

# Werrington County Public School

## Annual Report



2017



4541

## Introduction

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

Tracie Duclos

Principal

### School contact details

Werrington County Public School

John Batman Ave

Werrington, 2747

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

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

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## School background

### School vision statement

Werrington County Public School has a proud tradition of educating students to their full potential.

Our school provides an engaging, enriched education through collaboration and perseverance.

### School context

Established in 1982, the school has developed a culture of excellence and is currently educating a number of students who are the children of the original students from its inaugural years. Numbers have been steadily increasing. This includes 11% Aboriginal or Torres Strait students and 9% of students coming from NESB.

We currently have 16 mainstream classes and 3 special education classes. We have 2 Multi-categorical classes and an Autism class.

The staff are committed to ensuring quality teaching and learning programs are taking place with a personal commitment to pursuing professional learning. The staff are held in high esteem within the community.

Our school community displays strong support for our endeavours. Parents are involved in the school in a variety of ways such as members of committees, gross motor helpers, assisting with coaching of sporting teams, reading and mathematics tutors and library assistants.

Our strong school culture values student achievement and we have large attendances when celebrating our students and school successes. Many families attend the school's special events including; Education Week celebrations, Grandparents Day, music and dance festivals, open days and assemblies.

## 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.

Werrington County Public Schools judgement for all areas in Learning, Teaching and Leading is Sustaining and Growing. There has been improvement in the area of student performance.

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

Dynamic, innovative learning systems

### Purpose

To provide an integrated, meaningful curriculum which utilises technological infrastructure to engage and inspire active and creative minds.

To ensure quality teaching and professional practice is evident in every learning environment, providing students with opportunities to connect, succeed and thrive.

### Overall summary of progress

- Staff have continued to develop their understanding of planning, implementing, assessing and reporting in all curriculum areas with a focus on the implementation of the new Geography syllabus and further knowledge development surrounding English and mathematics, Science and Technology and History in particular.
- Professional learning at school and network levels has provided staff with knowledge and strategies to effectively collaborate plan and implement all syllabuses.
- The Performance and Development Framework guided the professional development directions for all staff with the support of a Teacher Mentor. The establishment of staff goals at whole school, stage and personal levels enabled staff to work collaboratively to achieve whole school and stage goals and have individualised direction from the Teacher Mentor and Executive to guide personal development.
- The increase in technological resource availability and further development of future focused learning opportunities has resulted in greater opportunities for teachers to integrate and embed technological skill development and opportunities for student use across all key learning areas.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Development of integrated teaching plans, incorporating BOSTES syllabuses, providing an enriched curriculum ensuring students are actively engaged in meaningful and challenging learning experiences.	Executive Off class – \$101574	All teachers implementing BOSTES syllabus according to schedule. Student engagement facilitated by the increase in technological resources and the development of future focused learning pedagogies.
Performance and development plans (PDPs) for all staff demonstrate performance management and professional development which are linked to school plan and professional standards.	Teacher Mentor – \$60942 Professional learning – \$12691 additional casual staff costs	Performance and Development Plans were developed for all staff. Teacher professional learning is aligned with PDP goals. Teacher observations, teaching and learning programs and teacher presentations demonstrated achievement of goals and improved teacher performance.
Learning programs and teaching practices develop knowledge, understanding and skills of all students, using evidence-based teaching practices, assessment and innovative delivery mechanisms.	Beginning teacher funding –\$6725 Teacher Mentor Technology – \$37465	The implementation of learning intentions and success criteria in writing has guided professional development and informed student learning in writing. The continuation, implementation and assessment of specialised learning programs in reading in Years 1 and 2 have provided evidence of student growth of students with specific learning needs. Implementation of problem solving strategies in numeracy have improved student engagement in mathematics.

### Next Steps

- Professional learning needs are to continue to be evaluated by the Teacher Mentor and Executive with a focus for

differentiation of staff professional learning.

- The continuation of evidence-based programs and professional learning in literacy, numeracy and future focused education is imperative to further the improvements made over the past three years.
- Teaching and learning programs will continue to be evaluated with reference to NESA (formerly BOSTES), assessment data and students individual learning needs.



## Strategic Direction 2

Welfare, attainment and engagement

### Purpose

To create personalised, inclusive learning experiences in response to students' individual skills and abilities in a safe, supportive environment.

