 000	Strategic Directions 1, 2 & 3.  Learning and Support Teachers and School Learning Support Officers have supported students in the classroom to make significant progressions along the Literacy and Numeracy Continuums. All staff have implemented formative assessment strategies allowing individual students and SLSOs to focus on individual needs and help students understand their learning and make improvements.



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	109	130	139	131
Girls	90	91	104	108

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.3	96.1	94.3	95.9
1	96.8	94.5	94.9	94.6
2	95.8	95	94.1	95.3
3	95.7	94.7	96.9	95.9
4	94.9	96.9	96.1	95.5
5	96.5	94.7	96.1	94.6
6	96.1	97.5	96.3	95.9
All Years	96.2	95.5	95.4	95.4
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 regularly through roll checks by the school executive and the Home School Liaison Officer (HSLO). Partial attendances are also recorded on the class roll.

Attendances are carefully monitored by teachers and supervisors and meetings with parents and carers are held to address concerns. Referrals are made to the HSLO if the attendances of any student is causing concerns.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.47
Other Positions	0

\*Full Time Equivalent

In 2017 there was no Indigenous staff members employed at Widemere Public School..

### 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, significant amounts of professional learning were undertaken by Widemere Public School Staff to support many areas of our school plan. All staff had the opportunity to undertake professional development that linked with individual teachers' professional development goals, helping teachers enhance individual practice.

Throughout 2017, we implemented a new Mathematics and new English program, which formed the majority of our weekly professional learning. All K–2 staff successfully completed training in TEN, Targeting Early Numeracy, with an executive staff member being trained externally as a TEN training facilitator to deliver this PL. Teachers were supported with the implementation of this program through ongoing mentoring and team teaching. K–2 teachers had the opportunity to visit other schools to observe how they

were implementing the program and reflect on our implementation.

Two staff members were externally trained as Focus On Reading facilitators and delivered both Phase 1 and Phase 2 of the program. As a result of this training all 2017 WPS teachers have Focus on Reading Training. New teachers who completed Phase 1 training will continue to implement this in 2018 with the view to complete Phase 2 training in 2019.

In addition to TEN and Focus On Reading all teachers completed a series of online training sessions in assisting students with Behaviour Disorders.

During 2017, we had an increased focus on teacher collaboration and consistency with assessment. Stage teams met regularly to moderate work samples in Writing, ensuring high expectations were maintained throughout the teaching and learning cycle.

Widemere Public School supported staff and New Scheme Teachers in working towards and maintaining teacher accreditation. Four teachers received additional Early Career Teacher funding under the Strong start, Great teachers initiative to work closely with a mentor Assistant Principal. These mentoring sessions occurred weekly and allowed teachers to strengthen their skills in programming, classroom management, assessment and differentiation of learning.

We currently have eight staff members maintaining at the Proficient level and four NewScheme Teachers are in the final stages of completing their National Teaching Standards accreditation with the New South Wales Educational Standards Authority.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	73,990
<b>Revenue</b>	2,220,892
Appropriation	2,081,360
Sale of Goods and Services	2,538
Grants and Contributions	135,637
Gain and Loss	0
Other Revenue	0
Investment Income	1,357
<b>Expenses</b>	-2,122,328
Recurrent Expenses	-2,122,328
Employee Related	-1,901,386
Operating Expenses	-220,942
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	98,564
<b>Balance Carried Forward</b>	172,554

### 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>	1,785,240
Base Per Capita	37,137
Base Location	0
Other Base	1,748,103
<b>Equity Total</b>	148,361
Equity Aboriginal	3,317
Equity Socio economic	24,627
Equity Language	43,022
Equity Disability	77,396
<b>Targeted Total</b>	49,956
<b>Other Total</b>	61,215
<b>Grand Total</b>	2,044,772

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access school data.

## Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, staff and students in regards to school satisfaction. Their responses are below.

### Parents

When asked if they feel welcome when they visit the school, 95% of respondents felt welcome or very welcome.

85% of parent respondents stated that the teachers have high expectations for the students to succeed, with all respondents saying that our teachers expect students to work hard and to the best of their ability.

65% of parents felt that they could speak easily with their child's teacher, with another 15% reporting that they have not had the need.

75% of responses stated that they were well informed about school activities and 90% of respondents said that written information was in clear plain language.

Parents reported that our Skoolbag App was their primary information source for school information followed closely by the school newsletter and then the schools Facebook page.

All parents stated that their children are aware of the school rules, with 95% stating the school promotes Positive Behaviour for Learning (PBL).

### Staff

90% Staff valued the leadership team and communication across the school. They liked that staff contributions were valued and valued the diversified leadership experiences.

