

Walters Road Public School

Annual Report



2018



4310

Introduction

The Annual Report for **2018** is provided to the community of **WALTERS ROAD 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.

Jodi Warner

Principal

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Message from the Principal

2018 has been a fabulous year of learning here at our school. Our quality teachers have focussed on continuing explicit instruction through Morning Routine and Synthetic Phonics programs. We have begun researching and implementing modelled and guided writing lessons after we saw a need arise from past NAPLAN results.

We pride ourselves on being a welcoming environment, with a focus on a collaboration with our community.

Our school has celebrated Easter Hat Parade, 100 Days of Learning, Sydney Kings Game Changer visits along with Athletics, Swimming and Cross Country carnivals. We were the 2018 senior and junior European Handball champions in the Blacktown PSSA and had many students represent us in all areas of sport.

We held our Performance Night, we were introduced to a variety of cultures in Multicultural Day and many students took part in extra curricula activities such as debating, public speaking, gardening, SRC leadership, dance, choir, hip hop , computers, board games and peer mentoring.

These are just a few things that occur at our amazing school. Add in talented students, supportive communities and outstanding teachers– it makes Walters Road PS a great place to learn and grow.

School background

School vision statement

Walters Road Public School is diverse and inclusive, with a committed staff who work collaboratively with the whole school community to develop dynamic and future–focussed teaching and learning programs that prepare our students to be independent and life long learners.

School context

Walters Road Public School is a growing school community located in Blacktown. We provide for approximately 600 students with 59% from language backgrounds other than English (including refugees) and 5% of students from Aboriginal or Torres Strait Islander background. We are a large multicultural school which is highly regarded in our community.

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 indicated that in the domains of Learning, Teaching and Leading we are ***Sustaining and Growing***.

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

Quality teaching

Purpose

A whole school approach that ensures high impact evidence-based teaching practices that optimise learning progress.

Overall summary of progress

This year staff have engaged with an external Literacy consultant from Training 24/7 and Get Reading Right. We have held twilight teacher professional learning, had demonstration lessons from experts, evaluated our thinking and planning for English and introduced students to explicit and teacher modelled writing lessons. We have upgraded our reading resources to provide students with quality literature to expand general and subject specific knowledge.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase number of students in top two bands of NAPLAN Literacy.	\$30000 for external consultancy \$6000 in relief for teacher professional learning.	94% of Year 3 students met National Minimum Standards in NAPLAN Writing The percentage of students performing within Band 6 is relative to the 2018 state average. There was a significant spike in the growth of Year 5 2018, moving well above state average and like schools for the first time in six years.
Teachers employ observable evidence-based effective teaching strategies.	\$10000 Professional Learning	All teachers have been trained in a Synthetic Phonics approach to teaching. All new 2019 staff have also been included in this process. Deputy Principal implements a formative assessment program in selected classes to begin planning for 2019.
Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching and learning directions.	This has been expended with Strategic Direction 2 budget	Success Criteria and Learning Intentions are clear and evident in each classroom. Assessment and feedback continues to be a focus for 2019.

Next Steps

As a staff we aim to—:

- * create a curriculum map for writing outcomes and content descriptors
- * work with Numeracy consultant Anita Chin to look at improving our direct instruction in Numeracy
- * focus on differentiated learning
- * define what "LEARNING" is at WRPS and investigate the effects of cognitive load theory

Strategic Direction 2

Quality learning

Purpose

Our school uses systematic and reliable information to evaluate student learning overtime and implements changes in teaching that leads to measurable improvement.

Overall summary of progress

This year the leadership team of strategic direction 2 have focussed building their knowledge based on the work of Dylan William. We implemented a school wide online assessment strategy for students in Year 2–6. Selected staff have worked closely with Deputy Principal on a formative assessment program in English.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality assessment practices are embedded across the school	\$2000 for online formative assessment tool Staff off site TPL – \$4000 Teacher release – \$2000	Reflection of current practices will indicate the level of understanding of formative assessment and continue to determine a starting point for next year. Plans for 2019 include QTSS funded position to focus on mentoring and instructional leadership in this area.
Analysis of data that directs and informs teaching and learning occurs	Additional staff 0.6 teaching allocation (\$63,000)	Our Literacy and Numeracy leaders have worked tirelessly with students K–2 which require the additional "push" to make grade expectations. Approximately 25 students have had access to quality small group teaching to enrich and enhance current capabilities.
An improvement in the number of students in the top two bands of NAPLAN literacy is evident	\$60000 was consumed with additional EALD and support teachers to support students with diverse learning needs. An additional Assistant Principal Learning and Support was also created at a cost \$80000.	In Year 3 NAPLAN reading, the highest number of students achieved the top two bands since 2014. This equates to 36 students. In Year 5, 94% of students achieved at or above National Minimum Standards.

