

Wangee Park School Annual Report



2018



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Introduction

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

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School background

School vision statement

Every student. Every day. Learning together.

At Wangee Park School, **every student** is known, valued and cared for.

We are committed to causing learning **every day** through high expectations of our students through the delivery of quality teaching of the NSW Syllabus for the Australian Curriculum.

We value collaborative practices by our staff, families and the wider community **learning together** to inspire all students in becoming independent, lifelong learners.

School context

Wangee Park School provides Personalised Learning and Support Plans (PLSPs) for 49 students, from Kindergarten to Year 12, who have a moderate to severe intellectual disability, physical disability or autism.

The school also provides quality health care procedures for specific medical needs of students insuring they access learning programs within a range of environments.

Strong partnerships with families and the wider community are valued and utilised in order to provide high quality, engaging learning opportunities for all students.

In addition to a diverse learning population, Wangee Park School caters for students from a diverse cultural background:

75% of families come from a Non English speaking background. 32% come from an Arabic speaking background. A further 42% make up families from Japan, Greece, New Zealand, Algeria, Serbia, Indonesia, Vietnam and Pakistan.

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.

LEARNING

A large focus for 2018 was aimed at the delivery of Positive Behaviour for Learning. We upskilled multiple staff members with current professional learning within this area. In addition as a whole staff, we began PART Training. This training provides the skills necessary to support challenging behaviour safely for both students and staff. The training is to be completed throughout 2019. The focus on supporting behaviour within our setting both positively and safely is essential in order create effective learning opportunities for all students at Wangee Park School.

TEACHING

The importance of Teaching is supported by the first strategic direction of 'Curriculum' standing alone. Year 1 of our School Plan focused on processes that strengthened the delivery of the Curriculum, successfully along side Health Care Plans and Behaviour Management Plans. Just like the Learning domain, the school needs to consider the delivery of high quality education programs in accordance with health care and behaviour support. Multiple projects cross correlated towards the success and improvement of effective adjustments made within all classroom programs. This was evident in the quality of assessment tasks that were collected at the end of 2018.

LEADING

Throughout 2018, Wangee Park School increased the expertise of all teaching staff through distributing leadership opportunities that drove the School Plan 2018–2020. This was an opportunity implemented from learnings based on the previous plan. This new process insured all teaching staff had ownership of the direction of the school and in addition had a vehicle to offer and drive initiatives within the school building their own leadership qualities.

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

Curriculum

Purpose

Deliver a collaborative approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

Overall summary of progress

- Researched and explored best practice for the delivery of the curriculum for students with a disability
- Created a Scope & Sequence for English
- Determined core literacy skills for our setting and specific programs that can address these skills
- Reflected, created new programming proformas for 2019

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every teacher will cause learning through authentic assessments in every KLA, driven by quality teaching programs, driven by strong evidence based practices	\$2700	<ul style="list-style-type: none">• Research was conducted to identify current evidence based adjustments needed to deliver the curriculum successfully to our students• Professional learning was delivered internally on improving assessment for all KLAs and the implementation of a Scope & Sequence for English• New resources were ordered to strengthen Literacy (readers)
Every teacher and SLSO will share their teaching and learning programs and assessment strategies within the Community of Schools network		<ul style="list-style-type: none">• This measure if is a target for 2019/2020

Next Steps

- Implement the use of new programming templates and attain feedback from staff
- Deliver professional learning on the new syllabus' (Science & Technology and PDHPE)
- Increase team teaching opportunities and sharing of expertise
- Implement a whole school Reading Program
- Create and distribute the Scope & Sequence for Mathematics
- Begin to share teaching practices with our community of schools

Strategic Direction 2

Wellbeing

Purpose

Implement a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Overall summary of progress

- Trained new staff in the delivery of PBL
- Increased communication with families within the area of behaviour support
- Begun whole school PART Training
- Employed a Speech Therapist to increase the expertise of all teaching staff in the area of communication

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every teacher and SLSO will demonstrate evidence of student learning through the implementation of PBL procedures	\$5850	<ul style="list-style-type: none">• Staff members were retrained in PBL which led to a clearer understanding of this initiative for all staff. This was evident through the quality of information shared fortnightly and a decrease in negative behaviours throughout the year from students• PL was delivered on minor/major behaviours, improving consistency to whole school rewards systems and increasing active supervision• LST increased the communication between home and families collaboratively creating behaviour management plans• PART Training for all staff begun this year in order to improve the safety of handling challenging behaviours within our setting
Every student's individualised communication system will be accessible and used to cause learning within two KLAs	\$8550	<ul style="list-style-type: none">• Our speech therapist worked in multiple classrooms modelling the use for AAC devices and upskilling the expertise with our staff within professional learning sessions
Every teacher has increased their expertise in the implementation of technologies, demonstrated through student assessment within English and Mathematics		<ul style="list-style-type: none">• This target will be of focus within 2019

Next Steps

- Complete and train all staff within PART Training
- Implement behaviour data online for all students
- Implement transition program for students returning to class
- Create signage for all areas supporting PBL initiatives
- Insure that all students have an accessible communication device by the end of the year
- Consider merging the Technology project with Communication

Strategic Direction 3

Community Engagement

Purpose

Staff, families and community partners collaborate to deliver a culture of high expectation and opportunity for all students, forming resilient, independent lifelong learners.

