

William Dean Public School

Annual Report



2018



4576

Introduction

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

Maria Dichiera

Principal

School contact details

William Dean Public School

Yarramundi Drive

Dean Park, 2761

www.williamdea-p.schools.nsw.edu.au

williamdea-p.school@det.nsw.edu.au

9626 5200

Message from the Principal

I am incredibly proud of the innovative teaching and learning that has occurred in our school to ensure that every student can perform to their full potential during 2018. In the words of Mr Mark Scott, Secretary for the Department of Education, we want every child in our school to be known, valued and cared for and that is what we have set ourselves to do.

We don't know what the future will hold, but we do know that we need to focus on equipping all of our students with the skills and knowledge they will need to lead fulfilling lives in the future. A future where as global citizens, our lives and work can take us anywhere at any time.

We need to ensure that our students leave school not only with essential numeracy and literacy skills, but as healthy, well-rounded citizens who can adapt and embrace any opportunity as well as having the resilience to self-analyse and test their capabilities, ready to face the uncharted journey ahead. Therefore:

- Information and Communication Technology(ICT),
- Critical and Creative Thinking,
- Personal and Social Capability,
- Ethical Understanding, and
- Intercultural Understanding;

all become just as crucial in our teaching. It is why these capabilities are highlighted in our school plan and are embedded across all curriculum areas.

In 2018 we have continued to develop stronger literacy and numeracy programs. This year we have also focused on further developing the students' creative and critical thinking as well as authentically integrating technology in many aspects of learning. Many parents and carers have had the opportunity to visit classrooms, observe and listen to all the problem solving and learning that has taken place. I loved sharing in Kindergarten's butterfly garden and healthy eating, Stage 1 becoming Waste Warriors and Stage 2's theme parks. Stage 3 created very interesting arcade games; children and adults loved playing them. Students also demonstrated their advanced technology skills by sharing what they can do with spheros, Edisons and scratch just to name a few. We even had students teaching the teachers how to use these devices and programs.

During 2018 we saw the upgrade of some of the school facilities. The extension of the Covered Outdoor Learning Area (COLA) not only looks great, it also provides cover from inclement weather and makes it much more comfortable for us to be out there. This year we were also successful in having a high fence installed at the front of the school. We also finally had the electronic school sign installed.

This year we celebrated the school's 30th birthday. It was wonderful to look at photos and listen to stories that helped reminisce about the past. We would like to acknowledge all the staff, students, and families who have been here before and during our time and thank them for helping make William Dean the happy and successful school it is today.

I am very fortunate, proud and honoured to be able to work with excellent staff members; their drive, passion, empathy and determination have led to very pleasing student growth. The staff are continuously reflecting on how to help students grow, and work hard to meet the needs of the individual students. Thank you, also, to our support staff for their work, time and dedication.

Our students are what makes our school special. The students come to school every day ready to learn and are excellent ambassadors in the community, at performances, formal functions community events and excursions. They can all be relied upon to represent the school with pride. We are very proud of each and every one of them. Thank you for all hard work this year.

To all families and friends, thank you for all your support throughout the year. Even though we might not say it often enough, we do appreciate and value your support.

Maria Dichiera

Message from the students

At the start of this year we represented our school in an event called Young Leaders Day. Young Leaders Day is a day where all the Captains go to the International Convention Centre in Sydney, where we had many people talk to us about being a leader. There was Matt Cosgrove, the author; Lauren Cheatle, the cricket player; Harrison Craig, the singer with a stutter; and last but not least John Coutis, a man who has no legs. All of these people taught us many new things and inspired us to be good leaders.

Being a Captain has many responsibilities like running assemblies, leading the SRC team in fundraisers like Harmony Day, raising money for the farmers in drought and White Ribbon Day.

On the 26th August – 29th August we went to Narrabeen Sports Camp travelling by bus. We had to be at school 6:30am and we left at around 7:00am. It took us an hour to get to Narrabeen Sports Camp. We did so many activities like rock climbing, abseiling, canoeing, tree top climbing and many more. We had a lot of fun and created many unforgettable memories. We learnt to work as a team and how to overcome our fears.

Every Monday morning we led our school in our morning assemblies. We set up the podium and got the stairs, we raised the flag and we spoke to the William Dean community. At first this seemed very daunting but we soon got used to it.

This year in Stage 3, we have done many projects and activities such as building arcade games, where we learnt how to construct a game with recycled items. We learnt about space and we designed a house suitable to live on the moon. We also learnt how to work together as a group and we discovered how to use a bunch of different technology items like scratch, sphero and Edison.

We have really enjoyed being Captains for 2018 and have learnt many new things in this role.

Tia, Brodie, Kai and Alanah

School background

School vision statement

At William Dean Public School we believe in 'Learning Together' within a caring, safe, supportive and cooperative environment. We are committed to supporting students to achieve academic excellence and we encourage acceptance and harmony through the development of a sense of belonging and community. We are inclusive of the whole school community in preparing our students to be creative and critical thinkers in order to become responsible, active citizens.

We want students to:

- Be the best that they can be
- Achieve their goals
- Have a love of learning
- Develop positive social, emotional and physical practices
- Be supported in their individual needs

School context

William Dean Public School is situated in Western Sydney and serves primarily students from the Dean Park and Colebee areas. The school is currently experiencing a growth in enrolments due to nearby housing developments.

The school community has the responsibility to educate the citizens of tomorrow as lifelong learners in a spirit of cooperation with the community. Our school motto is 'Learning Together' which underpins all we do academically and socially. At William Dean Public School we are safe, respectful learners. The school has a commitment to the development of strong literacy and numeracy skills. We cater to the needs of all students providing both support and extension programs. The staff at William Dean understand the importance of preparing our students for the future and are committed to teaching practices that are innovative and meet the needs of all learners.