Next Steps

A QTSS role will see an experienced teacher working shoulder to shoulder with staff on formative and summative assessments. This will be ongoing, receptive to needs of teachers and students and be inclusive of all staff.

Strategic Direction 3

Opening the school gates

Purpose

Our school engages in strong collaborations between parents, students and the community.

Overall summary of progress

This year we have focussed on improved forms of communications, providing opportunities for student and community feedback and also begun researching Partners in Print Program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School practices reflect current community profiles	\$3000 for multicultural day resources and staffing \$7500 update of culturally diverse texts	Multicultural day successfully established in school community. Parent and community participation evident through dance groups and cultural presentations.
The school regularly and directly engages with parents to improve student learning outcomes	\$2500 Skoolbag subscription \$3500 SENTRAL education subscription \$2000 Survey Monkey subscription \$2000 to support Kidz Klub \$31000 Principal Support Officer	School noticeboards established to celebrate achievements, birthdays, upcoming events and school successes. Kidz Klub attracts at least 10 toddlers each week. Parents receptive and engage in activities run by school and P&C
The school community values the importance of parental involvement in children's learning	\$2000 teacher release	Two staff members attend local schools to observe Partners In Print in action and share ideas with WRPS staff. Survey distributed to parents regarding their ideas and availability for support and help in 2019.

Next Steps

Implementation of parent Partners in Print training will begin. A parent classroom helper schedule will be considered to support all students. Books 'n' Breakfast club will continue to focus upon improving and/or supporting the literacy and nutritional needs nutritional.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$39000 spent on ATSI Learning Support Officer	In 2018, the average NAPLAN score of Year 5 students who identified as Aboriginal or Torres Strait Islander grew by 34.10 marks in reading. In Numeracy ATSI students in Year 5 matched the average score of non-indigenous students. In writing, Year 3 ATSI students made an increased average of 22.06 marks.
English language proficiency	4 full time EALD positions = \$404,792 Upgrade and introduction of technologies = \$30000 • English language proficiency (\$1 600.00)	In 2018 students identified as consolidating on the EALD scales grew in NAPLAN writing by an average 34.85 marks in Year 5 and Year 3 – 54.95 marks.
Low level adjustment for disability	\$80000 additional Assistant Principal Learning and Support	Systems for LaST have been reviewed, evidence based processes implemented.
Quality Teaching, Successful Students (QTSS)	Fulltime (5 days per week x 36 weeks) teacher allocation = \$101,198	Evaluation of support program using PLAN, ACER testing and NAPLAN minimum standards shows that focus students were–: • Supported through IEP, SLP and PL plans • Access Request applications were streamlined and became a collaborative process for teachers and families to work together.
Socio-economic background	Purchase of resources to support teaching and learning = \$20000 Additional classroom teacher \$120000	Throughout the year students and teachers integrated technologies across all curriculum areas. Students learnt to code robots, program simple directions on Dash and increase comprehension skills through simple code. The additional class teacher was used strategically using data to inform practice. This teacher saw over 35 students in K–2 intensively throughout the year lifting their reading and comprehension levels to a sound marker on reports.
Support for beginning teachers	\$3000 teacher support and relief \$5000 PL	New teachers feel supported, empowered and ready to explore curriculum in a deeper manner. Orientation practises for 2019 are a focus from feedback about this process.
Targeted student support for refugees and new arrivals	Targeted student support for refugees and new arrivals \$ 4000.00 • Targeted student support for refugees and new arrivals (\$4 000.00)	Preparation of SLPs for targeted refugee students occurs. EALD teachers create New Arrivals support kits for classrooms.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	281	285	316	316
Girls	276	283	276	288

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.6	92.9	92.1	91.5
1	91.9	92.5	92	92.9
2	91.6	93.3	92.3	93.6
3	92.9	93.2	93.1	92.9
4	92.9	93	93.1	94.3
5	94.5	93.2	94	93.6
6	93.8	95.2	93.2	92.7
All Years	92.7	93.3	92.8	93.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The Deputy Principal and Principal Support Officer work closely with Home School Liaison Officer to ensure any major attendance issues are followed up.