### Overall summary of progress

- Teachers have continued to develop a greater understanding of the analysis of internal and external assessment data. Executive and the Teacher Mentor have guided staff in their use of PLAN and SMART data to assist their understanding of the needs of student based on formal assessment data.
- Teachers have also undertaken professional learning to improve their understanding of differentiated learning experiences that can be implemented to develop student learning in areas of need. Teachers have continued their professional learning in developing Individualised Education Plans (IEP's) and Personalised Learning Plans (PLP's) to ensure student learning needs are met.
- The continuation of the Teacher Mentor position has further enabled individualised teacher professional learning and the utilisation of expertise to develop teacher professional learning in quality teaching and differentiation.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students achieve positive growth in all aspects of value added component in NAPLAN.	Soundwaves program – \$1239  Teacher Mentor	Continuation of the Soundwaves program resulted in growth in Year 5 NAPLAN results in spelling.  Student growth in Numeracy continued with the implementation of ability based maths groups.  The majority of students showed growth in reading and writing in NAPLAN.
80% of all students achieving cluster level benchmarks in literacy and numeracy continuums.	Learning and Support Teacher (LaST)  Teacher Mentor  Student Learning Support Officers (SLSO's)	Improved growth of students from Best Start to Year 3 data.
Teaching and learning programs include meaningful, differentiated learning activities, utilising assessment data and welfare information to address individual areas of need.	Additional LaST – \$101574  Aboriginal Background Funding (\$11867)  Integration funding –\$9197  SLSO – \$48034	Evaluation of teaching and learning programs demonstrated evidence of differentiation to address individualised learning needs. Individual Education Plans (IEP's) have been developed for all students with identified learning needs. Learning and Support programs have been implemented for students with identified learning needs. PBL data has been utilised to address behavioural needs and inform student welfare practices.

### Next Steps

- Teacher continue to develop their understanding of explicit teaching practices, assessment and feedback to inform future planning through internal and external professional learning.
- Teachers develop an understanding of new literacy and numeracy assessment programs and implement knowledge to provide informative data for future planning.
- Improved learning and support identification and implementation mechanisms with regular and improved communication between key stakeholders to address student learning needs.

### Strategic Direction 3

Collaborative and supportive environment

#### Purpose

To foster leadership capacity and develop the capabilities in our educational community through a culture of collaboration and engaged communication.

#### Overall summary of progress

- In 2017, WCPS continued the successful implementation of PBL school-wide. We successfully focused on building positive relationships across the school community and further developed a consistent and positive approach to student wellbeing and learning. PBL strategies were implemented school-wide to develop a consistent approach to managing behaviour and building positive relationships throughout the school community.
- We further strengthened parent and community partnerships and enabled opportunities for greater community involvement in a range of formal and informal events. Communication between all key education stakeholders has continued to be improve with the further development of formal and informal processes and documentation of students on the National Consistent Collection of Data Register.

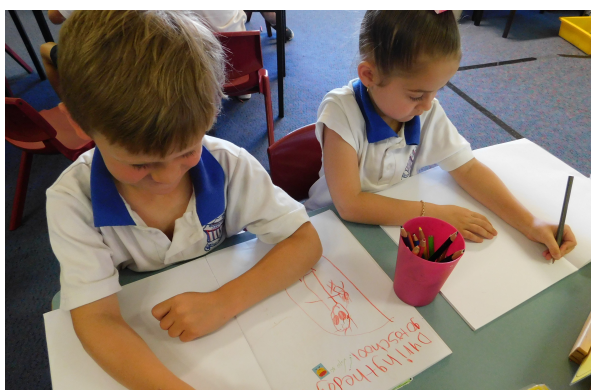
#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent and community partnerships are enhanced through effective communication and involvement in special events and celebrations.	Community Engagement grant  Digital signage – \$9438	Parent and community partnerships continued to be a success with pleasing attendance, assistance and joint organisation events/celebrations with parents/caregivers.
Improving the school's physical environment to enable student's ownership and improve access to playground areas.	Stencilling and playground marking –\$1000  Sporting games and equipment	The schools' physical environment has been improved with greater student access to playground activities.
Students to take greater responsibility for their behaviour and wellbeing through comprehensive and supportive programs including PBL.	Prizes/Awards – \$5000  Sport in schools Grant  Premiers Sporting Challenge – \$1380	Students continued to be supported through positive wellbeing programs. Improvement in behaviour data demonstrated students awareness and responsibility to maintain school expectations improved.

