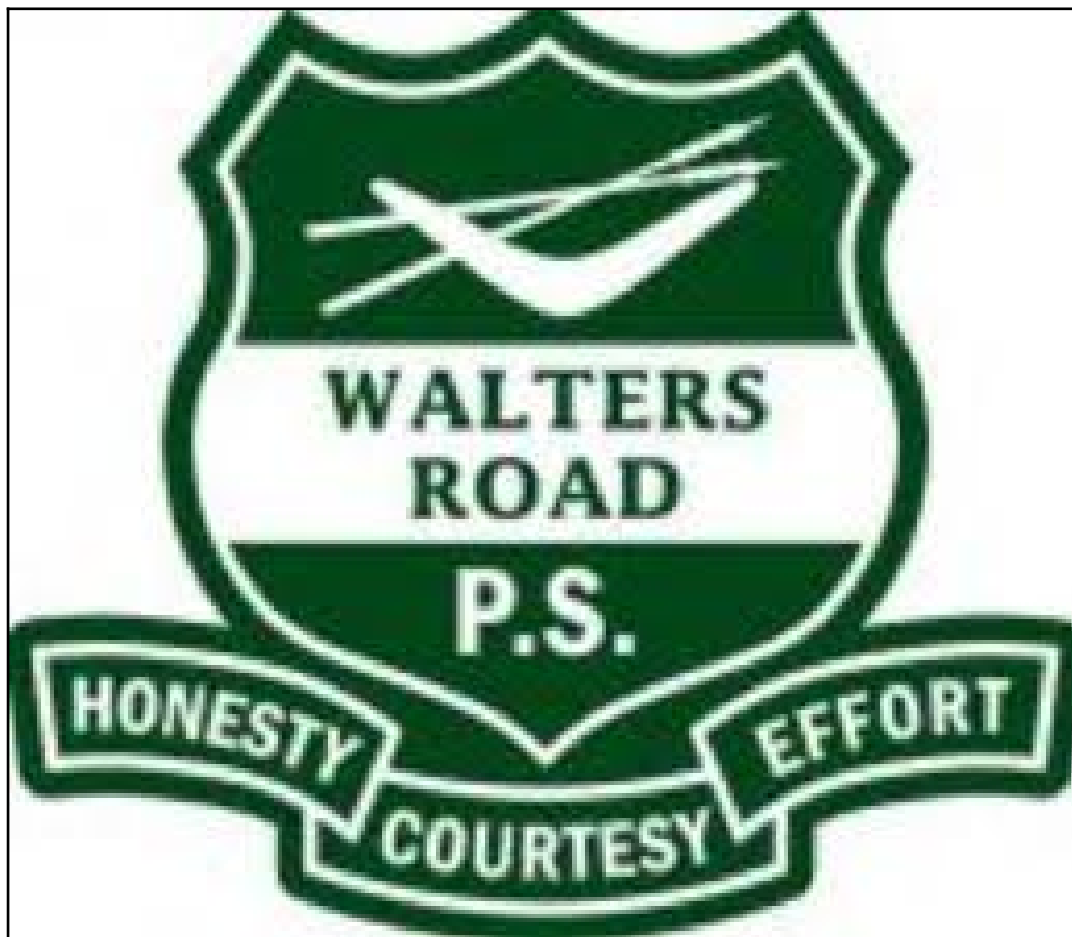


Walters Road Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Walters Road Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Walters Road Public School

158 Walters Rd

Blacktown, 2148

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

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

9672 2333

School background

School vision statement

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

School context

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

Self-assessment and school achievement

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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality teaching

Purpose

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

Improvement Measures

Increase number of students in top two bands of NAPLAN Literacy.

Teachers employ observable evidence-based effective teaching strategies.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching and learning directions.

Overall summary of progress

In 2019 we worked tirelessly as a whole school community to move more students into the top two bands of NAPLAN. We were particularly impressed with the trajectory our Writing scores are following.

Teachers engaged in evidence based professional learning and we were approached to be part of a project "Get Evidence Moving In Schools" which showcased our desire to ensure best practice is used across the whole school.

Progress towards achieving improvement measures

Process 1: Application--: The leadership team will draw on research to develop and implement high quality professional learning in Literacy and Numeracy practices.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019 all teaching staff engaged in much professional learning and dialogue based on the work of Mark Seidenberg and Tom Sherrington. These research based Literacy studies allowed staff to continue to implement effective Writing blocks across the school. Evidence of improvement can be seen in NAPLAN 2019 writing.</p> <p>We have also begun to work in the supported PL environment with NSW DoE staff to understand our where to next in Numeracy. As a result sound plans are in place for 2020 to unpack the Mathematics syllabus to enhance teacher knowledge, build our knowledge and expertise when differentiating in the classroom and focussing on resources to support quality lessons.</p> <p>Through this process we were able to hire an additional Assistant Principal (Instructional Leadership) to ensure teachers and students are best supported to make a years growth in their learning.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$105000.00)

Process 2: Access--: All staff members will be responsible for implementing teaching strategies that are differentiated to cater for targeted students which will ensure opportunities for continuous improvement occurs. (This includes small group, withdrawal lessons)

Evaluation	Funds Expended (Resources)
<p>In 2019 EALD and LST staff worked hand-in-hand with classroom teachers to support quality differentiated programs for all learners. Actions included--: a revision of</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$35000.00)

Progress towards achieving improvement measures

support teacher roles with all staff, review of Learning and Support Policy, release to support interviews and report writing and all teachers released to participate in the same professional learning.