100% Staff valued the school culture of learning and celebration.

100% Staff was happy with the professional learning provided in 2017 and valued the opportunity to train in the New Focus on Reading Phase 1 or 2.

### Students

95% students valued the differentiated educational programs and the quality and caring teachers who helped them learn.

96% of students valued that they had lots of opportunities to use technology and perform in many sports and performing arts.

100% of students appreciated how the school rules were taught and reinforced everyday and valued the WOW and merit system across the school.

100% of students were happy with the new Covered Outdoor Learning Area and refurbished toilets

Widemere Public School will continue to liaise with teacher, students and parents regarding their satisfaction and suggestions to continue working as a cohesive community.



## Policy requirements

### Aboriginal education

Widemere Public School is committed to Aboriginal Education and aims to promote the educational achievements of all Indigenous families. All staff continue to provide programs that support the individual learning needs of Indigenous students.

Aboriginal history, culture and perspectives are

integrated into these programs and are designed to educate all students at the school. These programs are presented as part of a wider philosophy to prepare all students to be worthy citizens in a multicultural, inclusive society that is representative of modern Australia.

In line with the Department policies, personalised learning plans were developed and implemented for all Aboriginal students at Widemere Public School. These plans involved the inclusion of staff, parents, carers and the students to determine the most appropriate goals for students. Teachers regularly attended Aboriginal Education meetings throughout the year and discussion assisted teachers in developing lessons that reflect the Aboriginal 8 Ways of Learning.

We continue to participate in the annual NAIDOC week festivities. As part of the celebrations we permanently placed the Aboriginal flag in the school assembly hall, we did in class activities and held a Great Book Swap to help raise funds for the Indigenous Literacy Foundation.

### Multicultural and anti-racism education

Widemere Public School maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. In 2017 our school had a population of 239 students. 38% of our students are from a background other than English.

Our student population encompasses a range of different language backgrounds. To support students with English as an Additional Language or Dialect (EALD), the school employs teachers with specific training in areas such as MiniLit where students have the opportunity to attend this and other support activities.

In 2017, all students in Years 3 – 6 participated in the Multicultural Perspectives Public Speaking Competition and 2 students from each stage were selected to perform in the Area finals. All students in the competition spoke on the topics related to multiculturalism such as respect, refugees, racism in sport and harmony.

### Other school programs

#### Sport

Widemere Public School offers a rich sports program to increase students' physical wellbeing by assisting them to lead active lifestyles. The school Swimming Carnival resulted in 27 students representing the school at the Zone Carnival, with a number of students progressing to the Area Carnival including a very talented student who went on to be crowned the zone and area aged champion. This student then went on to represent Sydney West at the state carnival in 3 events.

Students from Kindergarten to Year 6 thoroughly enjoyed participating at the School Cross Country Carnival. As a result, 32 students proceeded to the Zone Carnival and a number of students achieved selection within the Area Carnival. One student was then selected to represent the region at the state carnival at Eastern Creek. The school's annual Athletics Carnival included track and field events, as well as an active novelty carnival for students within years K–2. There was a wonderful representation of Widemere students at the Zone Carnival with 41 students in attendance. There were 5 students who progressed to the Area Carnival, including the Junior Boys Relay team. One more talented athlete was selected to represent Sydney West at the state carnival in 2 different events.

During the Merrylands/Parramatta 'Primary School Sports Association' (PSSA) competitions, Widemere students took part in Mixed Soccer, Girls Newcomb Ball, Junior Girls and Boys T-ball and Senior Girls and Boys Softball. In the Winter PSSA competition the Senior Girls Newcomb Ball team made it to the semi-finals and the junior girls went on to win the competition in an exciting match.

In Term 3 over 40 students participated in the School Swimming and Water Safety Program, which provided opportunities for students to develop increased water confidence and provided students with basic skills in water safety and survival. Widemere Public School participated in the Dance Fever Yoga and Gymnastics programs during Terms 2 and 3. Within the yoga program, students performed simple and complex positions and learning breathing techniques for calming and mindfulness. During Gymnastics activities students were provided with opportunities to demonstrate balance, flexibility and agility in a variety of skills, utilising a range of equipment.

Other sporting endeavours for 2017 included whole-school involvement in the Premier's Sporting Challenge where students were encouraged to participate in fitness, sport and physical activity daily to promote healthy and active lifestyles. Active participation within sport this year has resulted in enjoyable experiences, skill development and increased wellbeing for all students. Widemere also participated in the Sporting Schools program where the AFL and Western Sydney Wanderers came to deliver 5 week programs. Widemere Public School is immensely proud of the team-work, sportsmanship, resilience and diligence that were displayed by all students throughout the year during all sporting activities.