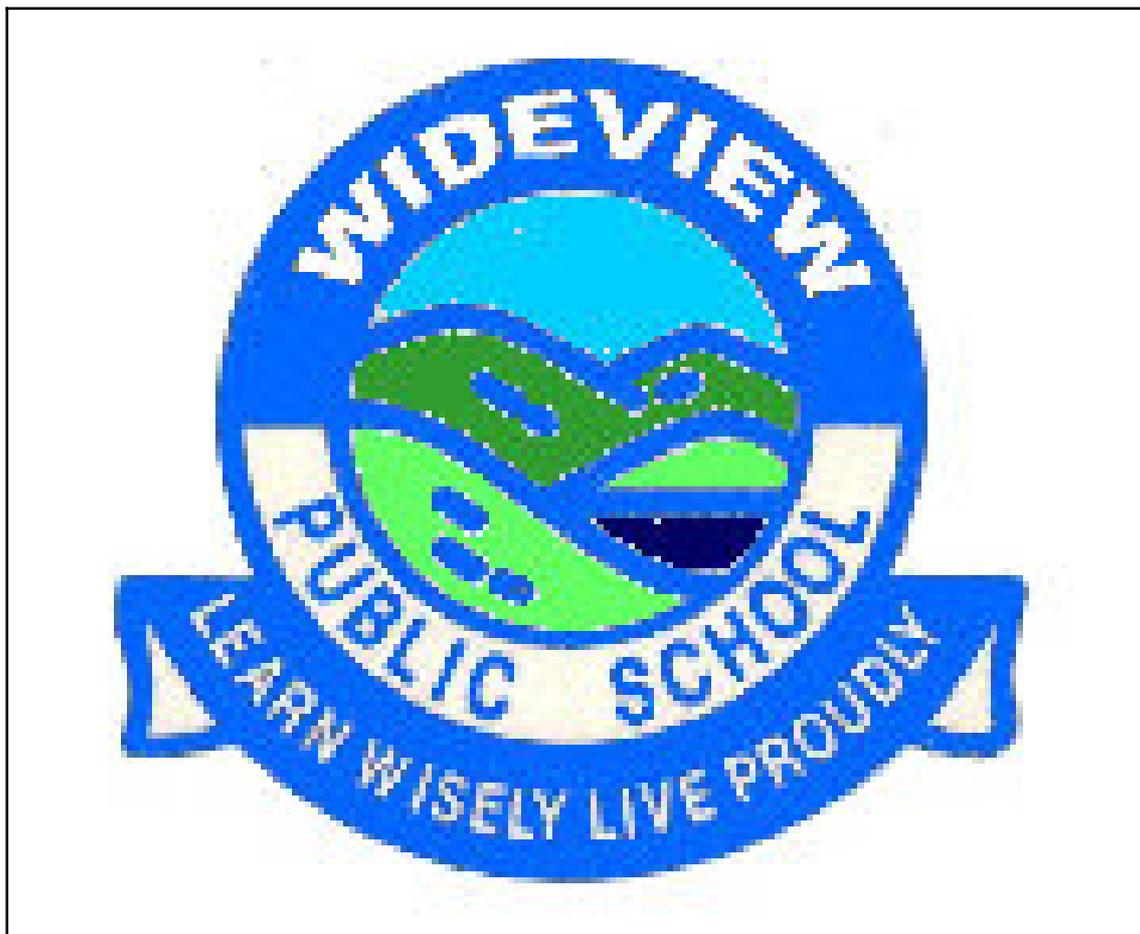# Wideview Public School

2019 Annual Report

4433

Introduction

The Annual Report for 2019 is provided to the community of Wideview 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

Wideview Public School
Wideview Rd
Berowra Heights, 2082
www.wideview-p.schools.nsw.edu.au
wideview-p.school@det.nsw.edu.au
9456 1655

School background

School vision statement

To develop a collaborative and well informed whole school community that provides quality education through effective teaching practices to ensure all students are successful learners and active and informed future leaders.

School context

Wideview Public School is situated in the northern Sydney bushland suburb of Berowra Heights. It has a student population of 394 and 22 staff. Wideview Public School is a student – centred school where student needs are a priority, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature of programs designed to ensure that the potential of all students is realised and where individual gifts and capabilities are recognised and nurtured. Wideview Public School has strong partnerships with its community and a supportive parent body. The school has developed a number of key partnerships, which assist in the enhancement of student outcomes. Student learning needs are wide ranging with a need to extend very capable students whose learning outcomes should be above stage learning expectations and a need to support students with additional learning needs. The school has a highly committed staff.