Our teachers make personal contact with families after three days of attendance. Our rolls are marked each day using DoE software EBS4

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.06
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	2.6
School Administration and Support Staff	4.06

*Full Time Equivalent

At present we have three staff members who identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	62.5
Postgraduate degree	37.5

Professional learning and teacher accreditation

In 2019 Walters Road PS expended \$35,321 in Professional Learning which focussed upon achievement of staff Professional and Personal Learning Goals. Learning took many forms including off-site conferences, hands-on training at school, teacher observations and on site school identified training.

This year also saw all staff become members of the NSW Institute of Teachers. Two teachers maintained their accreditation at Proficient level. Staff have access to an expert teacher who supports the transition to accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	704,805
Revenue	5,513,743
Appropriation	5,292,349
Sale of Goods and Services	51,831
Grants and Contributions	162,400
Gain and Loss	0
Other Revenue	200
Investment Income	6,963
Expenses	-4,903,130
Recurrent Expenses	-4,903,130
Employee Related	-4,515,639
Operating Expenses	-387,492
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	610,612
Balance Carried Forward	1,315,418

Our school's financial management processes and governance structures meet the financial policy requirements for NSW DOE. In 2018 we undertook a financial audit.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,069,355
Base Per Capita	114,475
Base Location	0
Other Base	3,954,880
Equity Total	781,676
Equity Aboriginal	21,200
Equity Socio economic	206,949
Equity Language	317,101
Equity Disability	236,426
Targeted Total	111,993
Other Total	197,069
Grand Total	5,160,092

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.

NAPLAN Online worked very well. Online testing is more engaging for students and gives them a greater opportunity to demonstrate what they know.

For students who did the tests online, the information we have about what they can do and what they need to learn is more accurate and detailed than before.

ACARA develops the NAPLAN tests and releases the data. This year, their task of 'equating the test' to make them comparable, when some students did tests online and some on paper, has been complex.

*For some schools, there may be variability in the results this year which was unexpected and not consistent with previous years.

*Activities that rely on comparisons with previous results, such as value-add calculations, student growth and trend performance, should all be treated with care.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 Reading Strengths

In 2018 we observed–:

- Highest percentage of students at Proficiency in the past 8 years, with almost one half of the cohort performing in the top two bands.
- 96% of students at or above National Minimum Standards
- Lowest percentage of students below National Minimum Standards since 2014.

- Percentage of students above National Minimum Standards and at Proficiency was relative to state average in 2018.

Year 3 Reading Points of Interest

1. An average Year 3 WRPS student in 2018 answered approximately 17 correct answers out of 39 questions.
2. An average NSW state student correctly answered approximately 18 questions in 2018.
3. Approximately 42% of the 2018 cohort (35 students) were at state average or above in this assessment.

Year 5 Spelling Strengths

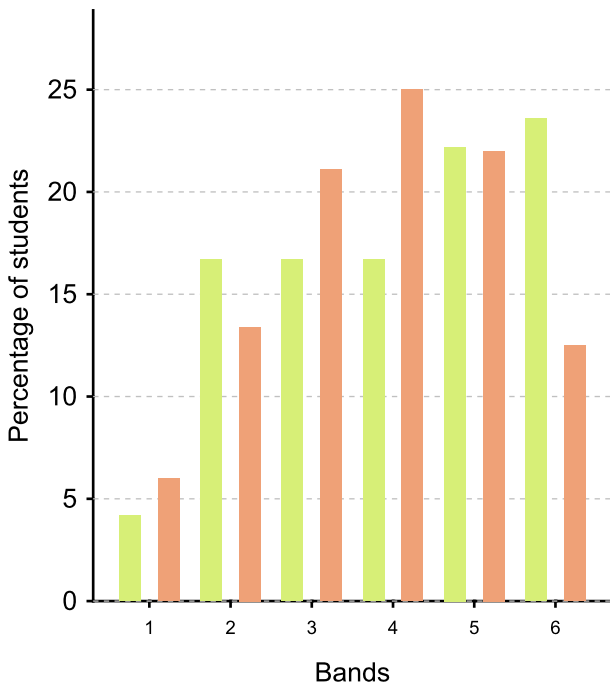
In 2018 NAPLAN spelling for Year 5 we observed–:

- Highest percentage of students at proficiency since 2013 (53%)
- Percentage of students in Band 1 < 6% consistently since 2013. and higher than state average in 2018.94% of students at National Minimum Standard or above in 2018.