#### Next Steps

- WCPS will continue to enhance current community partnerships and further develop active participation by all key stakeholders to consistent and effective support of students.
- Positive Behaviour for Learning programs will continue with review and improvement of current practices. Implementation of resilience programs will be planned, implemented and reviewed to further assist students to connect, thrive and succeed.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$11867 – Learning and Support programs</p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$10 157.00)</li> </ul>	<ul style="list-style-type: none"> <li>Funding the development of Personalised Learning Plans (PLP's) for Aboriginal students.</li> <li>A combination of Aboriginal Background Funding and other funding was utilised to employ a Student Learning and Support Officer (SLSO) and Learning and Support Teacher (LaST) to support student learning, specifically in areas of literacy and numeracy.</li> <li>Student learning surrounding Aboriginal culture and the provision of specific opportunities to celebrate students' Aboriginal heritage was enhanced through the use of Aboriginal background funds.</li> </ul>
<b>English language proficiency</b>	\$8718 – SLSO	The school employed an Student Learning and Support Officer to provide learning assistance and in class support based on individual need.
<b>Low level adjustment for disability</b>	\$147363– LaST/ SLSO	<p>The LaST provided support for students, parents and staff focusing on individualised learning programs in literacy, numeracy, social skills. The programs addressed students individualised needs as defined in IEP's.</p> <p>SLSO's provided individualised support for students in differentiated programs in literacy and numeracy to assist students development towards individualised learning goals as per IEP's.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$32402 – Executive release supporting Teacher Mentor role.</p> <p>Staff professional learning</p>	<p>Staff undertook professional learning in Learning Intentions and Success Criteria in writing, focusing on explicit teaching of writing skills. Executive release and teacher mentoring provided staff with support to build the capacity of successful implementation.</p> <p>Staff were also employed to work with identified students in literacy and numeracy sessions. Additional staffing reduced the student – teacher ratio and provided opportunities for smaller group support.</p>
<b>Socio–economic background</b>	<p>\$262188</p> <p>Executive Off class</p> <p>Teacher Mentor</p> <p>SLSO</p>	<p>Funding was utilised to release an Assistant Principal from class duties to facilitate the coordination and leadership of school wide projects and programs. Programs included; coordination of Student Welfare policy and processes, Learning and Support Coordination, Professional learning addressing the learning needs of staff as identified in Professional Development Plans (PDP's)</p> <p>Funding was also utilised to enable the continuation of the Teacher Mentor role to support staff in working collaboratively to address professional learning needs and support the implementation of quality teaching and learning programs.</p>
<b>Support for beginning teachers</b>	\$6725	Support for Beginning Teachers funding was utilised to provide extra release for beginning



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	182	201	209	209
Girls	185	200	196	195

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	94.9	93.9	94.1
1	96.1	93.2	93.4	92.9
2	93.7	95.5	94.4	92.3
3	95	92.4	94.2	93.9
4	94.9	94	93.4	93.3
5	94.3	93.8	94.4	92.6
6	94	92.1	92.9	92.9
All Years	94.9	93.8	93.8	93.1
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

WCPS school attendance is managed in accordance with the NSW Department of Education School Attendance Policy. Classroom teachers are responsible for marking the roll on a daily basis and late notices managed by the School Administration Staff. School non-attendance is initially dealt with by the class teacher who contacts the family if a child has been away for two or more days if the school has not been notified. Non-attendance is closely monitored by the Principal who ensures that the school attendance policy is closely followed.