This goal is ongoing and will focus on individual withdrawal programs with SLSO's in 2020.

Next Steps

- Hiring of Instructional Leader– Deputy Principal (full-time)
- Principal and Deputy Principal to engage in Instructional Leadership –Writing across the school
- Continue to expand our knowledge of Mathematics curriculum documents



Strategic Direction 2

Quality learning

Purpose

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

Improvement Measures

Quality assessment practices are embedded across the school

Analysis of data that directs and informs teaching and learning occurs

An improvement in the number of students in the top two bands of NAPLAN literacy is evident

Overall summary of progress

In 2019, a focus on formative assessment began. The Deputy Principal worked with a small group of teachers to "ignite the flame" and bring others on board with the benefits of assessment.

NAPLAN Reading saw 97% students at or above National Minimum Standards in 2019– a great win for our whole community.

Progress towards achieving improvement measures

Process 1: *Understanding of assessment –:*

Staff will develop a shared understanding, value and purpose of the types of formative and summative assessment.

Research will be evidence-based

Evaluation	Funds Expended (Resources)
Formative assessment provides the feedback to enable teacher and student to answer three key questions: <ul style="list-style-type: none">• What is to be learned?• How is learning progressing?• What will be learned next? Formative assessment is timely and built into every lesson of every unit. Our staff have been learning to utilise the best methods of formative assessment with our Deputy Principal. This process will continue throughout 2020.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$50000.00)• Support for beginning teachers (\$20000.00)

Process 2: *Application of assessment –:*

Visible learning will be evident in all classrooms and program documentation

There will be evidence of student and staff goal setting

Evaluation	Funds Expended (Resources)
As a result of the flexible funding provided we were able to hire additional staff members to ensure that teachers were able to work collaboratively with another expert in Literacy and Numeracy. This position was created to not only provide small group interventions for students but to also ensure assessment and understanding of data was consistent in the K–2 area of the school.	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$60000.00)

Progress towards achieving improvement measures

Further to this, Assistant Principals removed administrative tasks from their stage meeting and spent much time ensuring consistent judgement across all areas of the school occurred.

Next Steps

A continued focus on formative assessment will occur in 2020 using expertise from both within and outside the school community..



Strategic Direction 3

Opening the school gates

Purpose

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

Improvement Measures

School practices reflect current community profiles

The school regularly and directly engages with parents to improve student learning outcomes

The school community values the importance of parental involvement in children's learning

Overall summary of progress

Our milestone team worked very hard to engage parents / carers and community members in the school environment, events and community. Activities planned saw some engagement. The community were able to see the value of their involvement in the students learning and this was evident in the large number of parents at interview periods.

Progress towards achieving improvement measures

Process 1: The school will welcome the wider community through the school gates for events and other opportunities

Evaluation	Funds Expended (Resources)
The school welcomed the wider community through the school gates for events and other opportunities such as assemblies, sporting events, parent workshops , open classrooms and celebrations. Our community attended these positively.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1000.00)

Process 2: The school will welcome parents into classrooms as partners in their child's learning.

Evaluation	Funds Expended (Resources)
In order to ensure parents were trained in classroom procedures, our school offered parent workshops prior to classroom assignments. A handful of parents attending sporadically but were not available for classroom help. The workshops then become a focus on how to help your child at home	Funding Sources: <ul style="list-style-type: none">• English language proficiency (\$500.00)

Process 3: We will celebrate our school's cultural diversity.

Evaluation	Funds Expended (Resources)
Cultural diversity is celebrated everyday at WRPS. Through inclusion of culturally specific celebrations included in learning, acceptance, support and friendships in the classrooms and happy smiling students, harmony can be seen. This year we installed a mural celebrating the multicultural aspect of women in leadership, we had our school signs translated in many languages and the students had access to our ARCO officer if needed	Funding Sources: <ul style="list-style-type: none">• Targeted student support for refugees and new arrivals (\$1000.00)

Next Steps

We will continue to look for engaging ideas to encourage parent participation in our school, we have planned a whole school incursion around a growing culture in our school and we will continue to focus on explicit means of communication with our whole community