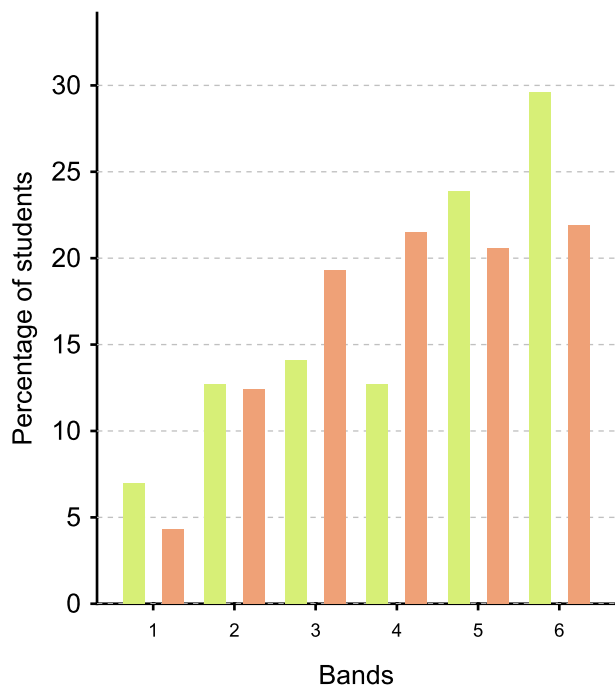
Year 5 Spelling Points of Interest

1. An average Year 5 WRPS student in 2018 scored approximately 10 out of 25 marks in this assessment.
2. An average NSW state student correctly answered approximately 11 questions in 2018.
3. Approximately 49% of the 2018 cohort (39 students) were at state average or above in this assessment.

Percentage in bands:
Year 3 Reading

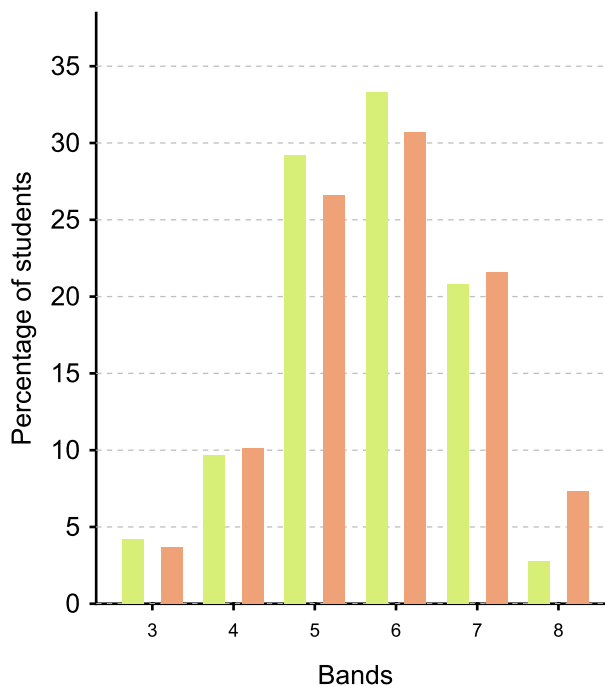


Percentage in bands:
Year 3 Spelling



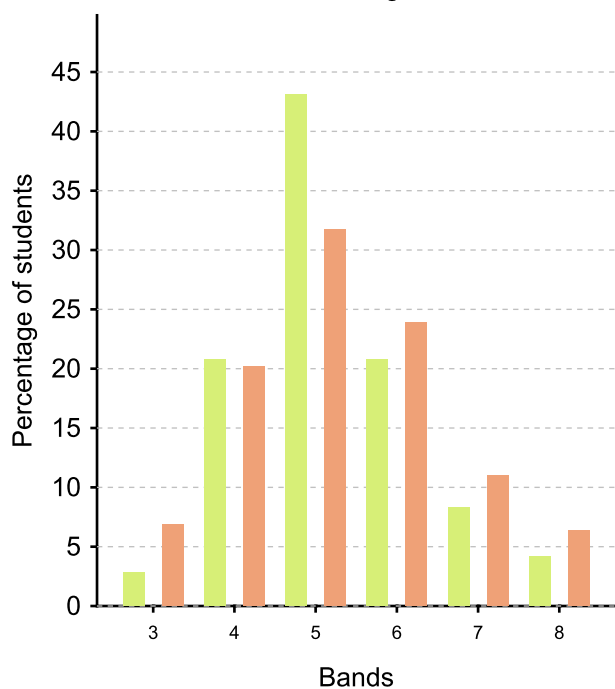
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Year 3 Numeracy Strengths

1. Highest percentage of students at Proficiency in the past 8 years, with 35% of students in the top two NAPLAN bands.
2. 98% of students at or above National Minimum Standards in 2018
3. Highest number of students in the top two bands since 2014, with a total of 39 students in 2018.
4. 14% increase in the percentage of students in Bands 5 and 6 since 2015.

