

Wilkins Public School Annual Report



2018



4543

Introduction

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

Ms Bollard

Principal

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School background

School vision statement

Resilient, resourceful, respectful and ready.

We are focussed on student wellbeing, to develop students who are successful in their learning, prepared for their future through innovative practice supported by efficient structures.

School context

Wilkins Public School is located in Marrickville, New South Wales. The school is a diverse learning community that values learning for all its members. Wilkins Public School serves the suburbs of Petersham, Marrickville and Dulwich Hill. The school site is a modern design, established in 1982, with large playing areas and an assembly hall, a spacious inner playground and well-resourced classrooms. Wilkins Public School has a current student enrolment of 660 students.

The school is supported by an active and engaged community who work in collaboration with the school staff to identify priorities within the school and plan for how most effectively to address them. Wilkins Public School has a wide range of programs in Creative Arts. The Wilkins Green is an outdoor education space that is valued by the broader community.

We have been on a journey of exploring Future Focussed pedagogies with 8 classrooms, transforming their learning spaces into flexible, collaborative classrooms. Our school has robotics and coding clubs and these are being integrated into classroom practice. Our new Maker Space in the library includes a suite of Lego robotics, Spheros, a 3D printer and a big green screen to create amazing multi-modal masterpieces.

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 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 as follows.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning: In terms of learning, we are predominantly excelling as 13 areas were assessed as excelling and 8 as sustaining and growing.

Our strengths are in the areas of differentiation, curriculum provision and individual learning needs. We cater very well for students of all abilities and aptitudes. Our lower-achieving students have a suite of programs that we can enrol them in order to develop; positive behaviour, academic skills, social skills and emotional regulation. We personalise learning for all students in regular classes and extend our high potential learners.

With curriculum provision, our school is particularly strong in extracurricular activities and we draw upon the wider school parent and corporate community to provide this. We have the added inclusion of a proactive and talented P & C who are enthusiastic about working with the school to provide broad experiences for students in a range of disciplines.

As for individual needs, we have a higher than normal percentage of students who have diagnosed disabilities or low-level disabilities. Our learning and support team are skilled in applying for integrated funding and in creating appropriate individual programs. We also employ eleven school learning and support officers (SLSO), who provide support for students in and out of the classroom.

Areas to improve include; whole school consistency in terms of behaviour, NAPLAN and internal assessment measures and caring for students. We have many very skilled and expert teachers and they lead the way to ensure that our students get the very best, future-focused education. What we need to work on is ensuring that all teachers strive for this level of excellence. While behaviour has been a big focus we still have a way to go to ensure that all classrooms are

places without disruption. We have some strategic plans about how to achieve this. Our first step is the employment of a Student Support Officer (SSO) This SSO starts in term 4 and will run small group programs around, rage, self-harm and anxiety.

In terms of NAPLAN and internal measures, we need to ensure that ALL teachers are measuring their impact and planning from an evidence base. We are on our way, but need to have a consistent approach to measuring student success. We have year based assessments that are undertaken throughout the year, for consistent teacher judgement and formative assessment. We need to create a system that enables teachers to track this progress from K – 6. We will explore the learning progressions to see if they will provide the scaffold that will achieve a clear program for individual students.

Overall in Learning, we feel we are Sustaining and Growing and when we can duplicate best practice across the whole school we will be excelling.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching: Teaching was the area we need to focus on most, we had 2 areas in excelling and 7 areas in sustaining and growing and one area in delivering.

We found exceptional pieces of evidence and great expertise and innovation, but consistency again across the school was not evident. Areas we are doing well in include; innovation and expertise, coaching and mentoring and professional learning. Innovation is clear through all the stages and based on evidence-based research.

Some of our more experienced teachers are bravely challenging themselves trialling innovative practices. Our connections with universities and research are strong.

Coaching and mentoring has been enabled by the Beginning Teachers (BT) funding, this provides more time for beginning teachers to observe classes and engage in professional learning opportunities. Our SLSO's have had high-quality training to help our most needy and vulnerable students.

Areas to improve include; Data Literacy and use and Accreditation. Our executive team have completed the CESE Using data with confidence course and two of my teachers are completing their Highly Accomplished accreditation. We need to encourage other teachers to see an impact in qualitative and quantitative ways.