In the case of unacceptable attendance patterns, the Principal and classroom teacher work to support parents and rectify the situation. Furthermore, the

Home School Liaison Officer is contacted to work with parents and address the unacceptable patterns of attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.99
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.22
Other Positions	0

\*Full Time Equivalent

WCPS has one staff member of Aboriginal background.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	78
Postgraduate degree	22

### Professional learning and teacher accreditation

In 2017, staff developed Performance Development Plans (PDP's) in alignment with the NSW Public Sector Performance and Development Framework and Australian Professional Standards for Teachers. The whole school focus was on improving teacher knowledge and understanding of strategies to explicitly teach writing and improve student engagement in writing. The staff were involved in a number of professional learning opportunities to collaborate with colleagues, develop their knowledge of research based learning on explicit teaching, observe and deliver

demonstration lessons, team teaching opportunities, analyse a range of internal and external assessment data and implement new knowledge to address the learning needs of students. Staff further developed their understanding of addressing the needs of individual students and implement Learning Intentions and Success Criteria, ensuring that the differentiated learning needs for students are addressed in each classroom. Staff also identified Stage and personal goals. Staff worked collaboratively with the Teacher Mentor, executive and colleagues to achieve these goals and further develop their understanding in a range of areas including literacy, numeracy, technology, student welfare and quality teaching practices.

All staff were involved in professional learning on Staff Development Days. Learning included sessions on Mandatory Code of Conduct, Child Protection, CPR and Anaphylaxis, Syllabus implementation – Geography, literacy and numeracy programs and practices.

## 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>	287,205
<b>Revenue</b>	3,878,614
Appropriation	3,740,108
Sale of Goods and Services	11,341
Grants and Contributions	123,590
Gain and Loss	0
Other Revenue	0
Investment Income	3,575
<b>Expenses</b>	-3,672,336
Recurrent Expenses	-3,672,336
Employee Related	-3,376,562
Operating Expenses	-295,774
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	206,278
<b>Balance Carried Forward</b>	493,483

the relieving School Administration Manager and School Administration Officer. The school budget is aligned to the School Plan and is monitored through detailed reports relating to actual budgeted receipts and payments. The daily accounting processes are undertaken by the school administration staff, however the responsibility of the school's financial management rests with the Principal.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,629,848
Base Per Capita	63,735
Base Location	0
Other Base	2,566,113
<b>Equity Total</b>	446,115
Equity Aboriginal	27,846
Equity Socio economic	262,188
Equity Language	8,718
Equity Disability	147,363
<b>Targeted Total</b>	549,951
<b>Other Total</b>	75,374
<b>Grand Total</b>	3,701,288

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.

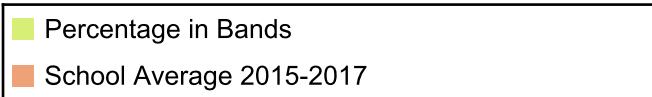
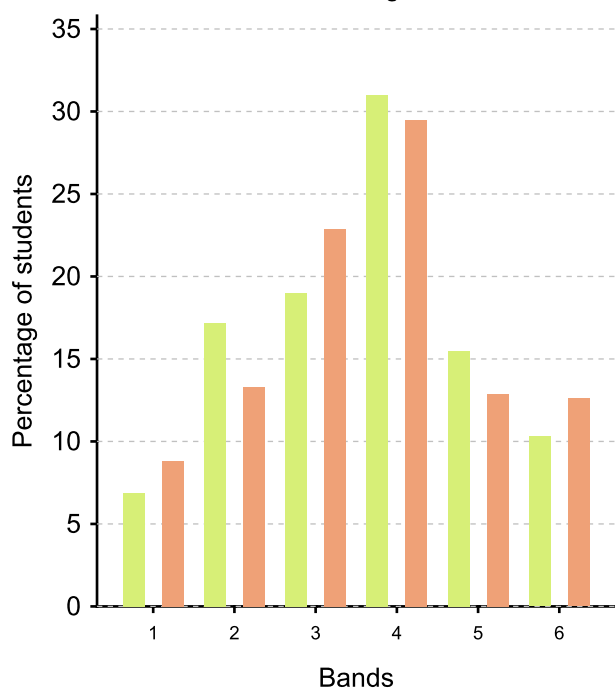
## School performance