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	Excelling
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Wideview Public School 4433 (2019)

Strategic Direction 1

Quality Teaching/learning Practices

Purpose

To create and maintain a culture of innovative, reflective and collegial teaching through targeted professional development to build the capacity of all staff to work within a highly effective team environment.

Improvement Measures

School wide data (Formative Assessment) informs teaching and learning in all classrooms. This is evident in daily teaching and learning activities and in all teacher programs.

100% of teachers are working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.

Overall summary of progress

The implementation of Formative Assessment Strategies at Wideview Public School is establishing a school environment that enables the students to engage in their learning, in addition to gaining the knowledge and skills to build their own desire to continue to learn. The program is inclusive of the wider school community and parents are provided with a range of opportunities to deepen their understanding and knowledge of student learning. The relationships between the school and home were viewed by both staff and parent respondents and has shown a heightening of expectations across the school .

Progress towards achieving improvement measures

Process 1: Staff will participate in effective and personalised professional learning within and outside the school that aligns with the school plan, meeting the needs of both staff and students while improving student learning.

Evaluation	Funds Expended (Resources)
Writing has shown an upward trend which should be even more evident in 2020 The Writing program was very successful in providing professional learning to staff and skill development for students. Goal setting and tracking throughout the year was continued and the years end all students were effective goal setters and able to discuss their progress and future learning directions.	$45000 spent on Professional learning and $56000 spent on resourcing the program

Process 2: Planned teacher professional learning in making the **learning visible to students**. **Practical strategies** include: **collaboratively developing learning intentions/success criteria, displaying quality student examples,** te**acher to student feedback** and **student to teacher feedback**.

Evaluation	Funds Expended (Resources)
Teachers show improved use of technology T/L activities in class observations. PLAN and Data Walls are consistent and accurate. All student were able to identify lesson goals and exit criteria	Work Samples Scout and Plan data QTSS funding through teachers salary for 3 days per week

Strategic Direction 2

Productive Pedagogy

Purpose

Quality teaching and assessment practices are essential for the development of effective individualised learning. To ensure this, teachers must engage in professional learning to enhance all students' learning experiences through explicit quality teaching practices. Ongoing attention to student progress utilising constant and systematic data gathering and recording on the learning continuum will drive our planning and ensures success.

Improvement Measures

100% of staff compose stage, class and individual profiles based on data collected and use them to design and modify teaching programs.

100% of students achieve term targets and demonstrate progress at least equal to one year's growth for each year at school.

2020: Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 10% from 2017 baseline data.

2019: Increase the proportion of students inthe top two bands of NAPLAN across all areas of literacy and numeracy by 6% from 2017 baseline data.

2018: Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 3% from 2017 baseline data.

Ensure that at least 90% of Year 3 and Year 5 students are achieving above the National minimum standards in NAPLAN (National Assessment Program Literacy and Numeracy) in 2018. Individual learning plans are in place for all students who do not achieve minimum standards.

Progress towards achieving improvement measures

Process 1: Ongoing professional development provided on the purpose of assessment for, of and as learning and the use and identification of appropriate strategies to modify teaching based on the work of Hattie, Wiliams and Fullan will be provided.

Evaluation	Funds Expended (Resources)
6% increase of students (top 2 bands) of NAPLAN (Read/Numeration) Writing improves in NAPLAN by 5%. 85% of K–2 students will be reading at or above the following reading levels.: K–11, Yr1 –22 and Yr 2 – 26.	

Process 2: Teachers will work together and use consistent teacher judgement to accurately track student learning and know the impact their teaching is making through regular analysis. Formative assessment strategies will be used to plan modelled, guided and independent teaching and assessment feedback will be planned and delivered regularly to students. Targeted teaching strategies will be shared to support students not making expected growth.

Evaluation	Funds Expended (Resources)
Teachers show improved use of technology T/L activities in class observations. PLAN and Data Walls are consistent and accurate. All student were able to identify lesson goals and exit criteria	

Process 3: Progress and future goals are explained to parents with data as supporting evidence.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Parents were provided with workshops and follow up material was regularly sent out via the school newsletter to ensure an understanding of Learning Intentions/Success Criteria and Formative Assessment	

Strategic Direction 3

Effective Collaboration and Communication

Purpose

To develop culture of collaboration across the whole school community through effective communication and building strong relationships which entrench a positive culture of communal success.

Improvement Measures

Parent and carer attendance at P&C meetings will increase by 15%.
Parent and carer participation in school information sessions and learning forums will increase by 10%.
Participation in school surveys will increase by 20%.