In Teaching overall, we are Sustaining and Growing.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading: Leading was a very strong point in our validation process, We had 13 areas in excelling and 2 in sustaining and growing. We do think that the "excelling" arm could have more detail as we still have room for improvement even though we ranked highly.

Our areas of strength included; admin processes, community use of facilities, technology and financial management. Our admin uses a range of technology including iPad sign in for teachers, SASS and visitors, paperless permission, online and centralised meeting minutes, Sentral for absences, sickbay, phone calls etc.

We have 42 community users, which enables an income stream that allows teachers to apply for financial support to trial new and innovative practices.

Technology is a major focus with teachers K-6 using technology around programming, iPads, Chrome books, laptops, BYOD, robotics and filmmaking. Along with the hardware, teachers are using coding software and collaborative platforms such as SeeSaw and Google Classroom.

Our financial management is a team from the school and P & C and we plan our goals and outcomes together. We are in daily conversations with our P & C. Working on big projects together has seen many significant long-term financial projects come to fruition. Again, I believe that there could be greater annotations in the rubric for Leadership.

We have assessed ourselves as Excelling in this area.

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

Learning : Wellbeing

Purpose

Resilience was the top skill parents, teachers and students chose as the most important quality a child should develop at Wilkins PS. As the world is becoming ever more complex and challenging, we need to ensure that our students have the skills to manage and navigate through incidents and problems in a positive and robust manner.

Overall summary of progress

The school self-evaluation tool for student wellbeing was completed. An extensive analysis of all our current school programs was conducted within a wellbeing lens. As a result of this analysis, social and emotional wellbeing became a focus and a priority. We explored several programs, with presentations to all staff to find the right fit for Wilkins Public School. As a whole staff, we aligned three goals that aligned with our needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing self assessment shows increasing levels of student wellbeing specifically in the areas of connecting, succeeding and thriving.	Funds – \$2700 on professional learning for "Growing Strong Minds". Rabbits – \$900	Baseline data has not yet been collected and will be collated in 2019.
School based survey of student wellbeing shows increasing levels of safety, teacher connection and that students are valued as learners.	\$1000 on days to release staff to compile the results from the survey.	The Survey has been completed and the program "Growing Strong Minds" has begun Implementation.

Next Steps

In 2019, we are going to update our student wellbeing program to have specific and behaviours for each area, so that students can be explicitly taught, what behaviours are acceptable at our school. We are going to embed mindfulness into each stage to teach children relaxation techniques and throughout the whole school. We also have a strength based program called "Growing Strong minds" which will be implemented in Term 2. This program identifies the unique strengths of individual students and provides a language for discussion.

Strategic Direction 2

Leading : Management Procedures

Purpose

With increased staffing numbers at Wilkins PS, new teachers, new School Learning Support Officers and 6 new syllabus documents, it became clear that corporate practices were in need of increased consistency and formalisation. Clear guidelines for; scope and sequences, across team breakdowns, learning progressions from K–6 and corresponding assessments are priorities. Sharing of professional expertise needs to be embedded in practice.

Overall summary of progress

In 2018 the staff handbook was completed and Scope and Sequences for History and Geography were extrapolated, alongside these assessments, summative and formative were built into programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Monitoring of school procedures shows increasing consistency and use of scope and sequences, accreditation, assessment, programs and the Learning Progressions as tools to inform and support teaching.	\$2000 for release days to collaborate and create the scope and sequence.	Sequence complete and in use. HTML document with links to syllabus requirements.
PDPs, observations and feedback show increasing teacher confidence and expertise in the use of the Learning Progressions to inform planning and assess learning.	No cost to engage the Learning and Support team to train all teachers in the Progressions. 2 sessions.	Teachers using progressions in small groups around reading.
Internal and external measures show increasing student growth/value added across K–6 including individual learning goals and the Learning Progressions.	4 x 4 program \$5000 Teacher release, and intensive small group lessons on Inference and Volume/Capacity	Value added is slowly growing. 2019 data to measure the 4x4 program's success.

