

Wellington Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Wellington 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.

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Message from the principal

It is with great pleasure that I present the Annual School Report for 2019.

For me it has been a year of consolidating the wonderful teaching and learning for which WPS has earned a sound reputation. With increasing student numbers the breadth and depth of this support has been expanded and enhanced.

I thank the Wellington community for their outstanding support of our school.

Darryl Thompson
Principal

Message from the school community

Our small but enthusiastic P&C have had another great year.

Can I thank all of our mothers who have volunteered their time this year.

The key events of Mothers Day, Fathers Day, Easter and the Christmas raffle have been our key fundraisers for the year.

This year saw the completion of some major beautification works including seats at the canteen, landscaping and play equipment on the edge of Central Grass and the pending improvements near the Administration Entrance gate.

Support of the Canteen has seen electronic order put in place and a quality menu in place.

It has been a great year and I look forward to even more support from new families next year.

Kayla Veech
P&C President

Message from the students

As the departing school leaders for this year we would like to wish WPS all the best for the future.

The experience that we have gained in leading this wonderful school will stand us in good stead for all future adventures.

Our confidence has grown as we supported the weekly assembly and we would like to especially thank Mrs Blackhall for her support and friendship as our Assistant Principal Stage 3.

We have valued out time at the school and are looking forward to High School.

Regards,

Beade, Kate, Mason and Peyton.

2019 School Leaders

School background

School vision statement

Wellington Public School is committed to providing an environment where quality teaching, learning and leadership ensures future success and wellbeing for all students' within an ever changing world.

School context

Wellington Public School has an enrolment of 520 students with almost 60% identifying as Indigenous. The school caters for a diverse range of students. There are 26 classes inclusive of 5 special education and two extension classes plus a preschool.

Wellington Public School has a very caring and dedicated team of teachers and support staff working collaboratively with families to provide a wide range of programs catering for the cognitive, social, emotional and spiritual needs of each student.

We are a proud Positive Behaviour for Learning (PBL) school with a focus on developing safe, respectful learners.

Through 'Early Action for Success' and School Based Allocation of Resources the school has 1.4 Instructional Leaders, 2 Learning and Support Teachers and 1 interventionist to provide tailored interventions in Literacy and Numeracy P–6, improving curriculum implementation and quality teaching using stringent data analysis to direct teaching and individualised learning programs for students.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Engaged Learners

Purpose

Students will engage in differentiated learning and wellbeing opportunities that meet their individual needs preparing them for success in an ever changing world.

The whole school community is committed to providing learning opportunities that support ALL students to connect, succeed, thrive and learn.

Every student at Wellington Public School is known, valued and cared for.

Improvement Measures

Increased proportion of school community engaged in practices that support a sense of belonging, expectations for success and advocacy of school.

All PLPs for identified students are developed and reviewed

Increased engagement in the number of parents liaising with support staff for IEPs and PLPs from 2017 data

Improved levels of parent feedback showing the success of the school's educational programs after collection of baseline data in 2017

Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy

Increased proportion of students working in the top two NAPLAN bands for reading and numeracy.

Progress towards achieving improvement measures

Process 1: Develop and implement collaborative approaches to monitor and review student learning through their LSPs/PLPs.

Evaluation	Funds Expended (Resources)
Analysis focus LSP's PLP/s finalised. Year 6 ready for harvesting by HS.	APs CRT
Implications focus End of year reporting accurately reflecting student achievement– Looking to use SENTRAL for new reporting that reflect outcomes in subjects.	BBQ

Process 2: Strengthen community partnerships that enhance student learning through improved attendance, cultural engagement and wellbeing.

Evaluation	Funds Expended (Resources)
Marathon Health students– attendance averaged 74.4%. Problem behaviours dropped Semester 1– 11 suspensions, Semester 4–6 suspensions Psychological solutions saw 20 WPS clients, 16 have been referred off the programme. A new psychologist (Sara Stanley) is starting in 2020 with 6 new clients and retaining 3 from last year. Uniting Care provided assistance for 15 WPS families. Attendance concerns phoned every day they are away– this saw an increase in attendance and parent engagement with the school.	Attendance officer–SLSO

Progress towards achieving improvement measures

Process 3: *Steps are in place to allow staff to articulate student learning needs and teachers give (Term 4 2019)*
Clear feedback structures are in place for students and family about their progress and students communicate confidently, regularly and effectively about their own learning relative to their own level of development.