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.

The results of this process indicated that in the School Excellence Framework domain of **Learning**, the school is **Sustaining and Growing**.

The self assessment demonstrates an ongoing commitment by staff and the wider school community to continue to build the learning culture of the school. Staff are dedicated to providing a supportive and engaging learning environment where all students have the opportunity to thrive.

Teachers regularly engage in collaborative professional learning practices, with a focus on identifying students' learning needs and using a range of evidence-based strategies to support student growth. Weekly teaching team reflection sessions and student progress tracking systems demonstrate that teaching and learning programs reflect teachers' deep knowledge of their students and the curriculum. Teachers expertly use formative and summative assessment practices to develop evidence-based differentiated teaching programs that ensure all students effectively develop their knowledge, understanding and skills. William Dean Public School's involvement in the Early Action for Success program has provided strengthened practices in both Literacy and Numeracy.

Learning and Support processes have been reviewed and refined and reflect the school's ethos of providing a supportive and inclusive learning environment where individual needs are understood and met. A positive school climate is reflected in the positive partnerships between teachers, students and the community.

Formal interviews and semester reports contain detailed information about individual learning achievement and areas for growth. Parents have regular opportunity to discuss their child's progress with teachers, at mutually suitable times.

The school has well established practices for the collection, analysis and reporting of school-based and external performance data. These processes support the identification of student achievement and progress, to inform teaching practices and school directions.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** the school is **Sustaining and Growing**.

Teachers work collaboratively across the school, in stage teams and School Plan teams. This culture ensures a student-centred focus where teachers work together to develop responsive teaching strategies.

Teachers review student data on an ongoing basis to evaluate the effectiveness of teaching practices, analyse student progress and to inform future learning programs. The school executive meet regularly to analyse and report on stage data and plan for future school directions.

All staff members participate in the Performance and Development Plan (PDP) process, using the curriculum and professional standards to plan and monitor areas for continued development. The school continues to focus on facilitating professional learning opportunities for staff to further develop their skills and refine their practices. This year staff have attended professional learning opportunities in alignment with school priorities and professional goals, including mathematics, reading, writing, PDHPE, critical and creative thinking and future-focused learning.

Literacy and numeracy continues to be a priority focus of professional learning. In numeracy, the K–2 leadership team participated in Beginning Numeracy Leadership ongoing professional learning, which saw the implementation of Number Talks and the training of all K–2 staff in Targeting Early Numeracy. There has been a focus on developing a positive mathematics mindset across the school and developing communication and problem solving in mathematics. The instructional leader has worked alongside teachers to model, reflect upon and embed quality practices in both literacy and numeracy.

Teachers demonstrate commitment to ongoing improvement in their own teaching practice, seeking additional opportunities to participate in professional learning, such as online courses, workshops and professional readings. Teachers actively evaluate, share and discuss learning from targeted professional development to improve whole school practice. Expertise within the school is identified and drawn upon to further develop our professional learning community.

The results of this process indicated that in the School Excellence Framework domain of **Leading** the school is **Sustaining and Growing**.

The leadership team maintains a focus on cultivating a culture of effective distributive leadership, with many opportunities for meaningful contributions to school leadership by staff. There is a sustained commitment by the leadership team to focus on effective teaching practices and ongoing improvement, with all students making measurable progress.

The school provides regular opportunities for parents to engage with the wider school community, to participate in their child's learning and to celebrate our successes. Parents value the opportunity to engage with their children in learning activities and stage events such as Kindergarten Butterfly Picnic, Stage 1 Grandparents Day and Stage 3 Engineering Nights. The community attendance at our regular community breakfasts, special assemblies and performances reflect a cohesive educational community.

The high level of attendance at school plan meetings reflects the commitment of William Dean Public School teachers to whole school improvement and their recognition of the value of their contribution to the school plan. Staff understand what they need to do to address the school plan's strategic directions and meet the school's improvement measures.

In collaboration with the leadership team and the school plan team, the school's financial management is used effectively to maximise resources available to implement the school plan and to ensure school improvement.

The budget allocation for additional technology has provided each classroom with a bank of iPads, laptops, iPods, speakers and coding devices. The interactive boards in a number of classrooms have been upgraded to further enhance learning. The budget has continued to allow for the upgrading of classroom furniture that supports innovative and flexible learning spaces that foster collaborative practices.

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

Successful and Responsible Learners

Purpose

To develop students who are able to work both independently and collaboratively to access and communicate information, generate ideas and solve problems.

Overall summary of progress

Future focused learning was an area of growth for all staff. Teachers engaged in professional learning in the areas of STEM, coding, robotics and project based learning. All staff demonstrated innovative practices that engage students in critical and creative thinking across the curriculum.

As part of the Early Action for Success Program, there was extensive professional learning in the areas of literacy and numeracy. Assessment and monitoring processes were strengthened to ensure that student progress was measured, and learning programs addressed curriculum requirements and student needs. Data was regularly reviewed with the instructional leader, stage teams and the leadership team. As a result of strengthened explicit teaching practices, at least 80% of all students demonstrated appropriate growth and most students have achieved stage appropriate benchmarks.