Next Steps

In 2019 focus will be on the learning progressions, with a trial within the domain of reading. Each teacher will choose a small group of students to track. Groups will discuss progress and judgements in their exec meetings and Professional Learning will unfold throughout the year. We are also working with School Bytes to trial software around "variation to routine". This software enables a pathway to manage incursions and excursions so that all stakeholders, PP, DP AP's are aware of the changes, budget needs, organisation, dates and times.

Strategic Direction 3

Teaching : Effective Classroom Practice

Purpose

Society is changing at an exponential rate, technology is changing the nature of work and play and the future of work will be significantly different when Kindergarten students of 2018 graduate in 2031. Our new Australian Syllabus documents reflect the general capabilities of cooperation, creative problem solving and data discernment. Teachers need to adapt and develop contemporary teaching practices to complement the learning needs of students.

Overall summary of progress

In 2018 Future focussed learning was identified in three areas including; Year 2, Year 6 and Years 3 & 4. Years 2 and 6 completed an 18-month project with UTS around High Potential Classrooms and Years 3 & 4 focussed on a STEM project with Sydney University. Individual teachers embarking on the project.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in the top two bands in NAPLAN literacy and numeracy.	HPL – \$14000 Teacher release for testing and withdrawal groups.	Differentiation within classrooms is demonstrated in programming and student outcomes.
Observations, programs and PDPs show embedded formative assessment strategies (WALT, WILF, feedback) are increasingly used to modify teaching and increase differentiation.	Professional Learning to begin the Formative assessment process.	Small groups trialing and reporting back on tools and their effective use withing the classroom.
Observation and research data show future focused learning is increasingly embedded and student work sample reflect the High Possibility Classroom practices.	Completed the last phase of HPL program with UTS \$7000. Teacher presenting at Future Focused conference in Melbourne.	HPC programs embedded into practice.

Next Steps

HPL program to continue. Identification process clarified and policy written. HPC Program to extend to whole stages.

Formative assessment to run through the Agile Schools framework.

Future Focussed learning through team teaching in Year 2, Year 6 and Kathy Walker Early Learning in kindergarten and year 1.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Student Leadership process. Funding to provide planning time. <ul style="list-style-type: none"> • \$ 8,379 Aboriginal background loading <ul style="list-style-type: none"> • Aboriginal background loading (\$500.00) 	Students attached to classes for 2019 – teachers have access to the 2018 PLP's. Yarn Up – 1 student attending. Family meetings to update PLP's Aboriginal students to run significant assemblies.
English language proficiency	<ul style="list-style-type: none"> • \$70,000 Employment of an EAL teacher.	Small group work and team teaching in some classes.
Low level adjustment for disability	<ul style="list-style-type: none"> • \$43,000 Employment of SLSO's	SLSO's trained in various areas such as; Autism, behaviour, literacy. SLSO's to support students implementation of PLSP's
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • 115,045 QTSS funding, Supervisors and Survey Monkey questionnaire.	Stage planning days Small team collaborative planning Team teaching and lesson observations
Socio-economic background	<ul style="list-style-type: none"> • 18,857 Employment of SLSO's	Mini Lit Multi Lit
Support for beginning teachers	<ul style="list-style-type: none"> • 31, 000 Tied to individual teachers who qualify for BT support.	Individual professional Learning as negotiated with supervisors and documented in professional development programs.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	356	365	353	349
Girls	318	300	299	290

Enrolments have declined and stabilised, since the implementation of our in–area enrolment policy. We expect to see a change in student numbers from 2020, as there are a significant number of high–density units going up in our catchment area.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	95.3	95	95.5
1	94.6	94.4	95.1	94.7
2	93.6	95.9	95.2	95.5
3	94.2	95	96.1	94.4
4	94.2	95.1	95.2	95.9
5	94.7	96.7	95.8	95.3
6	95.9	95.2	95.9	95.1
All Years	94.6	95.4	95.5	95.2
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

Attendance is managed by close monitoring of students who fall below the 85th%. We ensure that messages about attendance are visible around the school and we use incentive programs to get children to improve their attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.34
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	0.4
School Administration and Support Staff	4.06
Other Positions	1.2

*Full Time Equivalent

We have one staff member who identifies as 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	75

Professional learning and teacher accreditation

All teachers at Wilkins Public School are fully accredited with the National Education Standards Authority. We have 2 teachers who are currently in the process of working towards Highly Accomplished and Lead accreditation.