### NAPLAN

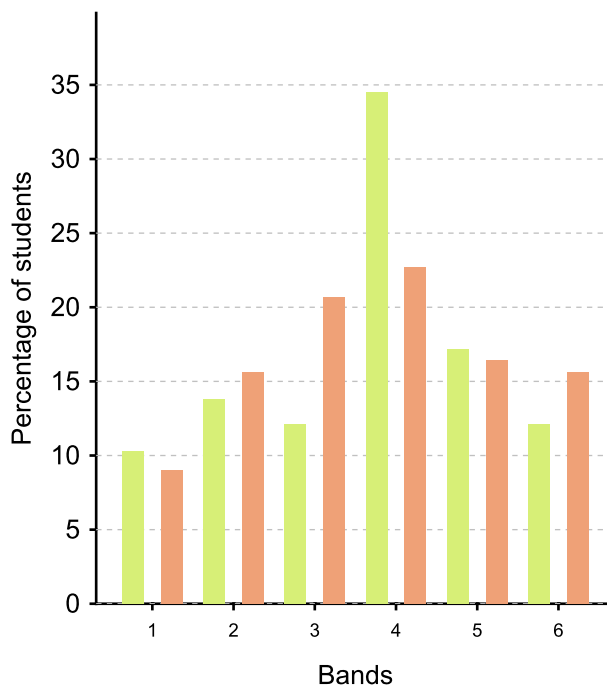
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The financial committee is comprised of the Principal,

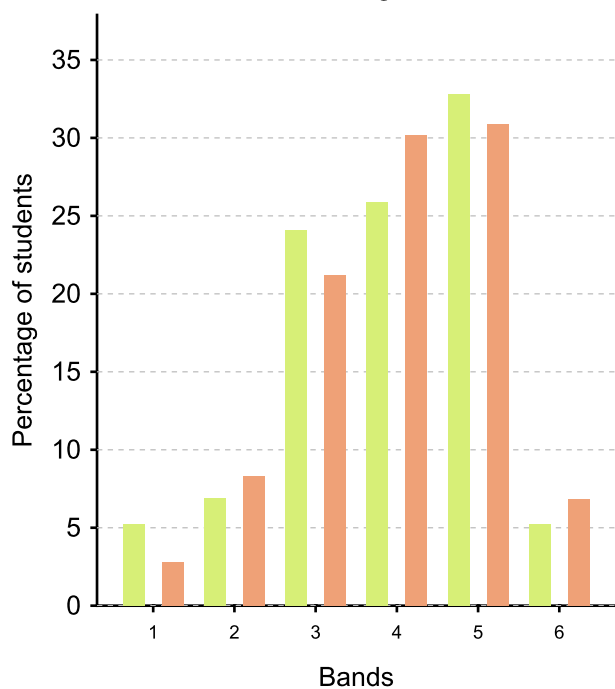
**Percentage in bands:**  
Year 3 Reading



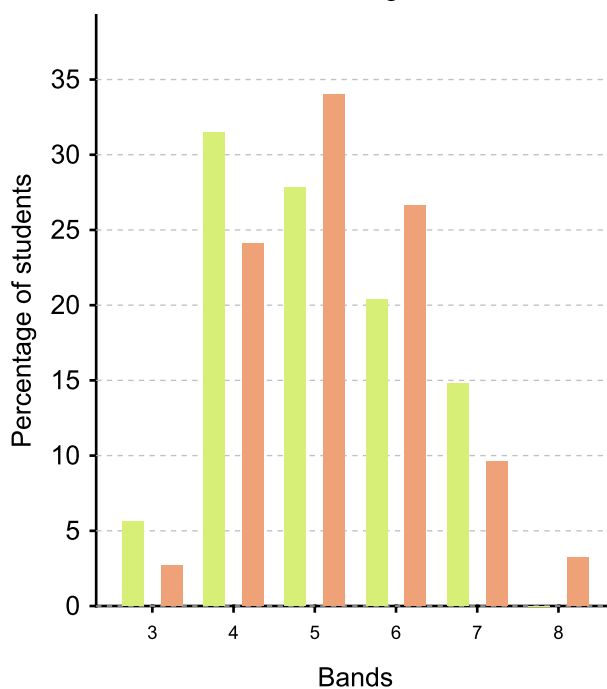
**Percentage in bands:**  
Year 3 Spelling