Overall summary of progress

- Improved offsite sporting opportunities (e.g swimming program, Shinning Stars)
- Increased multiple inclusive opportunities with Harcourt PS, in comparison to 2017
- Increased cultural understanding for all staff in the delivery of Aboriginal Education

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student has participated in a differentiated whole school Sports Program every year, supported by formative and summative assessment		<ul style="list-style-type: none">• New 'whole school' program to be established 2019
Every student have accessed the community four times per year, and has engaged in learning through the KLAs	\$1400	<ul style="list-style-type: none">• New students accessed the community through the Shinning Stars (dance, drama and music programs) and the swimming program• All classes participated in community access, e.g visiting the library, shopping
Every teaching and learning program demonstrates clear, embedded practices of Aboriginal Education, and has caused learning within 2 KLAs for all students	\$800	<ul style="list-style-type: none">• Staff participated in professional learning for the 8 Ways program• Staff participated in x 2 twilight sessions delivered by the Aboriginal Education & Wellbeing team
The outdoor learning area is built and accessible for every student of Wangee Park School to engage in Aboriginal Education		<ul style="list-style-type: none">• This target will be addressed in 2019/2020

Next Steps

- Aboriginal Education & Wellbeing team to be contacted in regards to planning the creation of the outdoor learning area
- Sports Program to be implemented using an external provider
- Sponsorship opportunities to be assessed and flagged as a priority (possibly linked to outdoor area)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$705	<ul style="list-style-type: none"> • This funding supported 2 incursions that promoted and taught Aboriginal Education, thus increasing accessibility to this area in an engaged form
English language proficiency	\$695	<ul style="list-style-type: none"> • This loading also linked to the resource described below within the loading of Socio-economic background
Quality Teaching, Successful Students (QTSS)	\$21135	<ul style="list-style-type: none"> • Allowed both executives weekly instructional opportunities to support quality teaching and learning practices for every teacher • Increased collaborate practice in assessing student achievements • Allowed teachers to team teach and share expertise, lessons and resources
Socio-economic background	\$16390	<ul style="list-style-type: none"> • This resource contributed to employing a speech therapist weekly, which increased staff expertise in the area of communication, including targeting students associated to these funds whom needed additional support
Targeted student support for refugees and new arrivals	\$995	<ul style="list-style-type: none"> • This resource allowed 2 days for professional learning to support differentiation of the curriculum with the appropriate adjustments including links to culture within learning activities for the student

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	21	29	29	31
Girls	15	19	20	17

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.88
Teacher Librarian	0.2
School Administration and Support Staff	10.42

*Full Time Equivalent

During 2018 students and staff members did not have the opportunity to work with Indigenous colleagues at Wangee Park School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	34

Professional learning and teacher accreditation

Wangee Park School is dedicated to the professional learning of all staff.

Teachers, School Learning & Support Officers and Administration Staff participated in an extensive range of professional learning opportunities.

Weekly professional learning occurs every Thursday, completing mandatory requirements and topics aligned with the School Plan 2018–2020 and staff professional learning goals (PDP Process).

The school supported three teacher's through the

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	121,215
Revenue	2,136,488
Appropriation	2,115,084
Sale of Goods and Services	1,973
Grants and Contributions	17,632
Gain and Loss	0
Other Revenue	0
Investment Income	1,799
Expenses	-2,010,018
Recurrent Expenses	-2,010,018
Employee Related	-1,875,532
Operating Expenses	-134,486
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	126,470
Balance Carried Forward	247,685

The School Finance Committee met regularly to determine resources required, in line with the Strategic Directions.

Project Leaders communicated each term to the Finance Committee in regards to expenditure of resources within each direction.

Wangee Park School also underwent a mandatory financial audit in order 2018.

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	494,419
Base Per Capita	20,698
Base Location	0
Other Base	473,721
Equity Total	17,790
Equity Aboriginal	705
Equity Socio economic	16,390
Equity Language	695
Equity Disability	0
Targeted Total	1,476,991
Other Total	28,655
Grand Total	2,017,855

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.

Parent/caregiver, student, teacher satisfaction

At the end of 2017 and the beginning of 2018, the school sought the opinions of parents and staff about the overall running and direction of the school. Survey's, interviews and multiple meetings occurred through this process.

The focus on curriculum delivery, community accessibility and the implementation of Positive Behaviour for Learning were the three common themes to emerge from the findings. Furthermore, the results of this extensive process is evident in the creation of the School Plan 2018–2020.

Throughout the year staff also met weekly in team meetings. Collegial conversations discussed teaching, learning, wellbeing and school organisation. Once again behaviour support was identified as an area of focus. This was also made evident with in multiple surveys performed online by the teaching staff.

Policy requirements

Aboriginal education

Wangee Park School values, respects and appreciates Aboriginal culture and its influence on Australian history and culture.

Our School Plan demonstrates this commitment. Extensive professional learning was delivered to our staff by the Aboriginal Wellbeing team over two twilight sessions during 2018.

This led to strengthening the staff's understanding towards authentically implementing Aboriginal Education within our classroom programs.

Multicultural and anti-racism education

Wangee Park School respects the diversity of all staff and students by promoting harmony, tolerance and respect in all areas of school life.

Throughout the year, numerous activities occurred to promote these values and celebrated within our school community.

Harmony Day was held in March with students participating in a range of activities that demonstrated diversity and harmony within our community. Parents were also invited to a Harmony Day assembly to share this significant message with our students.