All teachers have engaged in Professional Learning around; Formative assessment, High Potential classrooms, Assessment and Reporting, Differentiation, High Potential Learners, Positive Partnerships and Autism.

Teachers have Set goals with their stage: Early Stage 1: Play Matters, Stage 1: High Potential Classrooms, Stage 2: STEAM, Stage 3: High Potential Classrooms.

Teachers also engage in personal goals based on their own developmental needs. These Professional Learning goals may include but are not limited to: reading, writing, mathematics, robotics, behaviour management, sport, organisational skills and so on.

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	60,645
Revenue	5,565,025
Appropriation	5,092,009
Sale of Goods and Services	26,472
Grants and Contributions	442,966
Gain and Loss	0
Other Revenue	0
Investment Income	3,578
Expenses	-5,587,960
Recurrent Expenses	-5,587,960
Employee Related	-4,832,484
Operating Expenses	-755,477
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-22,935
Balance Carried Forward	37,710

Our finances are carefully budgeted at the beginning of the year to support strategic directions. Our equity funding provides school learning support officers to help within classrooms and to run specialist programs such as Mini Lit and Multi Lit. The balance carried forward will provide funds to set up classrooms for the new school year.

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	4,241,792
Base Per Capita	126,077
Base Location	0
Other Base	4,115,715
Equity Total	222,824
Equity Aboriginal	8,379
Equity Socio economic	18,857
Equity Language	79,120
Equity Disability	116,468
Targeted Total	188,036
Other Total	285,190
Grand Total	4,937,842

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.

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 Literacy.

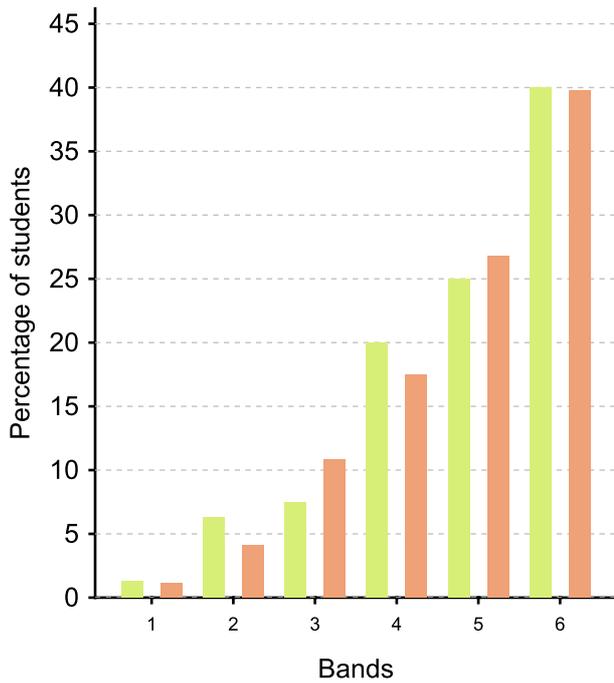
- In Grammar and Punctuation, Year 3 are performing above the national minimum standard with 75% of students in the top 2 bands.
- In Reading year 3 students have significantly improved moving 9.5% of students from band 3 into band 4 and 7.5% moving from band 4 to 5.
- In Writing, 64.7% of students are in bands 5 or above

- In Spelling, 25% of students are at band 3 and this needs to be an area of focus for 2019–2020.