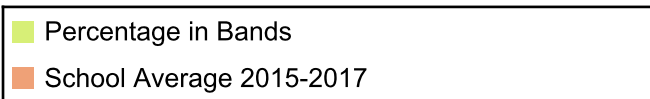
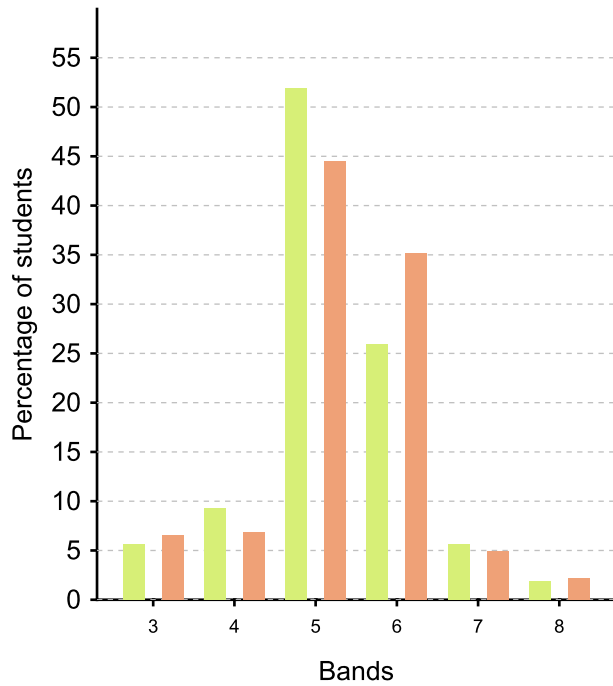
**Percentage in bands:**  
Year 3 Writing



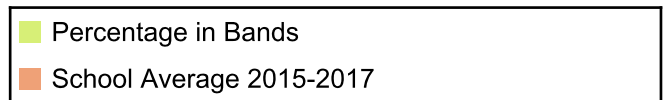
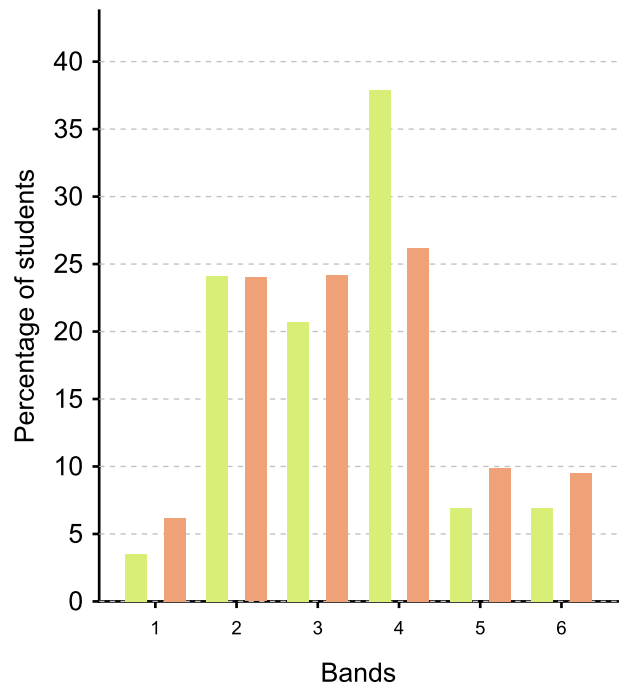
**Percentage in bands:**  
Year 5 Reading



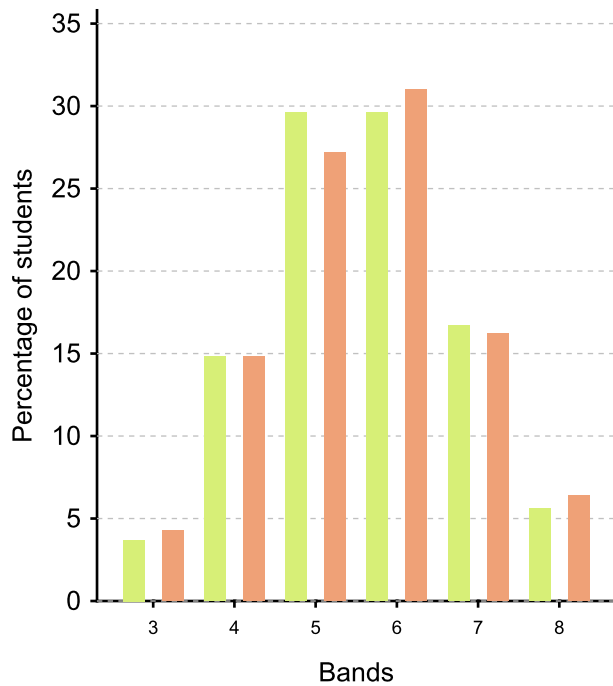
**Percentage in bands:**  
Year 5 Writing