Overall summary of progress

Parent participation in P&C meetings over the course of the year increased by 20% and the uptake of new members increased by 35%

Parent involvement in Science Expo Art Show and other school based activities increased by over 30%. The science Expo having the biggest impact

Progress towards achieving improvement measures

Process 1: Parents are provided with information sessions on: technology, new curriculums, reading, resilience and 21st century learning.

Evaluation	Funds Expended (Resources)
Parents were provided with the opportunity to engage in Plan Spelling Maths K–2 and the Goal setting workshops	

Process 2: Parents engage in opportunities provided to access information and actively participate in school life.

Evaluation	Funds Expended (Resources)
Parents were able to attend workshops in Maths and Plan spelling as well as participate in our Science Expo. The Reading workshop was well attended by K–3 parents and parents then incorporated the learning into their child's homework and reading activities	

Process 3: Maintain and enhance Berowra Learning Community ensuring a close working relationship with Asquith Boys and Girls High School and other primary schools in the local area.

Evaluation	Funds Expended (Resources)
Writing Days and Science Expos were coordinated with Asquith boys. Asquith Girls provided opportunities in literacy. The Keerawal School community group focused on Stage planning PL and resourcing. All teachers were afforded the opportunity to visit other school/classrooms to see best practice.	

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Three teacher release days to plan and implement writing programs. Stage grouped to incorporate differentiation of curriculum Demonstration Lessons designed and delivered	The students in Stage 3 all demonstrated improvement in the writing process. Punctuation conventions were adhered to much more frequently. Students at least 95% of the time demonstrated adherence and understanding of Punctuation conventions. Smart Spelling was incorporated into the plan and overall spelling results were improved by at least 84% Teachers were engaged in mentoring Professional development and corporate programming
Support for beginning teachers	Beginning teacher funding utilised in Professional development, Release for teachers and mentors including team teaching. TAA support was also utilised form the funding	Beginning Teachers all attained their accreditation

Key Initiatives	Resources (annual)	Impact achieved this year

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	200	201	203	200
Girls	195	193	199	203

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	97.4	95.3	97.1	95.8
1	97	95	95.5	95.9
2	96.8	96.1	94.9	94.2
3	96.5	95.3	95.9	94.1
4	96.7	96.1	94.1	93.6
5	96.4	93.5	94.6	95.6
6	98	96.5	93.6	94.6
All Years	97	95.5	95.2	94.8
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
Assistant Principal(s)	3
Classroom Teacher(s)	15.04
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*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	300,378
Revenue	3,420,730
Appropriation	3,109,263
Sale of Goods and Services	10,461
Grants and contributions	298,617
Investment income	2,289
Other revenue	100
Expenses	-3,441,570
Employee related	-2,946,416
Operating expenses	-495,154
Surplus / deficit for the year	-20,840

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	27,521
Equity Total	107,897
Equity - Aboriginal	664
Equity - Socio-economic	8,559
Equity - Language	1,474
Equity - Disability	97,200
Base Total	2,733,168
Base - Per Capita	94,325
Base - Location	0
Base - Other	2,638,843
Other Total	179,072
Grand Total	3,047,659

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

Wideview Public School enjoys a positive status in the local community. 84 community members completed theTell Them From Me surveys in 2019. TTFM surveys indicate that Wideview Public School performs well above New South Wales government norms in all areas. Parents reflected that they feel welcome at the school, they are well informed, that teachers encouraged students to do their best and that their children feel safe coming to school.

The school also utilised parent teacher and student feedback from meetings as well as interviews to gauge opinion. An overview of the responses is:

- There was great support for the extra–curricular activities provided by the school.
- The parents also felt the school was one that endeavoured to make parents feel welcomed and actively encouraged parent participation in all school events.
- Parents all valued the commitment and approachability of the teaching staff at the school
- The PandC felt well supported and had a good working relationship with the school.
- Feedback from both students and parents was extremely positive in regard to the trusted adults that students could talk to so that every student feels valued, known and cared for.
- During open discussions with the teaching staff, a strong sense of commitment to the academic and emotional wellbeing of the students at the school was evident.
- The teaching staff acknowledged a strong collegial working environment in which they felt supported and provided with opportunities to continually improve their teaching practices.
- Students feel accepted and valued by their peers and by others at their school.
- Students have friends at school they can trust and who encourage them to make positive choices..
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- Students that do not get in trouble at school for disruptive or inappropriate behaviour.

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.