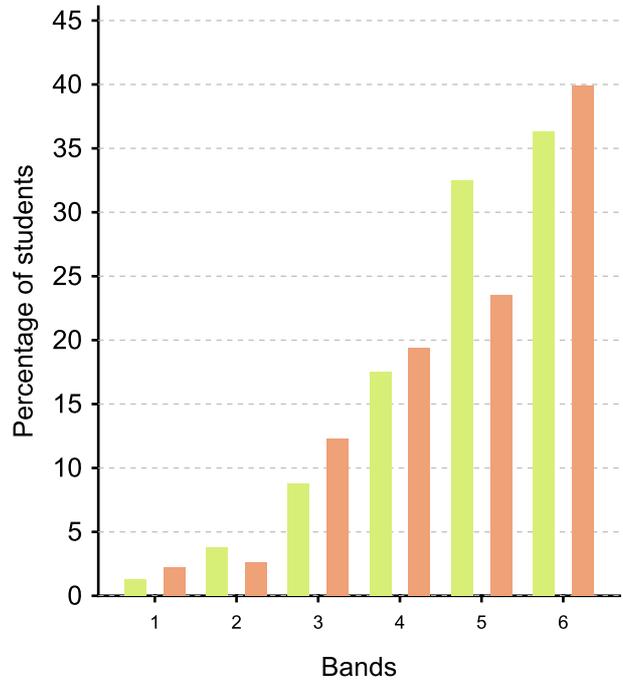
Year 5 Literacy

- In Grammar and Punctuation Year 5 have 95% of students working at or above the national minimum standard.
- In Reading, the number of students in band 4 moved up 7% into band 5.
- In Writing, 34% of students moved from bands 1–3 into bands 4 and above.
- In Spelling, 95% of students are working above the national minimum standard.

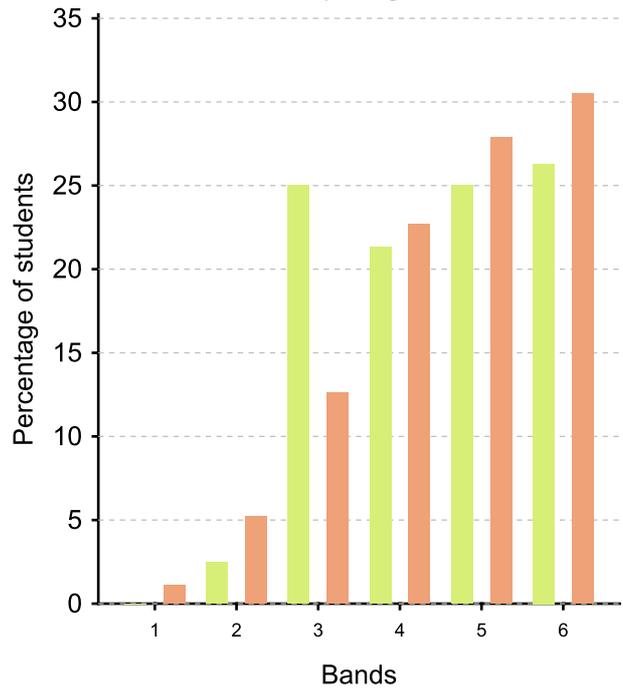
Percentage in bands:
Year 3 Grammar & Punctuation