Evaluation	Funds Expended (Resources)
Analysis focus (so what difference has our approach to data meetings made?): Implications focus (Now what are we going to do differently next time?): ES1 reports to reflect learning outcomes as identified through both the progression and syllabus.	See details in Initiatives spending

Strategic Direction 2

Quality Practice

Purpose

Teachers implement effective classroom practices for all students with meaningful learning experiences that are inclusive, engaging and challenging.

Our school culture is built on respectful mentoring relationships and a foundation of professional learning that is focused on supporting quality curriculum planning, assessment and continual improvement of teacher practice.

Wellington Public School is a great place to work and our staff are of the highest calibre.

Improvement Measures

Increased proportion of teachers that are using student performance data to drive teaching directions, monitoring and assessing.

Increased proportion of teachers engaging in mentoring, classroom observations and modelling of effective classroom practice.

Progress towards achieving improvement measures

Process 1: Develop staff capacity to effectively implement evidence based practices into teaching and learning including an ongoing focus on literacy and numeracy through explicit teaching and learning.

Evaluation	Funds Expended (Resources)
Teachers are regularly sharing and taking advantage of IL co-teaching and coaching to grow their capacity to teach and differentiate the focus areas of maths.	Extra DP time for our own School-based Instructional leadership focus.

Process 2: *Create a Scope and Sequence Team as informed from our EV. Teams across the school build staff capacity to in the use of data to inform practice and deliver professional learning and teacher support around pre and post assessment, Curriculum matrices and learning intentions in literacy and numeracy, learning progressions and PLAN 2 to identify individual student learning needs.*

Evaluation	Funds Expended (Resources)
Analysis focus (what difference has our approach to S&Ss made?): IL and Scope and Sequence team leaders aligned student writing samples to rubric. As a result of the CESE PL an interview of staff members around the behaviour change model. (MICHIE) Implications focus (Now what are we going to do differently next time?): Student Reports to be aligned with rubric indicators. 2020 all stages will focus on even year of writing S & S Reflect and reset evaluative thinking resource will be used to evaluate the S & S project.	Executive Classroom teachers Classroom teachers All staff Executives / power hour All staff

Process 3: *Develop, implement and evaluate systems to support the application of Professional Standards, that will prepare and support all teachers to complete NSW Teacher Accreditation and encourage teachers to consider higher accreditation levels staff wellbeing.*

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
Quality of PDP content and development have improved. All completed on time. Each has a School-based, Stage-based and personal development focus	Time created to share PDP planning with supervisors

Strategic Direction 3

Educational leadership

Purpose

Our school leadership is driven by a culture of high expectations and community engagement supported by collaboration and inclusivity, focused on sustained and measurable whole school improvement.

Resources are strategically used to achieve improved student outcomes and high quality educational delivery.

Community confidence in Wellington Public School is high.

Improvement Measures

All executive have been involved in professional learning to develop effective instructional leadership and management skills.

Community members are accessing an increased proportion of diverse opportunities to communicate and liaise with the school.

School executive guide teaching and learning practices that are responsive to school data and current research..

Progress towards achieving improvement measures

Process 1: *Develop, implement and evaluate collaborative processes to review and monitor teaching practices as outlined in the School Plan. (Term 4 2019)* **Executive and aspirational staff are provided with professional learning opportunities to develop skills in effective instructional leadership and management.**

Evaluation	Funds Expended (Resources)
<p>Analysis focus (so what difference has our approach to data meetings made?):</p> <p>All classroom teachers continue to meet with IL's to analyse their student work samples and to plot into PLAN 2. CT used writing rubrics (aligned with creating texts progression indicators) to plot student achievement. As a result teachers could identify student achievement, aligning closely with student end of year report outcomes.</p> <p>Implications focus (Now what are we going to do differently next time?):</p> <p>All students were provided with updated individual learning intentions. Collegial discussions regarding a review of student reporting to closely align with triangulation of data collected through progressions, diagnostic testing and observations.</p> <p>System needed for feedback that is meaningful and authentic (in addition to student reports) to parents and students regarding PLAN 2 (progressions).</p>	See details in Initiatives spending