Learning support processes have been reviewed and strengthened to ensure a streamlined and equitable approach to ensuring the wellbeing of all students by meeting their physical, social and academic needs. Additional funding was allocated to provide additional Learning and Support Teacher time and additional School Learning Support Officers to support classroom teachers to address individual student needs. School programs such as social skills groups, fine motor groups and intensive reading support, provided targeted support to students based on need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 90% of students from Kindergarten to Year 2 will achieve state EAfS targets	<p>QTSS funds of \$50,182</p> <p>Approximately \$40,000 of equity funds were allocated for additional LaST and SLSO time to achieve all improvement areas in Strategic Direction 1.</p> <p>Instructional Leader (\$159,272) led literacy and numeracy strategies to improve student outcomes</p> <p>Please note that these funds were used to support the achievement of all improvement measures</p>	<ul style="list-style-type: none">• 75% of students in Kindergarten to Year 2 were at or above state EAfS targets in reading at the end of 2018. A further 10.5% were just slightly below benchmark• 92% of Year 2 students met or exceeded state EAfS targets in reading• 93% of Year 5 & Year 6 students met reading targets
<ul style="list-style-type: none">• At least 80% of students demonstrate expected growth and above in all aspects of the value added components of NAPLAN		<ul style="list-style-type: none">• The percentage of Year 5 students who achieved at expected growth or above expected growth is better than the average of similar school groups and the state in numeracy, reading and spelling.
<ul style="list-style-type: none">• An increased number of students perform in the top two bands of NAPLAN in reading, writing and numeracy from NAPLAN 2017		<ul style="list-style-type: none">• 35% of students in Year 3 performed in the top two bands in reading.• 49% of students in Year 3 performed in the three bands in numeracy.• 46% of Year 5 students performed in the top 3 bands of numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 80% of students reach appropriate level on numeracy and literacy progressions		<ul style="list-style-type: none">• 92% of Kindergarten students achieved target level or above in additive strategies• 90% of Year 1 students achieved target level or above in in additive strategies• 96% of Year 2 students achieved target level or above in additive strategies

Next Steps

In 2019, the school will:

- Monitor and analyse student behaviour using EBS4
- Continue to upgrade classrooms to create inviting and flexible learning spaces
- Continue the EAfS program across K–2 and continue to strengthen processes to track, monitor and develop strategic teaching plans that ensure appropriate growth for all students in literacy and numeracy
- Provide additional professional learning for new staff in number talks and Targeting Early Numeracy
- Engage curriculum experts in literacy (Jann Farmer–Hailey) and numeracy (Anita Chin) to further support whole school practices

Strategic Direction 2

Quality Teaching

Purpose

To empower educators to develop learners who are innovative and adaptable with the confidence to use critical and creative thinking.

Overall summary of progress

The school has continued to focus on ensuring all staff are engaged in professional learning that supports the development of innovative, future focused learning that fosters engagement and promotes critical and creative thinking. All teachers have engaged in reflection time where they focused on teaching pedagogy and monitoring student progress. All staff participated in the overnight Critical and Creative Thinking and Wellbeing Conference.

All staff identified professional goals and engaged in the PDP process. Staff engaged in professional learning aimed at further developing areas identified in their PDPs. Beginning Teachers worked with a mentor to support their professional development. All staff engaged in the accreditation and maintenance processes.

All stage teams collaborated to develop and implement a future focused initiative and engaged the community to take part in activities related to the initiative.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff set professional goals and complete PDPs	<p>\$19,259 of allocated professional learning as well as an additional \$50,000 of school funds was allocated to support staff professional learning</p> <p>Please note That these funds were used to support the achievement of all the improvement measures for Strategic Direction 2</p>	<ul style="list-style-type: none">• 100% of staff engaged in the PDP process, making progress in their professional goals
<ul style="list-style-type: none">• 90% of staff seek professional learning beyond the school through face to face professional learning, online courses and professional readings		<ul style="list-style-type: none">• 100% of school staff participated in school based, online and external professional learning opportunities
<ul style="list-style-type: none">• 80% of staff contribute to whole school professional learning		<ul style="list-style-type: none">• The majority of staff contributed to the professional learning of others during staff meetings, reflection time, plan teams and the staff conference.

Next Steps

- Continue to develop teacher capacity and confidence in robotics, coding and 3D printing
- Continue to focus on developing teaching strategies for critical and creative thinking
- Staff conference to focus on numeracy
- Professional teaching standard reviews to be conducted by staff with team leaders

Strategic Direction 3

High Expectations and Community Connections

Purpose

To enhance a culture of shared leadership based on high expectations, strong connections and mutual respect.

Overall summary of progress

The majority of staff members joined the school plan team and contributed to the ongoing implementation and review of the milestones. The team sought feedback from teachers, parents and students to monitor school progress and respond to emerging areas of need.

Roles and responsibilities within the school were broadened to facilitate staff participation in multiple school teams and to provide leadership opportunities beyond the executive staff.

Multiple opportunities for students to demonstrate their leadership and develop their skills were evident across Stage 2 and Stage 3, and a large number of students were engaged in a variety of leadership roles. Regular Student Representative Council (SRC) meetings were held and provided ongoing opportunities for students to contribute to the school community. The SRC organised a number of fundraising events and raised awareness about community issues.

The community engaged in a number of school initiatives which strengthened partnerships and continued to build our strong community connections. Many classes trialled online communication tools, such as SeeSaw and Google Classrooms, as a way of providing information about student achievement and communication about school events. All stages held community events where parents were welcomed to work alongside their children and celebrate what they had produced. These occasions were well attended and feedback reflected parents valued these events.