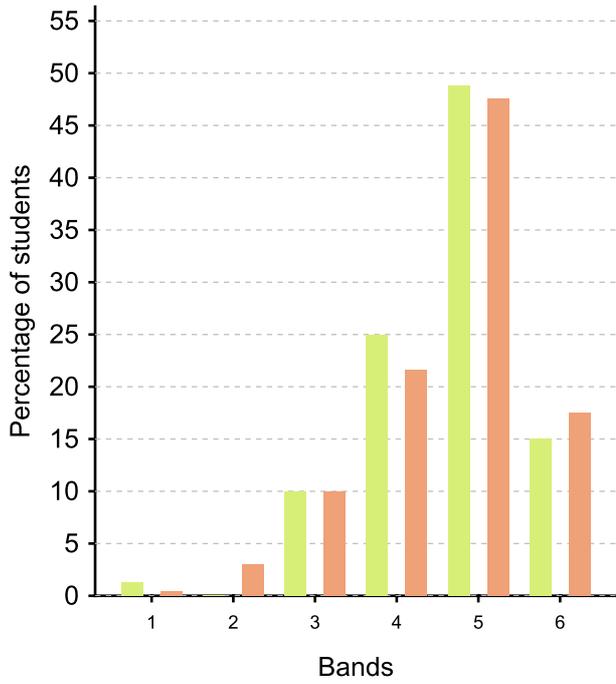
Percentage in bands:
Year 3 Reading



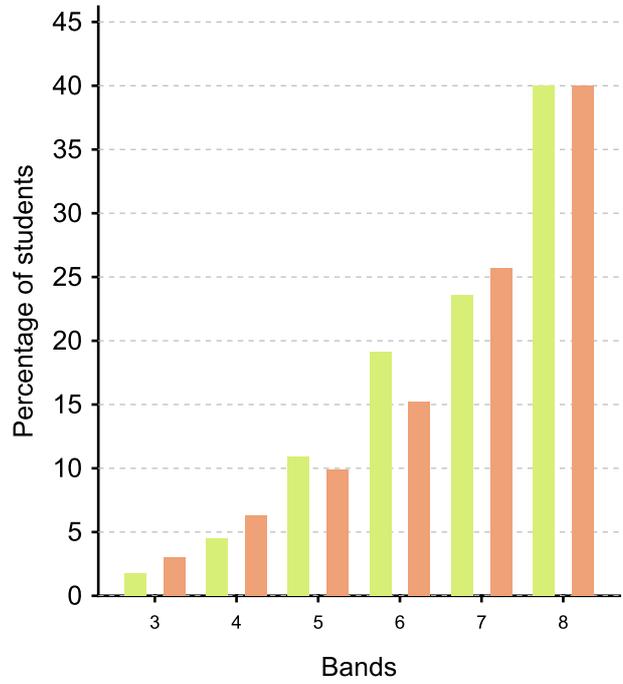
Percentage in bands:
Year 3 Spelling



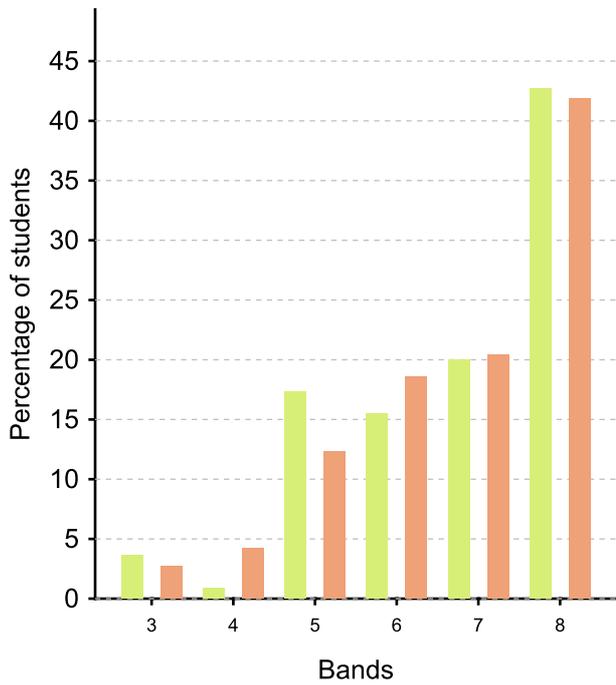
Percentage in bands:
Year 3 Writing



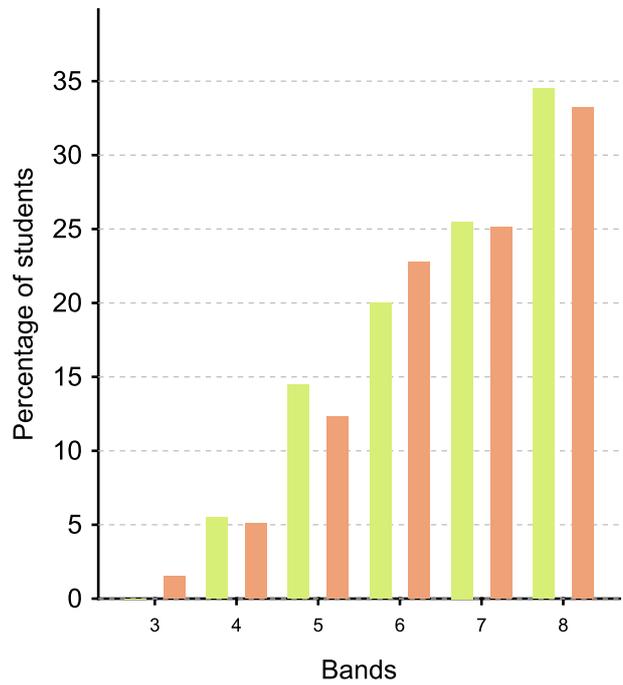