Year 3 Numeracy Points of Interest

- The lowest score in 2018 was 4 (one student).
- The highest score in 2018 was 34 (one student)

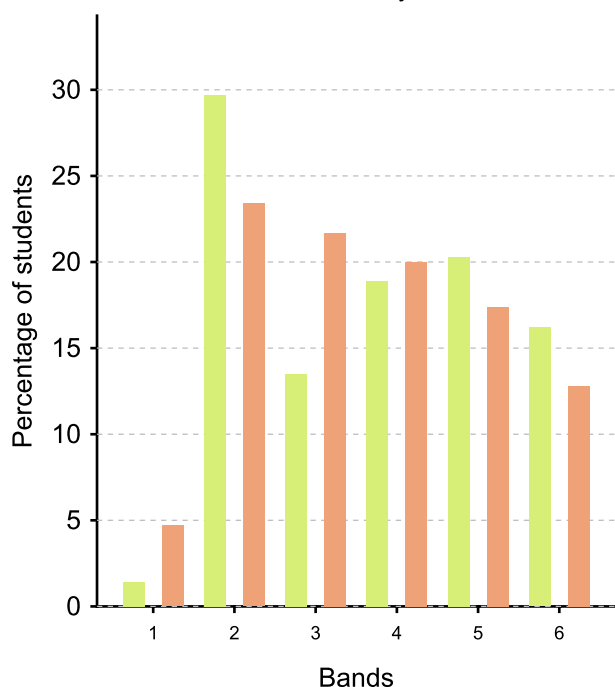
Year 5 Numeracy Strengths

1. Scaled average growth higher than state for the fourth consecutive year.
2. The percentage of students below National Minimum Standards has halved since Year 3 in 2016.

Year 5 Numeracy Points of Interest

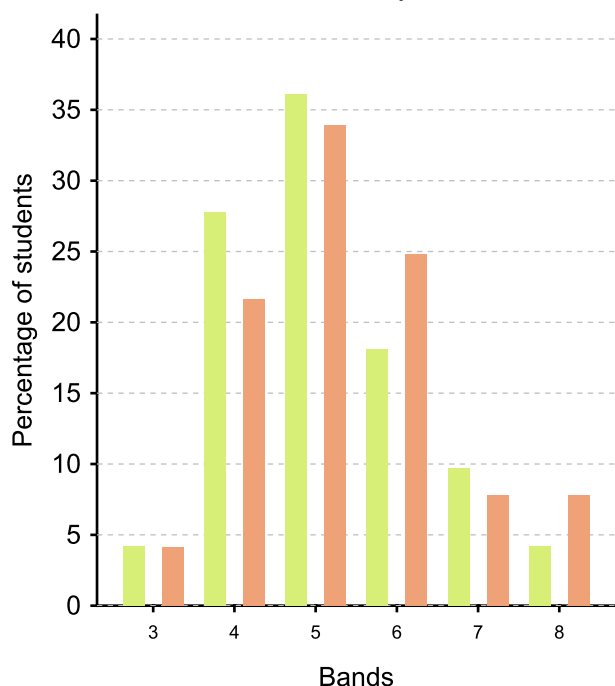
- An average Year 5 WRPS student in 2018 scored approximately 18 out of 42 marks in this assessment.
- An average NSW state student correctly answered approximately 22 questions in 2018.
- Approximately 27% of the 2018 cohort (21 students) were at state average or above in this assessment.
- Scaled average growth higher than state for the fourth consecutive year.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Aboriginal education outcomes for students in the top two NAPLAN bands have been at the forefront of school Strategic Directions. Our directions focus upon lifting the aspirational outcomes for all students and moving more students into the top two bands of NAPLAN.

Parent/caregiver, student, teacher satisfaction

This year we planned to take part in the NSW DoE 360 reflection tool, however the uptake of participation was too low. To combat this we have used survey monkey and in person discussions to gain feedback on

- Revised well-being policy
- Alternate bell times
- Parent participation in the classroom
- Recess and lunch periods
- Interviews

Policy requirements

Aboriginal education

All staff meet mandatory syllabus requirements and capabilities for Aboriginal Education. Students who identify as ATSI have also–

- Formed cultural dance group who perform at school
- Visited Aboriginal land and explored culture
- Have small group cultural lessons each Thursday
- Been supported in NAPLAN testing

Multicultural and anti-racism education

Our Anti-racism officer has worked with all students in a proactive way and supported inclusive education. This year's Harmony Day once again highlighted the importance of cultural inclusivity.

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.

Both the Premier's Priorities: Improving education results and State Priorities: Better services – Improving