A number of extra-curricular activities saw our students participate in events held in the wider community with the choir performing at The Blacktown Festival of Performing Arts, the newly formed debating team winning the district championship and several sporting teams participating in inter-school gala days.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Leadership opportunities provided for staff, students and community members		<ul style="list-style-type: none">• Parents as Teachers and Community Helpers (PaTCH) training offered and completed by community members, leading to volunteer and paid work in the community• Community members engaged by the classes and stage groups to share expertise in the classroom• Playing Together Time run by Stage 3 students at playtime each week, Stage 2 Equipment Monitors maintain playground equipment and Little School Buddies facilitate peer support• School plan teams and school activities led by both executive and non-executive staff
<ul style="list-style-type: none">• Number of events that provide an opportunity for community members to showcase student learning and achievements	\$5000 was allocated to support community events	<ul style="list-style-type: none">• Over 50% of classes communicated student learning and achievements via SeeSaw or Google Classroom• All stages held a number of events that provided opportunities for parents to engage in their child's learning and celebrate their achievements (Butterfly Picnic, Engineering Night etc)• The majority of the school community attended the Celebration of Learning Assembly
<ul style="list-style-type: none">• School data indicates student growth, through initiatives and school programs		School and NAPLAN data indicate student growth, particularly in the areas of reading and number.

Next Steps

- Develop opportunities for Kindergarten and Stage 1 to demonstrate leadership skills
- Develop additional opportunities for staff to demonstrate leadership skills
- Form an aspiring leaders group for staff
- Explore further ways to report student progress to parents

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14,034	<p>Personal Learning Plans were developed and monitored for every Aboriginal and Torres Strait Islander student.</p> <p>Additional School Learning and Support Officer time was provided to support students to meet PLP goals.</p> <p>An Aboriginal artist was engaged to create an Aboriginal artwork for the playground.</p>
English language proficiency	<p>Staffing funding \$41,645</p> <p>Flexible funding \$35,913</p> <p>Refugee Student Support \$2,374</p>	<p>In 2018, the school's flexible funding was used to employ a teacher one additional day per week to enhance the English as an Additional Language/Dialect program. The teacher, in collaboration with the classroom teacher, developed programs that assisted students with limited proficiency in English.</p> <p>An additional SLSO was employed two hours per week to support two students who recently arrived in Australia.</p>
Low level adjustment for disability	<p>Staffing funding \$104,113</p> <p>Flexible funding \$ 42,069</p> <p>Integration funding \$84,380</p> <p>Additional SLSO \$40,000 (equity funding)</p>	<p>An active Learning and Support Team met fortnightly to review and monitor referrals for students requiring additional support. Learning support processes were reviewed and streamlined procedures were implemented.</p> <p>The Learning and Support Teacher provided in class support for students with additional needs. Programs were developed in collaboration with classroom teachers.</p> <p>Additional Learning and Support Teacher time provided target support in the areas of social skills and reading, for identified students.</p> <p>Additional SLSO time was funded from flexible funding to support the implementation of Individual Learning Plans and behaviour plans, that were developed through a process of consultation between classroom teachers LaST, parents and students.</p>
Quality Teaching, Successful Students (QTSS)	\$50,182	<p>QTSS funding was used to provide additional professional learning time for all teachers in the form of weekly reflection sessions. During these sessions, teachers monitored and analysed data. Stage teams developed targeted teaching programs to support students' ongoing needs.</p>
Socio-economic background	\$128,971	<p>Additional staff were employed to provide weekly reflection time for staff.</p> <p>Additional professional learning was held for all staff during an overnight Critical and Creative Thinking and Wellbeing Conference.</p> <p>Additional resources were purchased in the area of technology to support classroom teaching.</p>

Socio-economic background	\$128,971	<p>Additional School Learning Support Officer (SLSO) and Learning and Support Teacher (LaST) time was funded to provide additional support for students with additional needs.</p> <p>The employment of a Community Engagement Officer continued to strengthen links with the wider community.</p>
Support for beginning teachers	\$ 6,893	<p>Throughout the year, one beginning teacher received two additional hours of RFF each week. During the additional RFF time, the teacher had the opportunity to engage with a mentor, plan teaching and learning programs and evaluate the impact of their teaching on student progress. Funding was also used to support the beginning teacher's professional learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	123	135	147	160
Girls	130	129	145	147

Following historical trends, there was an increase in student enrolments in 2018. This increase is due to recent housing development nearby the school. Higher student numbers lead to an increase to 13 classes, up from 12 classes in 2017. It is anticipated that the student population will continue to grow over the coming years.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	93.9	94.2	91.5
1	92	93.4	93.4	93
2	92.4	93.4	94.7	93
3	90.1	92.9	93.3	94.2
4	92.9	91.9	92.9	91.7
5	90.8	92.9	93.2	93.8
6	94.6	92.9	94.5	93.8
All Years	92.3	93.1	93.7	92.9
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

William Dean Public School worked closely with parents to strongly encourage students to be at school on time each day. Information about compulsory school attendance was communicated regularly via newsletter. Teachers closely recorded and monitored student attendance. Overall, student attendance is closely

aligned to state average percentages. The attendance coordinator utilised rigorous processes to review and follow up student non-attendance. The Home School Liaison Officer and coordinator regularly reviewed attendance data to ensure that students not meeting required attendance rates are quickly identified and contact made with families. Support plans were put in place where required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.49
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	2.82

*Full Time Equivalent

In 2018, the composition of staff ranged from experienced teachers to one teacher receiving beginning teacher support. During the year, many temporary teachers have been employed due to part-time maternity leave and transfer of duties. A number of teachers are from a language background other than English and one permanent teacher is 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	100
Postgraduate degree	30

Professional learning and teacher accreditation

The staff at William Dean Public School engaged in regular professional learning opportunities throughout the year. Teachers and support staff were supported through the Professional Development Plan process.

Professional learning supported the identified professional goals of staff and school priorities and it was aligned to the School Plan and the Australian Professional Standards for Teachers.

Staff participated in school-based professional learning, external workshops and online training. During the overnight WDPS Critical and Creative Thinking and Wellbeing Conference, presenter Rich Allen and the staff explored critical and creative thinking and a number of staff provided workshops on staff wellbeing, behaviour, STEM, coding and literacy.