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Employment of Aboriginal SLSO in classroom and playground • Whole school ATSI week incursion • Purchase of ATSI artefacts Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$16 000.00) 	The use of our SLSO in the playground provided a nurturing and caring, culturally relevant adult for the children to turn to and be supported by.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$25 000.00) 	<ul style="list-style-type: none"> • Purchase of resources • Release of EALD teachers to support in enrolment, interview and reporting periods • Translations of notes and signs into community languages
Low level adjustment for disability	<ul style="list-style-type: none"> • Additional SLSO support • Additional staff employed as Assistant Principal Learning and Support • Multilit programs Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$60 000.00) 	Profiles developed, adjustments made and goals set which all supported our NCCD data. Multilit programs proved successful and the additional staff allowed more individualised support across the school
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$100 000.00) 	<ul style="list-style-type: none"> • Creation of Instructional Leader position allowed all staff to be well versed and practiced in the areas of the best practices supported by evidence based research.
Socio-economic background	<ul style="list-style-type: none"> • Implementation of well-being journals and programs • Social skills group • Additional SLSO time • Upgrades in technology to allow equitable access • Homework club, Books n Brekkie and Lunch programs provided to students • Student assistance provided to support educational activities • A whole school approach to well-being taken and revised Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$150 000.00) 	Well-being referrals for school related matters remain minimal. Students also have the access to high quality resources and experiences. We maintain that we ensure no child goes hungry or without food during a school day and also provide an afternoon Free Fruit programs for families once a week.
Support for beginning teachers	<ul style="list-style-type: none"> • Scheduled weekly release with Supervisor • Scheduled weekly release with a mentor • Additional hours provisioned during school hours for Consistent Teacher Judgement and Report writing • Mentor supporting the classroom for demonstration and team teaching Funding Sources:	We will continue to provide tailor made programs to support teachers new to the profession.

Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$30 000.00) 	We will continue to provide tailor made programs to support teachers new to the profession.
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • Staff professional learning • Small group learning sessions • Financial assistance • Access to external agencies • On-going support from EALD and classroom teachers <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$20 000.00) 	The needs of each refugee student differ day to day. Having a consistent and reliable EALD team has proven extremely beneficial to both the student and their families.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	285	316	316	312
Girls	283	276	288	290

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.9	92.1	91.5	89.8
1	92.5	92	92.9	91.7
2	93.3	92.3	93.6	91.8
3	93.2	93.1	92.9	92.2
4	93	93.1	94.3	91.6
5	93.2	94	93.6	94
6	95.2	93.2	92.7	90.9
All Years	93.3	92.8	93.1	91.7
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)	4
Classroom Teacher(s)	23.09
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	2
School Administration and Support Staff	4.06

*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	1,315,418
Revenue	5,661,462
Appropriation	5,469,823
Sale of Goods and Services	42,973
Grants and contributions	142,078
Investment income	5,987
Other revenue	600
Expenses	-5,207,900
Employee related	-4,646,871
Operating expenses	-561,030
Surplus / deficit for the year	453,561

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	79,752
Equity Total	750,099
Equity - Aboriginal	16,156
Equity - Socio-economic	234,203
Equity - Language	247,237
Equity - Disability	252,504
Base Total	4,114,170
Base - Per Capita	141,721
Base - Location	0
Base - Other	3,972,448
Other Total	346,597
Grand Total	5,290,617

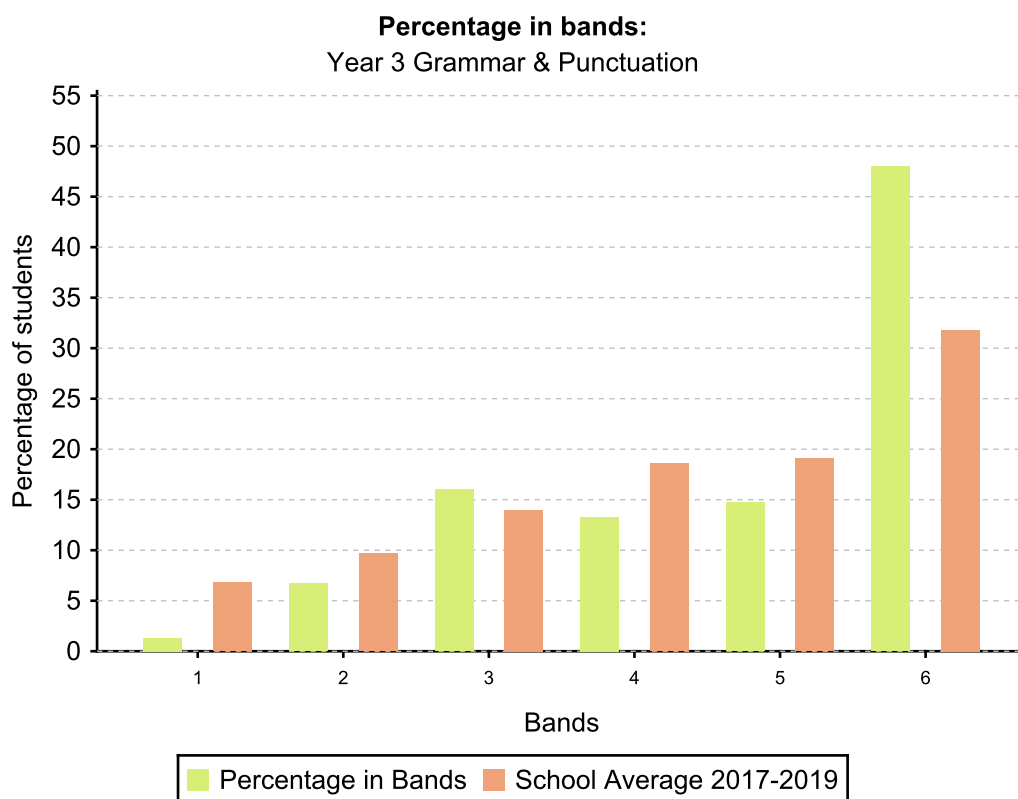
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School performance - NAPLAN