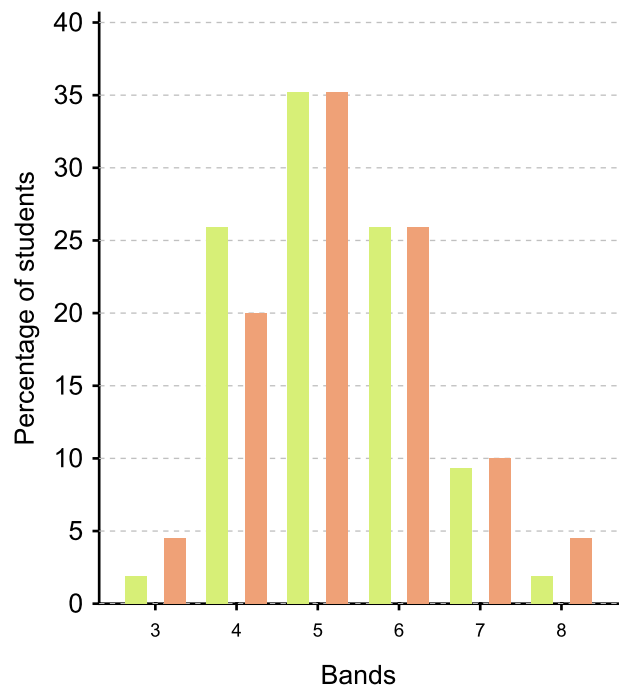
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Numeracy



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

The school community participated in the Tell Them from Me Survey focusing on student engagement and partnerships in learning.

Year 4 to 6 students participated in the Tell Them from Me surveys on two occasions throughout the year. Ninety per cent of students surveyed indicated that they have positive relationships at school which is above government norms and an increase of 5% from 2016. Student responses also indicated above government norms in positive teacher/student relations, positive learning climate and expectations for success. Student interest and motivation improved throughout the year.

Parents were invited to participate in the **Tell Them From Me – Partners in Learning Survey**. Parents indicated an improvement in the areas of school supporting the learning and support for positive behaviour at WCPS.

The **Tell Them From Me – Focus on Learning** teacher survey was a self-evaluation tool for teachers focusing on classroom and school practices. The results indicated consistency between 2016 and 2017 in areas of challenging and visible goals, planned learning opportunities, overcoming obstacles to learning and quality feedback. Teachers rated above government norms in each of the abovementioned classroom and school practices.

These surveys of our school community have provided valuable information for school strategic directions and future planning for Werrington County Public School.

## Policy requirements

### Aboriginal education

Our school continues to provide support for Aboriginal students and to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

In 2017, our school had 32 Aboriginal students representing 12% of the school population.

Our achievements in 2017 included;

- 92% attendance by Aboriginal students across K–6.
- planning and delivering learning experiences focusing on the recognition and inclusion of Aboriginal cultural perspectives and content in integrated units across Key Learning Areas (KLA's).
- developing Personalised Learning Plans (PLP's) for each Aboriginal student in collaboration with the student, teacher and parent/carer where possible.
- providing in class support in Literacy and Numeracy programs for Aboriginal students.

Support has been provided by LaST and SLSO staff, focusing on the individual learning needs for students as identified in PLP's.

- NAIDOC day celebrations.
  - an excursion for Aboriginal and some non-Aboriginal students at a district level celebrating Aboriginal culture, beliefs and traditions.
  - an incursion for the whole student population to provide opportunities for all students, staff and the wider community to acquire knowledge and develop a deeper understanding of Aboriginal history, culture and experiences.



### Multicultural and anti-racism education

WCPS has maintained a focus on multicultural education across all KLA's by providing inclusive programs that develop knowledge, skills, values and attitudes promoting harmony and celebrating diversity.

The school-wide focus on Harmony Day provided opportunities for students to develop a shared understanding and appreciation of the diversity of culture within our school. Harmony Day activities included teaching and learning activities focusing on cultural diversity and celebration.

The school maintains a trained Anti-Racism Contact Officer (ARCO) who assists in the implementation of the school welfare programs when incidences of racism and discrimination occur.