Percentage in bands:
Year 5 Reading



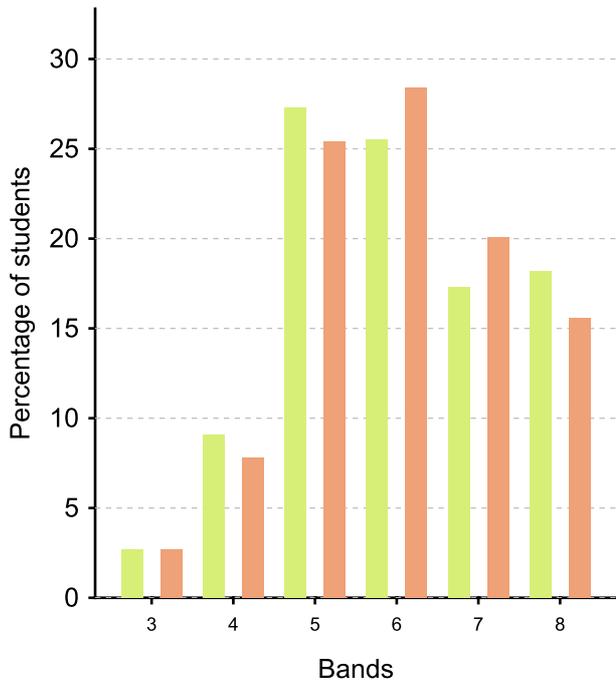
Percentage in bands:
Year 5 Grammar & Punctuation



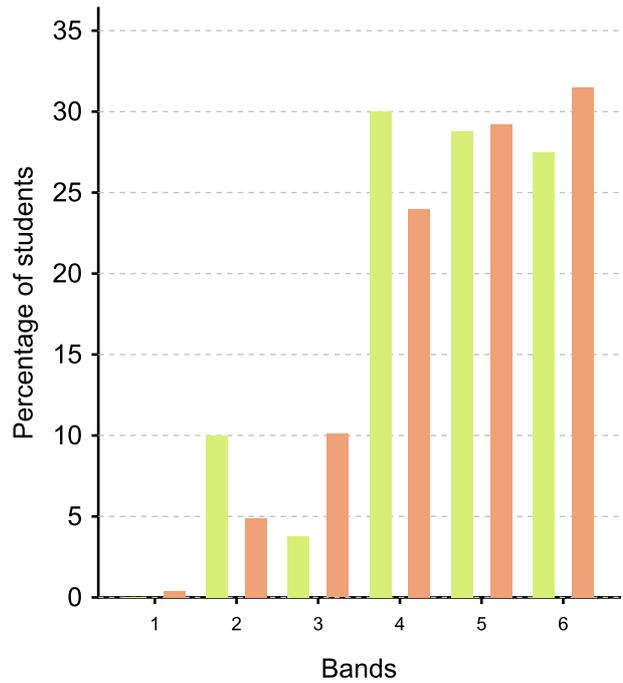
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



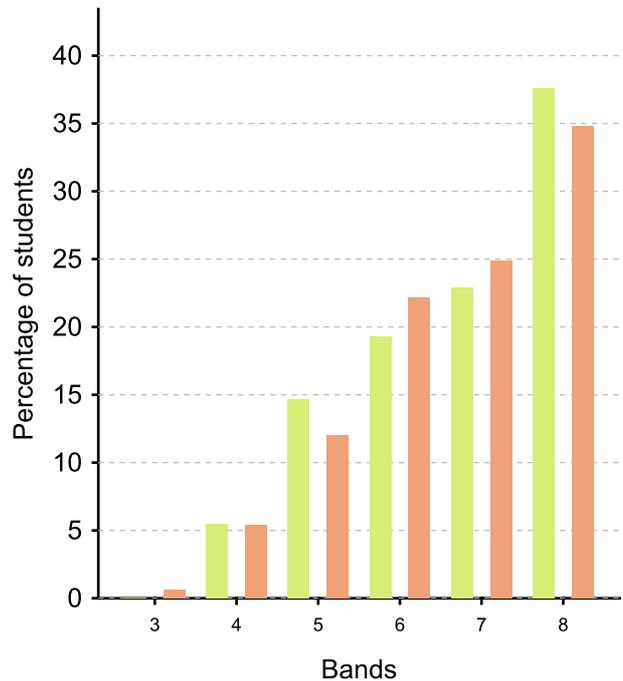
Year 3 Numeracy.