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.

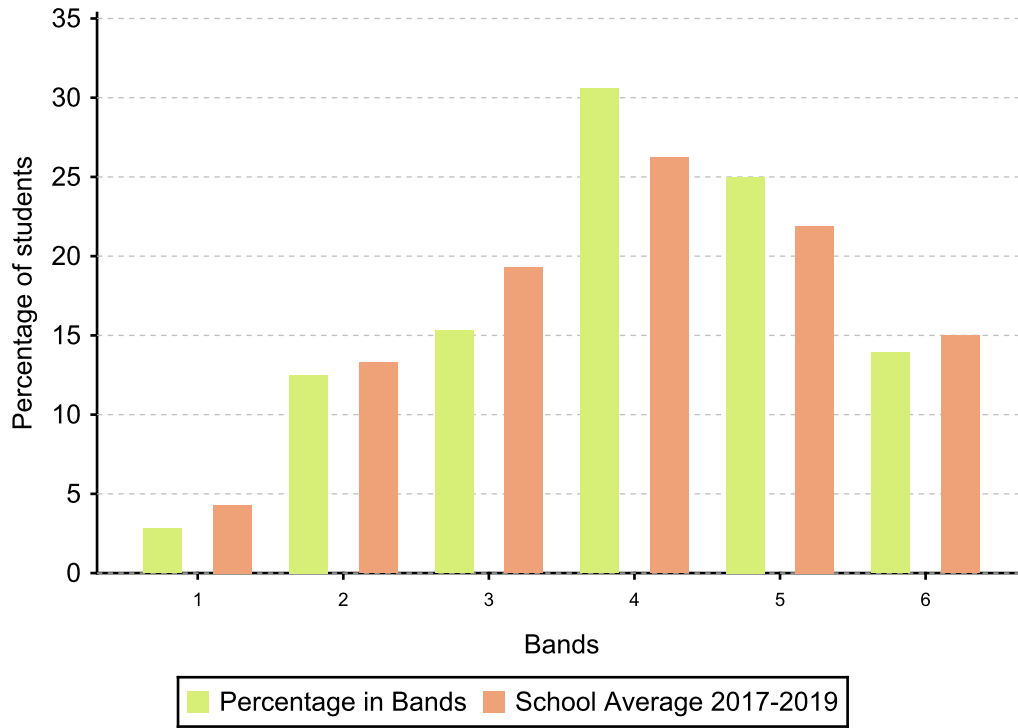
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	1.3	6.7	16.0	13.3	14.7	48.0
School avg -2019	6.8	9.7	14	18.6	19.1	31.8

Percentage in bands:

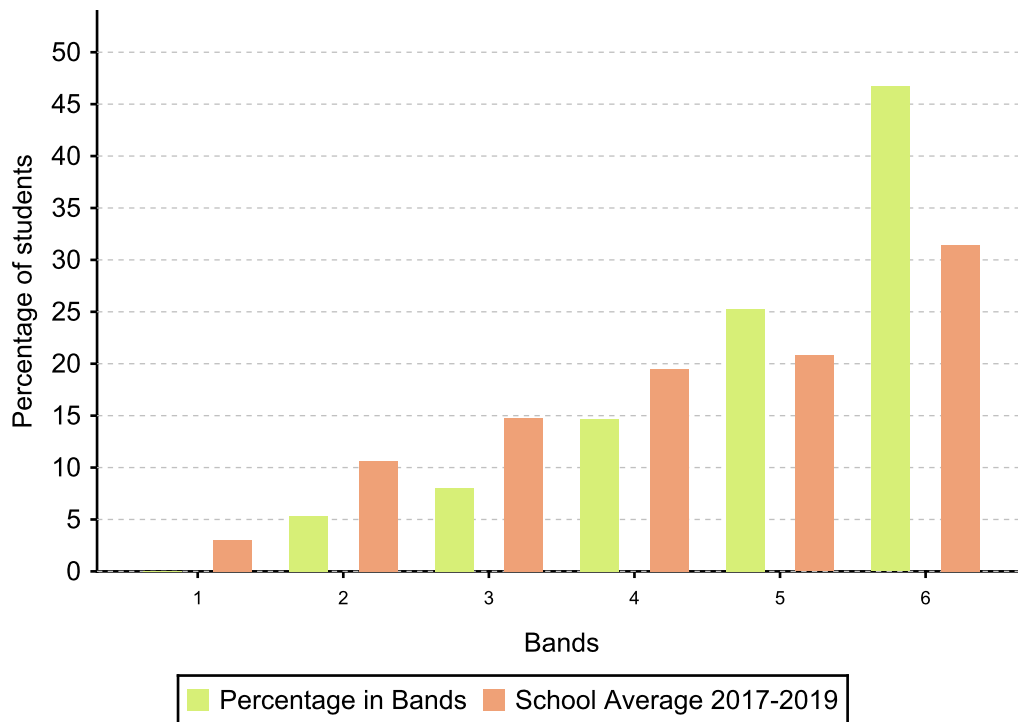
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	2.8	12.5	15.3	30.6	25.0	13.9
School avg -2019	4.3	13.3	19.3	26.2	21.9	15