Process 2: **Evaluate and implement systems that build professional capacity of staff through the provision of targeted professional learning which is focussed on supporting staff wellbeing and mentoring.**

Evaluation	Funds Expended (Resources)
<p>Analysis focus (so what difference has our approach to data meetings made?):</p> <p>32 Staff completed the Reading survey with 7 staff expressing an interest to be a teacher leader in 2020.</p>	See details in Initiatives spending

Progress towards achieving improvement measures

Implications focus (Now what are we going to do differently next time?):

7 teachers will be mentored by IL around leadership. Teachers will be involved in PL for quality Literacy teaching, coaching and data analysis. Teacher leaders will mentor other staff around literacy to build a culture of sustainability and collective efficacy.

Process 3: *Form a Our Communication Committee (with representation from across the school community) continues to regularly solicit and address feedback on school performance and uses this to enhance existing, and develop new approaches, to improve student learning.*

Evaluation	Funds Expended (Resources)
<p>Analysis focus (so what difference has our approach to data meetings made?):</p> <p>Communication team continued to meet regularly.</p> <p>Facebook engagements: post reach November to December increase of 50% (6,267)</p> <p>Post engagements November to December increase of 7% (4677)</p> <p>New page likes:18 (0%)</p> <p>1500 likes for wellbeing posts</p> <p>100 likes for sport posts</p> <p>714 likes for learning posts.</p> <p>School Website : 229 total page views received from your school community (1st week December)</p> <p>354 total page views received from your school community (2nd week December)</p> <p>Implications focus (Now what are we going to do differently next time?):</p> <p>Upskill communication leaders through professional development in analysis of website data.</p>	See details in Initiatives spending

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	2019 Total \$836 581 4 x \$61 252 = \$245 008 2 x \$61 252 = \$122 504 3 x \$61 252 = \$183 756 1 x \$106 716	<p>A significant emphasis on targeting improved attendance has seen our average improve from 89% to 92%.</p> <p>Out 'Focus on Learning' TTFM data reflects improved engagement across the school with ALL Domains above State Average.</p>
English language proficiency	2019 Total \$2 748	<p>Our home reading program and Mini Lit resources are achieving strong literacy growth K –3 and providing an excellent base to address the positive trend in value added data from Year 3 to Year 6.</p>
Low level adjustment for disability	2019 Total \$325 470 Additional DP EAFS – (0.6) \$46 000 Classroom Teacher x 1 – \$106 716 SLSO x 1 – \$ 61 252 Speech Therapy – \$50 000	<p>Our application of the additional EAFS resources has consolidated understandings and application of literacy and numeracy support, especially across Early Stage 1 to Stage 2.</p> <p>In the past 12 months we have achieved pleasing value added data from Kinder to Year 3.</p> <p>Key use of online training support and our 'Power Hour' has focussed Professional Learning time for staff.</p>
Quality Teaching, Successful Students (QTSS)	2019 Total \$109 384 Classroom teacher x 1 = \$106 716 Allocation of Mini Lit resources \$3 000	<p>As the largest Stage in the school we have been able to keep class sizes manageable and focus support to key literacy and numeracy targets.</p>
Socio–economic background	2019 Total \$708 754 2 Kinder SLSO x \$61 252 = \$122 504 Attendance Officer \$61 252 SAKG 1 x Teacher \$106 716 and 1 x SLSO \$61 252 Built in Casual relief 2 x teachers = \$213 432 Bus Lease \$20 000	<p>Our emphasis on the first years of schooling at WPS sees a lot of our resources focussed here.</p> <p>Our attendance data is improving.</p> <p>Student engagement and community connection continue to flourish under the power of our Garden Program</p> <p>The difficulty of finding casuals has been overcome by building this release and cover into the staffing of the school. Very few class ever go uncovered.</p> <p>The school bus is a key link to community and supports a wide range of extra curricula activities.</p>
Support for beginning teachers	2019 Total \$14 321	<p>This resource was added to the extra relief provided to the Stage where the teacher was located.</p> <p>We also fund an Accreditation Mentor to support all staff and newly appointed staff are provided with targeted support. Structured meetings are held each fortnight.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	252	266	263	250
Girls	215	218	220	228