- In Numeracy, there was an 8% drop from band 4 to band 3, in 2019 trends will be discussed and addressed at stage levels.

Year 5 Numeracy.

- In Numeracy, there were 59% of students in the top two bands.

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.

The premiers target is to increase the number of students in the top 2 bands for numeracy and Literacy.

In 2018, 48.8% year 3 students were in the top 2 bands for Numeracy and 68.8% in Reading

In 2018, 48.8% year 3 students were in the top 2 bands for Numeracy and 54.2% in Reading

Parent/caregiver, student, teacher satisfaction

Student Satisfaction

Areas of notable growth include;

- Teachers at Wilkins PS expect me to do my best. 12% increase
- Teachers treat me fairly. 20% increase
- I can seek help from a teacher. 10% increase

Areas to investigate and improve include;

- I can talk to my teacher about my work. 5% decrease
- I am making good progress at school. 1% decrease.

The two areas for attention are around the concept of student self – reflection and seeking improvement and feedback.

Parent and Caregiver Satisfaction.

Areas of strength reported by Parents and Caregivers included;

1. 80% felt that teachers meet or exceed requirements for their child to do their best.

2. 95% commented that we met or exceeded requirements for their child to feel safe at school.

3. 97% commented that their child liked being at Wilkins PS. Areas of improvement: "I can talk to my child's teacher about my concerns"

1. 73% (2017) to 84% (2018) a significant improvement meeting or exceeding expectations

2. 31% (2017) 56% (2018) improvement in getting useful feedback about schoolwork.

3. 28% (2017) 78% (2018) in maintaining our school.

Areas to investigate as reported by Parents and Caregivers included;

4. 20% of student behaviour management needed development.

5. 31% indicated that development was needed in meeting the learning needs of their child.

Teacher Satisfaction

Areas of strength reported by teachers included;

1. 88% felt they had opportunities for professional growth.

2. 87% felt they had the opportunity to apply their talents.

3. 75% were inspired to meet their goals at work.

4. 82% were so involved in their work that the day went by very quickly.

5. 91% wanted to give their very best effort at work each day.

6. 84% thought employees keep going when times get tough.

7. 82% were able to make decisions affecting their work.

8. 89% had a good working relationship with their supervisor.

9. 96% had a good working relationship with their supervisor.

Areas of improvement included;

1. 21% (2017) 9% (2018) disagreed that communication between executive and classroom teachers is effective.

2. 11% (2017) 5% (2018) disagreed that their organisation had a safe working environment.

Policy requirements

Aboriginal education

At Wilkins Public School we have 19 Aboriginal students enrolled. It is paramount that these students feel a deep connection with our school and that the wider school is given a rigorous education around Aboriginal education. We celebrate NAIDOC week and involve our extended Aboriginal families in the planning and preparation of activities. We recognise Reconciliation week through in-class lessons and assemblies. At the end of the year, we recognised one student as an exceptional role model and created a position called Aboriginal Ambassador, this position would be attached to the student leadership team and is now a legacy position for the future. Older Aboriginal students mentored younger students in reading and social support. Each year an Aboriginal student is recognised for a "Deadly Kids Doing Well Award" celebrating high application, attendance and effort in school activities. Aboriginal education is a perspective embedded into all KLA's and students are immersed in Aboriginal curriculum content.

Multicultural and anti-racism education

Multicultural perspectives are embedded in all curriculum areas taught at Wilkins Public School. Our

major celebration is Harmony Day which is celebrated on or around the 21st March each year. It is a wonderful opportunity for children to dress in cultural clothing and to share aspects of various cultures throughout the world. A visiting performer runs workshops centred on specific cultures, which include instrument playing and dance. Students in Kindergarten through to Year 2 decorate trees in the playground in the colours of Harmony Day. Students in Years 3–6 organise and run stalls which sell various items from food to games to raise awareness of multiculturalism and anti-racism. All funds raised are donated to charities decided upon by the SRC, sharing the funds between local, national and international charities.

Anti – Racism education is wrapped up in this theme, where "everyone Belongs". Our ARCO Anti-Racism Officer, provides talks during assemblies, displays posters and impresses upon the students the importance of identifying racist remarks or actions and reporting them as a matter of priority.