Percentage in bands:

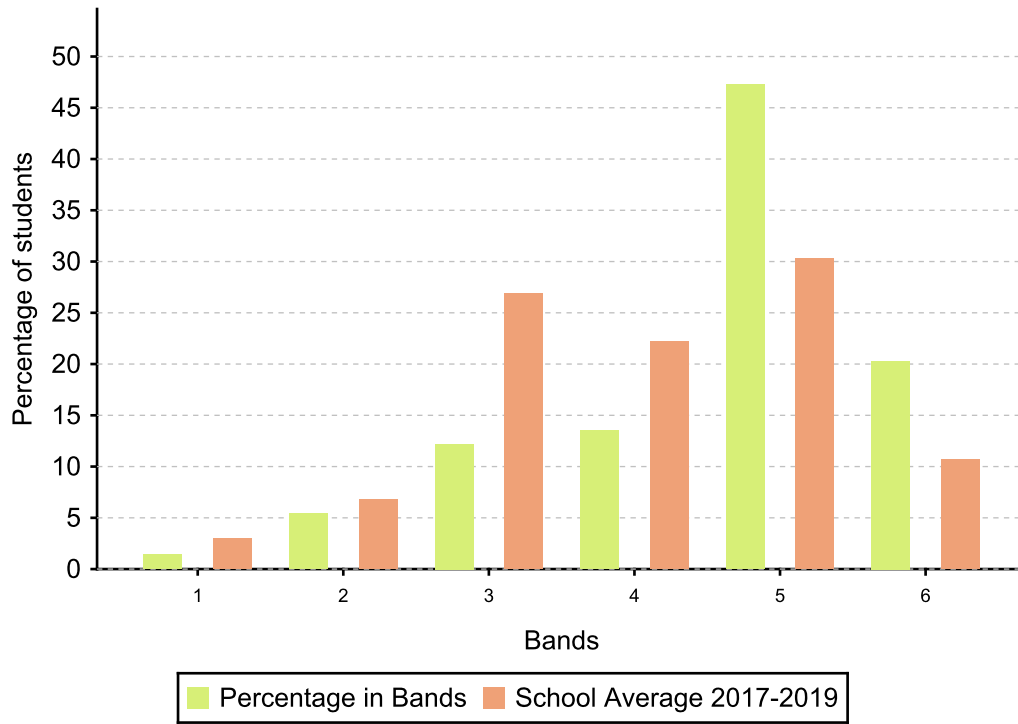
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	5.3	8.0	14.7	25.3	46.7
School avg -2019	3	10.6	14.8	19.5	20.8	31.4

Percentage in bands:

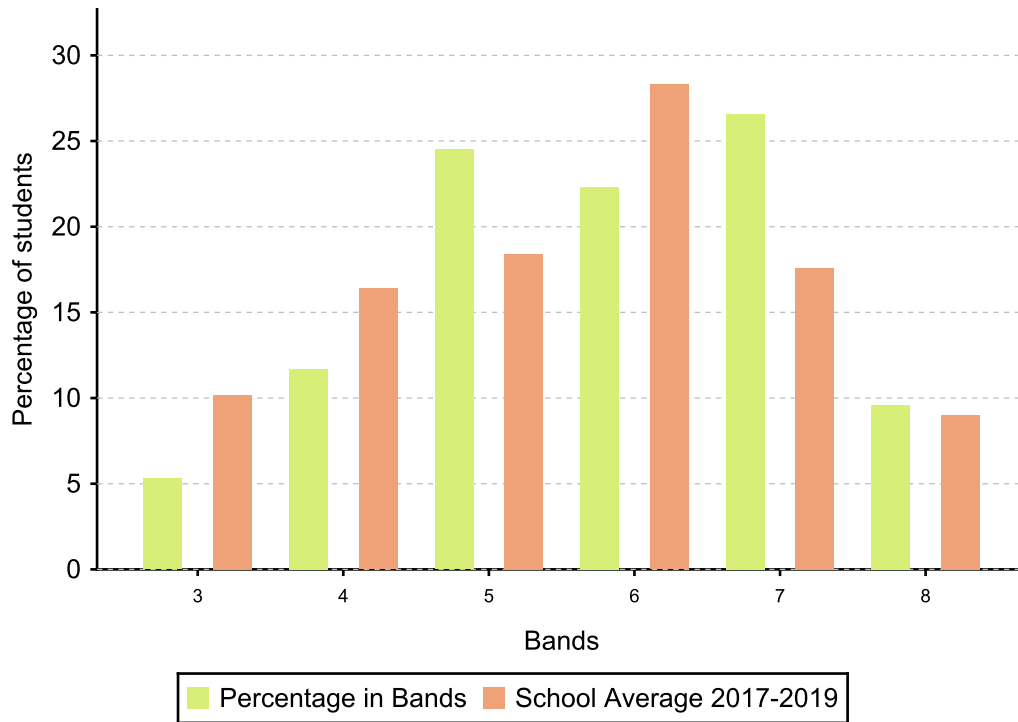
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.4	5.4	12.2	13.5	47.3	20.3
School avg -2019	3	6.8	26.9	22.2	30.3	10.7