Of particular note this year was the ongoing professional learning in mathematics. All staff K–2 were trained in Targeting Early Numeracy, by our school-based trainers. Three executive members were involved in the second year of Building Numeracy Leadership, resulting in whole staff training in growth mindset in mathematics, number talks, open ended problem solving and effective numeracy practices. A number of staff participated in a joint-schools workshop held by Anita Chin at WDPS, focused on taking a deep dive into multiplicative thinking.

Literacy expert Sandra Rowan was engaged to work with teachers K–6, to examine quality teaching practices in writing. Out of Home Care Teacher, Deb Spence conducted a workshop on Complex Trauma.

All staff completed mandatory professional learning, as required by DoE. Our school staff is comprised of teachers at various stages of their career development. This includes teachers at graduate and proficient level.

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	486,955
Revenue	3,411,434
Appropriation	3,293,088
Sale of Goods and Services	15,404
Grants and Contributions	100,052
Gain and Loss	0
Other Revenue	0
Investment Income	2,891
Expenses	-3,225,563
Recurrent Expenses	-3,225,563
Employee Related	-2,764,359
Operating Expenses	-461,205
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	185,871
Balance Carried Forward	672,827

At William Dean Public School, the financial management process includes:

- A finance committee, consisting of the Principal, Senior Office Manager (SAM), Assistant Principals and the school plan team,
- Individual program budgets aligned to each strategic direction and operational budgets for other committee areas; and
- Finance committee meetings once per term to oversee reports, monitor expenditure and adjust as required.

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	2,141,655
Base Per Capita	56,464
Base Location	0
Other Base	2,085,191
Equity Total	366,745
Equity Aboriginal	14,034
Equity Socio economic	128,971
Equity Language	77,558
Equity Disability	146,182
Targeted Total	75,803
Other Total	392,025
Grand Total	2,976,227

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.

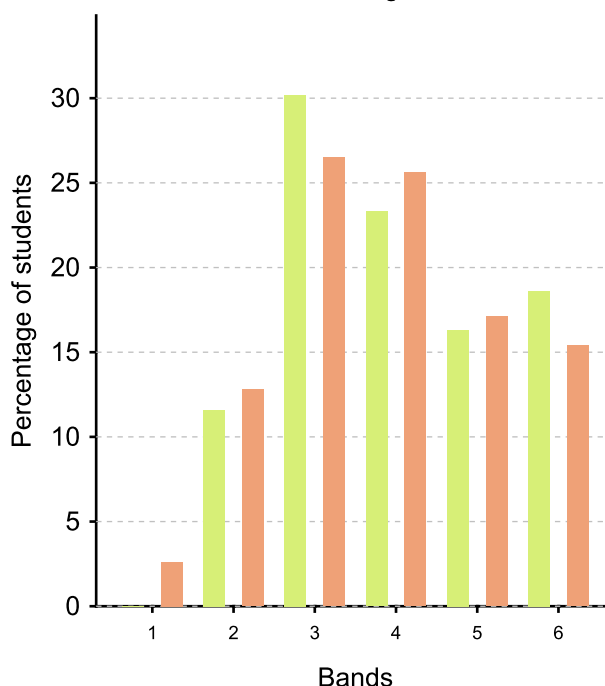
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

- In Year 3 Reading, there were no students in band 1 and 35% of students performed in the top two bands
- In Year 5 Reading, there were no students in the bottom two bands and only 5% of students performed in band 8
- 55.8% of Year 5 students performed in the top three bands in Grammar and Punctuation
- In Spelling, 49% of Year 3 students and 32.4% of

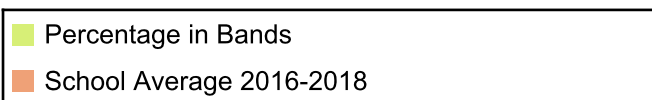
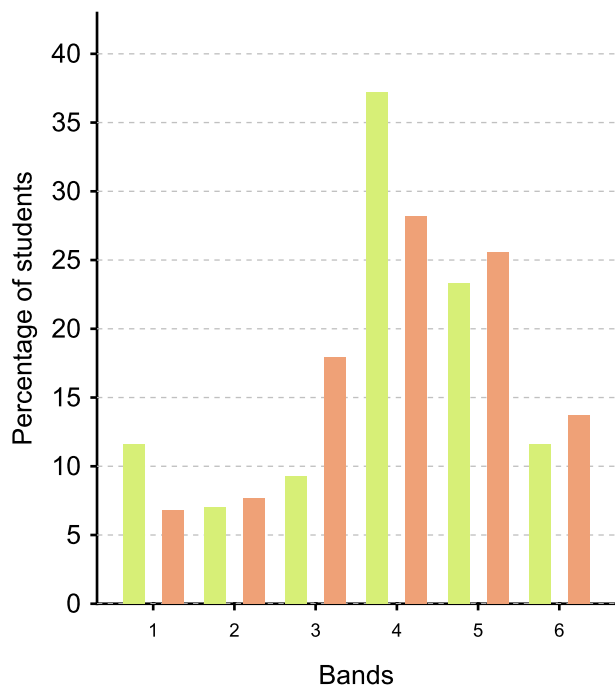
- Year 5 students performed in the top two bands
- 2018 Year 3 Spelling results are the best average results since 2013
- In Writing, 20% of Year 3 students achieved Band 2
- 71% of Year 5 students achieved expected growth or above expected growth, in Reading
- 62% of Year 5 students achieved expected growth or above expected growth in Writing.
- 2018 Year 5 results reflect that the percentage of Year 5 students achieving expected growth or above expected growth is better than the average for similar school groups and the state, in Reading, Spelling and Writing