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88.1	91.2	89.1	89.6
1	87.9	90.1	91.4	89.4
2	90.1	92.6	89.7	90.6
3	89.5	92.4	91.5	89.7
4	93.3	90.3	90.3	90.2
5	89.8	90.8	88	88.3
6	89.9	89.9	90.8	88.3
All Years	89.7	91.1	90.2	89.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.77
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.98

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	526,776
Revenue	8,084,877
Appropriation	7,956,746
Sale of Goods and Services	35,131
Grants and contributions	89,048
Investment income	3,451
Other revenue	500
Expenses	-8,026,423
Employee related	-7,306,475
Operating expenses	-719,948
Surplus / deficit for the year	58,454

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,062,523
Equity Total	1,873,553
Equity - Aboriginal	836,581
Equity - Socio-economic	708,754
Equity - Language	2,748
Equity - Disability	325,470
Base Total	3,634,897
Base - Per Capita	124,555
Base - Location	112,967
Base - Other	3,397,375
Other Total	1,170,942
Grand Total	7,741,914

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In 2019 we explored feedback from the following major sources:

1. From parents at our annual Family and Friends afternoon in March:

Attendance at these afternoons continues to reflect increased engagement. In 2018 75% of families attended this year it increased to 86%. From these meetings each child has a Learning Support Plan developed. Currently every student in the school has a Plan submitted and lodged on Sentral.

2. From students as a part of a survey of the Positive Living Skills program in the school:

Forty-nine (49) children participated in small focus group discussions which lasted 15 to 28 minutes. As the intention of one of the study's research questions was to explore the children's experiences of the PLS program, children were asked what they remembered about some of the units that they had learnt about thus far (in this instance: Highlights, Focus, Feelings, Relaxation and Changing Channels).

The children could easily recall what Highlights were and their responses were related to at-home highlights and school highlights. Children's highlights included activities they like to be involved in, significant events, and more intrinsically motivated and personal experiences. Examples of out of school highlights included:

"A highlight is something that is good about your day", "A highlight is something that brightens up your day"

Children were also asked if they had talked about or used any of the Positive Living Skills ideas at home. Most of the children were keen to share how they were using the skills at home, although some of them said they had not used them much. But for those children who said they had used Positive Living Skills at home, they said that when their parents asked them *"what happened at school today?"* they told them about *"our highlights"* *"we say we've had a great day or we've done something"* and others reported telling their parents about *"heaps of highlights"* *"relaxing."*

Before concluding the focus group chats, children were asked what they have liked to learn about most during the PLS lessons. Answers included:

"That we get to sit around and see what other people's emotions and things are"

"Miss asks us what we did on the weekend and things and people share what they did", "Like you can let your words out but then you can also listen to other people as well"

Overall, children gave a clear indication that participating in the PLS program had been a thoroughly enjoyable, meaningful, and influential learning experience which they would have liked to start earlier in their schooling, and which they want to continue learning in the future.

3. From teachers completing the Tell Them from Me 'Focus on Learning' survey:

22 staff responded to the survey. In all Eight Drivers of Student Learning the school was well above NSW Government norms. In most cases more than 1.0 above these norms.

The highest rating responses relate to the high expectations set, the support received in stressful times, discussing learning goals along with collaborative and well structured processes to address gaps in learning.

The lowest rating (4.9) 'Students use computers or other interactive technology to track progress towards their goals' has seen a strong emphasis on the expansion of digital devices in classrooms. We have adopted the software package SeeSaw and allocated iPad resources in each classroom to develop this approach in conjunction with enhancing skills at home to support student learning outcomes.

4. Feedback from the 2019 People Matter NSW Public Sector Employee Survey:

Ironically, 22 people also responded to the People Matter Survey.

Pleasingly engagement at work sits at 80%. Up 9 points from last year. Satisfaction with my job jumped to 82% up from 59% in 2018.

Areas to develop relate mostly to career development, useful feedback and maintaining effective communication across the school. Key steps have been taken to integrate this data into future planning, especially in how stage groups, across school communication and staff meetings are conducted.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.