Percentage in bands:

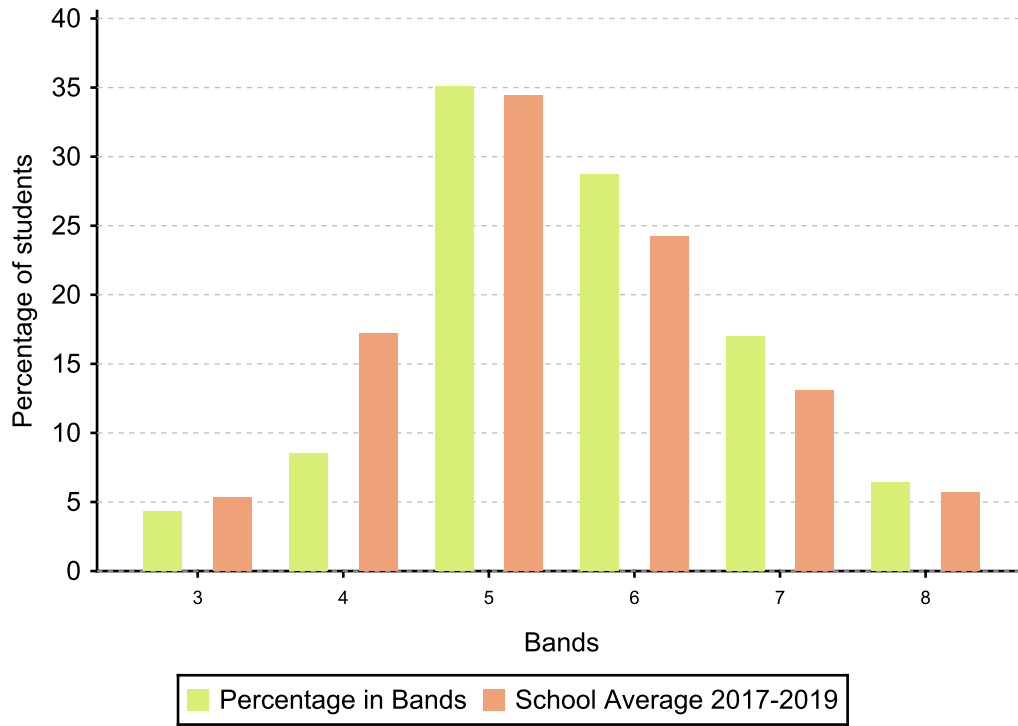
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	5.3	11.7	24.5	22.3	26.6	9.6
School avg -2019	10.2	16.4	18.4	28.3	17.6	9

Percentage in bands:

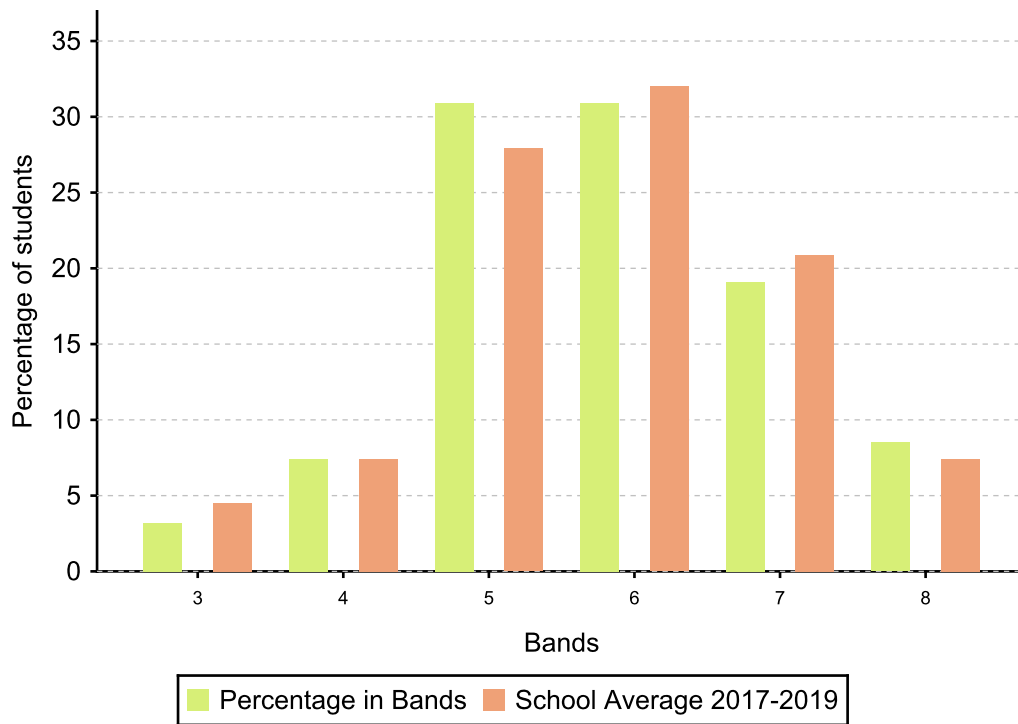
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	4.3	8.5	35.1	28.7	17.0	6.4
School avg -2019	5.3	17.2	34.4	24.2	13.1	5.7

Percentage in bands:

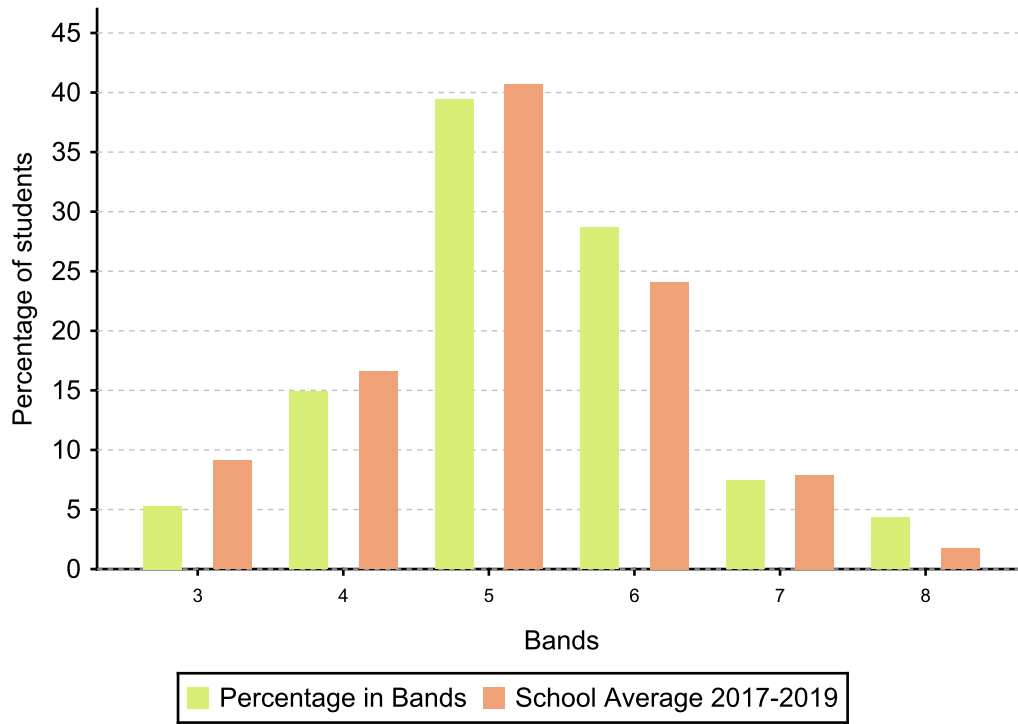
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	3.2	7.4	30.9	30.9	19.1	8.5
School avg -2019	4.5	7.4	27.9	32	20.9	7.4

Percentage in bands:

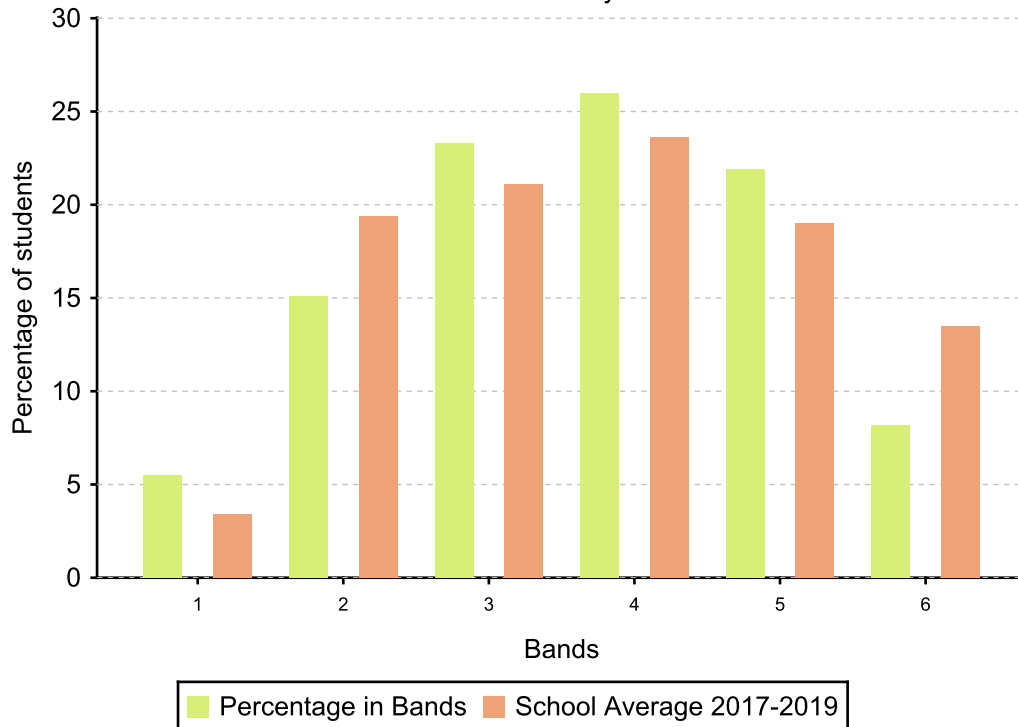
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	5.3	14.9	39.4	28.7	7.4	4.3
School avg -2019	9.1	16.6	40.7	24.1	7.9	1.7

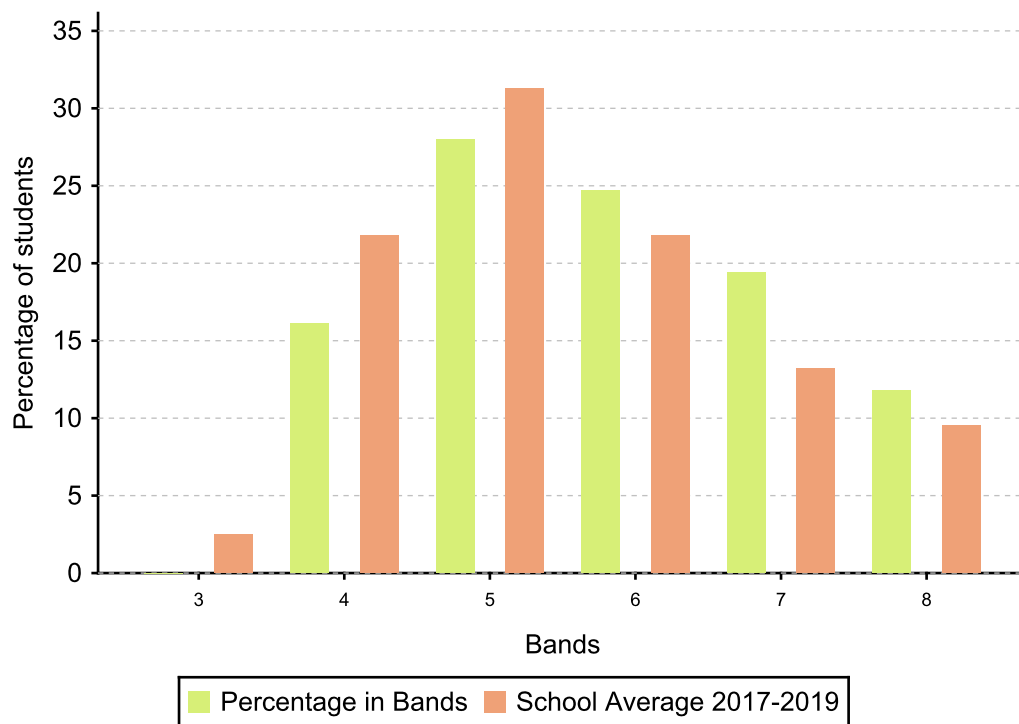
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	5.5	15.1	23.3	26.0	21.9	8.2
School avg -2019	3.4	19.4	21.1	23.6	19	13.5

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	16.1	28.0	24.7	19.4	11.8
School avg -2019	2.5	21.8	31.3	21.8	13.2	9.5

Parent/caregiver, student, teacher satisfaction

This year we did not participate in the Tell Them From Me (TTFM) survey. However, student voice was heard, acted upon and listened to via the SRC. We were able to re-establish a parent P&C group where each month's agenda items were actioned and information sort. Two way communication remained a priority for this group. Teachers well being was examined and feedback sort into many initiatives including welfare policy, People Matter surveys, changes to explicit literacy session, professional learning in Numeracy and staff activities. In 2020 we have committed to once again committed to the TTFM surveys and will encourage active participation from all stakeholders.

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.