Percentage in bands:
Year 3 Reading

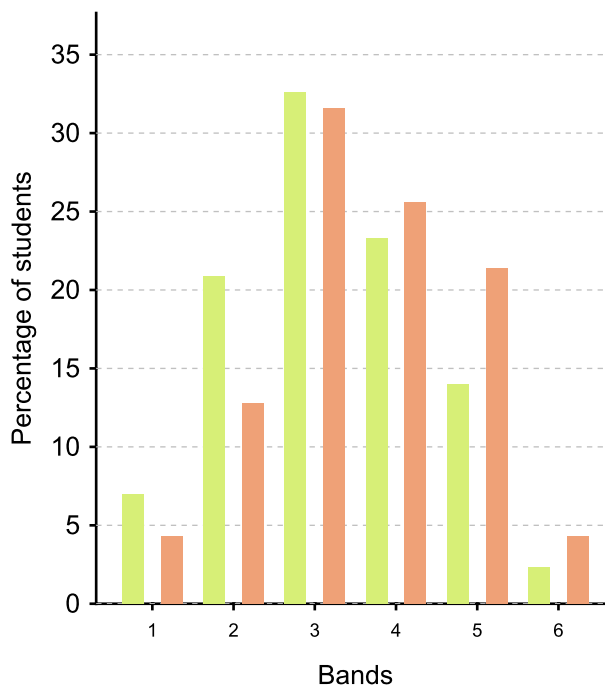


- Percentage in Bands
- School Average 2016-2018

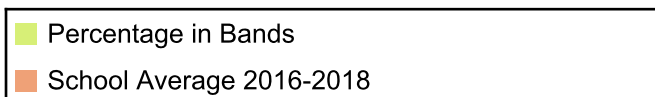
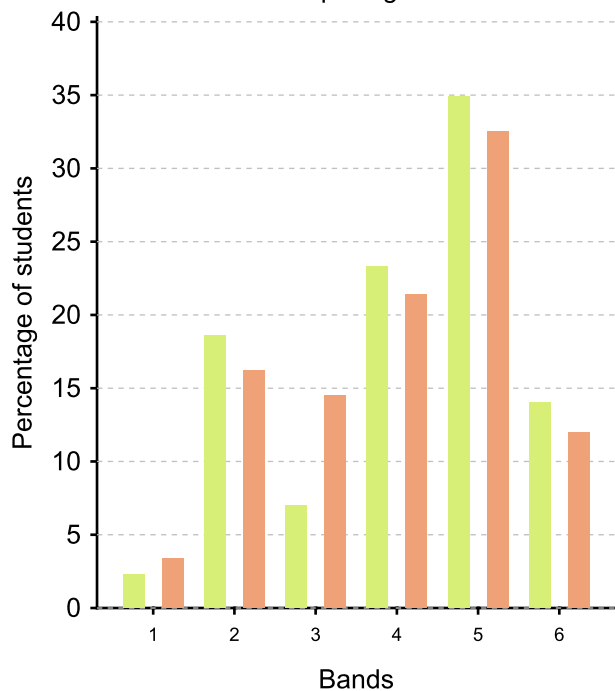
Percentage in bands:
Year 3 Grammar & Punctuation



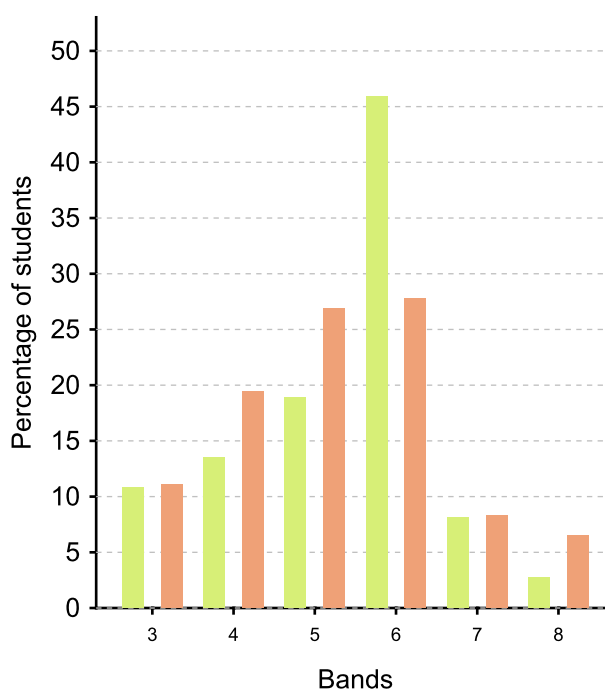
Percentage in bands:
Year 3 Writing



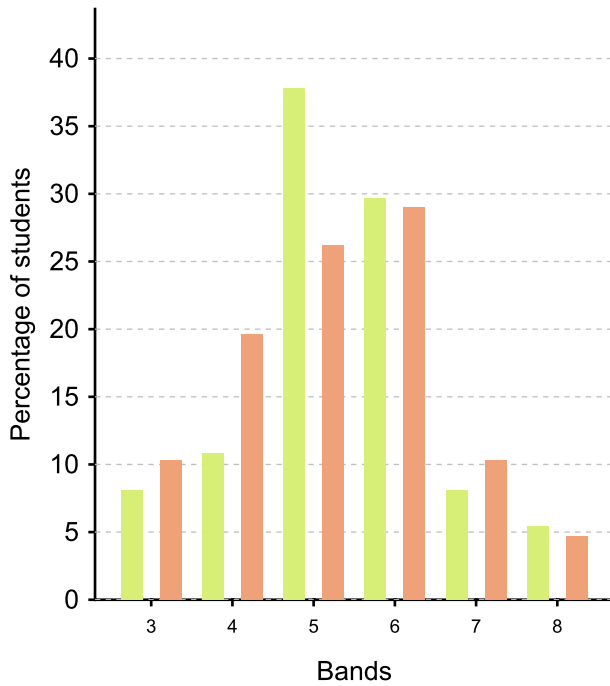
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

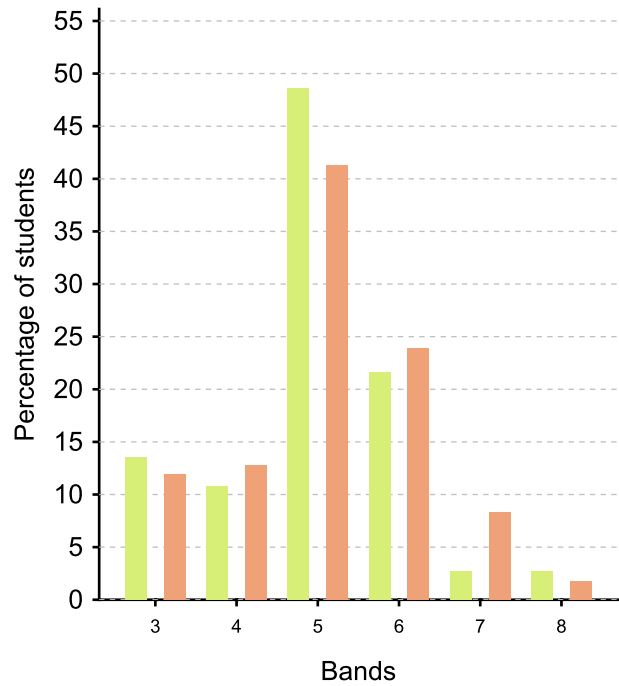


Percentage in bands:
Year 5 Reading



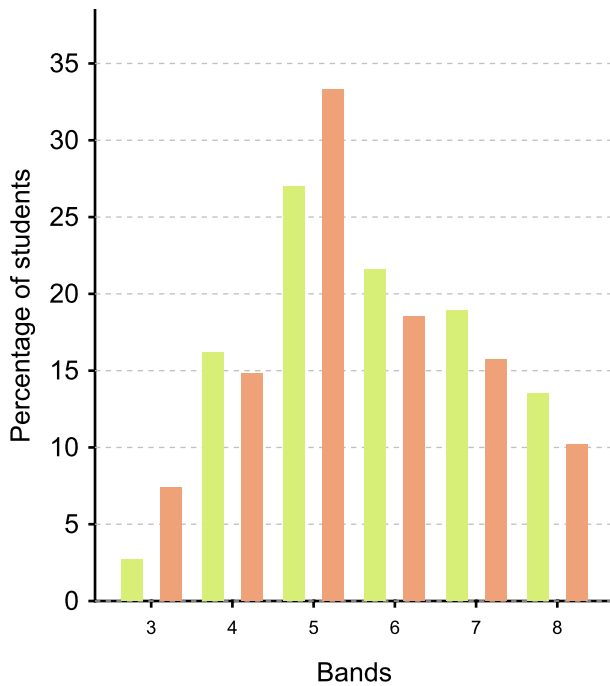
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

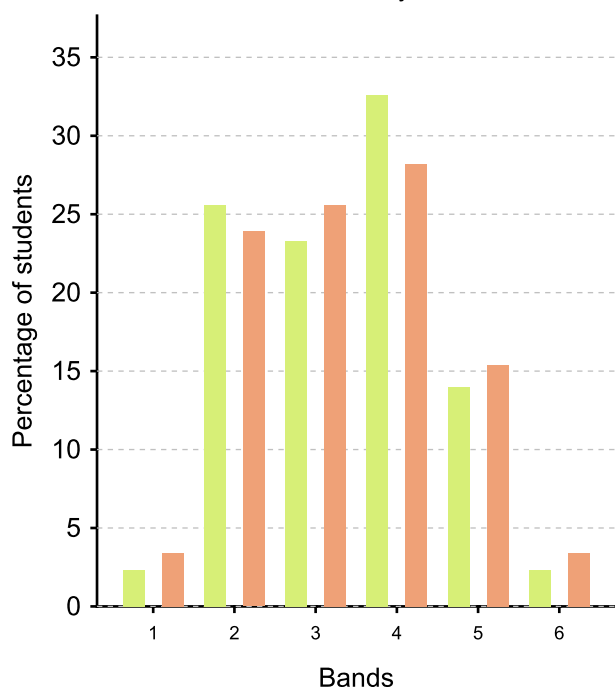
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

- In Year 3 Numeracy, 49% of students performed in the top two bands and 28% of students performed in the bottom two bands
- In Year 5 Numeracy, 46% of students performed in the top three bands
- 2018 Year 5 Numeracy results reflect the highest percentage of students in band 7 since 2014
- 74% of Year 5 students achieved expected growth or above expected growth in Numeracy
- 2018 Year 5 Numeracy results reflect that the percentage of Year 5 students achieving expected growth or above expected growth is better than the average for similar school groups and the state

Percentage in bands:
Year 3 Numeracy



- In Year 3 Numeracy, 16% of students performed in the top two bands
- In Year 5 Reading, 13% of students performed in the top two bands
- In Year 5 Numeracy, 27% of students performed in the top two bands

Parent/caregiver, student, teacher satisfaction

During 2018, the school plan team, in collaboration with staff, designed surveys for parents, students and teachers, to obtain feedback in a number of school focus areas.

Parent/Carer Feedback

- 100% of people surveyed believed their child is generally happy to come to school
- All parents/carers reported that they feel comfortable to approach staff to discuss matters regarding their child/children
- 70% of parents/carers surveyed felt that they are kept informed about their child/children's progress.
- 92% of people surveyed believed that the school provides a range of technology and learning experiences for their child/children
- 92% of respondents agree that they had the opportunity to share in their child/children's learning throughout the year (e.g. stage events, open days, challenge days/nights)
- The survey responses reflected that parents/carers engage with a number of different forms of school communication to keep them informed (e.g. school app, school electronic notice board, SeeSaw, school website), however only a small number engage with the school newsletter

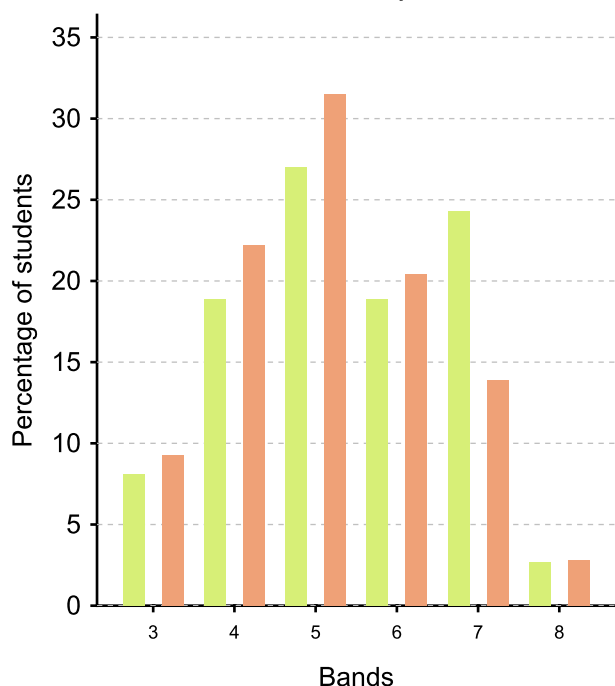
Student Feedback

- 93% of students surveyed said they like coming to school
- 75% of students who responded said that there are lots of games to play and range of equipment to play with at recess and lunchtime
- 95% of students surveyed indicated they know a teacher they could go to for help if they are worried about something
- 97% of students who responded felt their that teacher helps them when they face challenges in their learning.

Teacher Feedback

- 90% of teachers believe they have the opportunity to receive feedback to reflect on their practices
- Teachers have overwhelmingly seen the benefits of communicating with parents via a range of mediums (SeeSaw, newsletter, school app)
- 80% of teachers believe they have sufficient technology in their classroom to support students with future focused learning
- 35% of teachers would like further opportunity to develop their skills with utilising emerging technology in their classrooms

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.

- In Year 3 Reading, 35% of students performed in the top two bands

Policy requirements

Aboriginal education

In 2018, William Dean Public School has continued its commitment to improving the educational outcomes of our Aboriginal and Torres Strait Islander students. There were 16 students who identified as Aboriginal and Torres Strait Islander.

Each student of Aboriginal or Torres Strait Islander background had a Personalised Learning Pathway that teachers developed in collaboration between the student, parents and teacher.

The Aboriginal Education and Wellbeing Officer and Aboriginal Community Liaison Officer from School Services worked with Aboriginal and Torres Strait Islander students to develop projects related to exploring their heritage. They also worked with staff to review policies and discuss authentic ways to incorporate Aboriginal and Torres Strait Islander perspectives across the curriculum.

In 2019, we will continue to work with the Aboriginal Education and Wellbeing Officer and Aboriginal Community Liaison Officer to review WDPS Personalised Learning Pathways processes.

Multicultural and anti-racism education

William Dean Public School has a diverse student population. Our school recognises the importance of supporting and valuing our diversity. William Dean Public School ensures that culturally inclusive classroom and school practices are embedded throughout all areas of the curriculum. Classroom programs have continued to promote cultural understanding and celebrate the school's rich diversity. Our school continued to highlight days of cultural significance and community members were invited to share information about upcoming significant cultural events, at assemblies. Our school's trained Anti-Racism Contact Officer was available to provide timely and professional responses to any complaints regarding racism.

Other school programs

Sport

In 2018, a number of opportunities were provided for students to participate in sport beyond the school. Representative sport teams were selected and regularly attended training with their coaches. A combined Stage 3 rugby league team represented WDPS in the Penrith Cup Gala Day. The team had a win, a draw and some losses.

The boys and girls Stage 3 soccer teams represented WDPS at the Wanderers Cup Gala Day. The girls came

3rd in their table. The girls soccer team were invited to attend the Wanderers Cup Finals Gala Day. The girls played really well on the day and ended up coming 3rd in their division.

WDPS was meant to attend a Touch Footy Gala Day but due to other schools cancelling, we had a representative coming to our school for a day to hold workshops for Stage 2.

WDPS again provided opportunity for student to attend two weeks of swim school.

Performing Arts

In 2018, the junior and senior choirs and the junior and senior dance groups performed at a number of school and community events. They each represented the school at Mount Druitt Westfields during Education Week and performed at our Education Week Assembly, Celebration of Learning and Carols Under the COLA. The senior choir also represented William Dean Public school, singing beautifully at the Blacktown Music Festival.

Debating

In 2018, selected Stage 3 students participated in the RA Pickles Shield Debating Competition. The debating team was involved in four rounds of debating before reaching the finals. It was an outstanding results with the William Dean Public School Debating Team winning the RA Pickles Debating Shield. Jamie-Leigh Y was awarded the Debater of the Year award and Ms Porter was awarded the Coach of the Year. This was an excellent result in our first year in the competition.