

Werrington County Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Werrington County 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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School background

School vision statement

Werrington County Public School has a proud tradition of educating students to their full potential.

Our school provides an engaging, enriched education through collaboration and perseverance.

School context

Established in 1982, the school has developed a culture of excellence and is currently educating a number of students who are the children of the original students from its inaugural years. Numbers have been steadily increasing with our highest enrolment reaching 441 in 2018. This includes 8% Aboriginal or Torres Strait students and 11% of students coming from NESB.

We currently have 17 mainstream classes and 3 special education classes. We have 2 Multi-categorical classes and an Autism class.

The staff are committed to ensuring quality teaching and learning programs are taking place with a personal commitment to pursuing professional learning. The staff are held in high esteem within the community.

Our school community displays strong support for our endeavors. Parents are involved in the school in a variety of ways such as members of committees, gross motor helpers, assisting with coaching of sporting teams, reading and mathematics tutors and library assistants.

Our strong school culture values student achievement and we have large attendances when celebrating our students and school successes. Many families attend the school's special events including Education Week celebrations, Grandparents Day, music and dance festivals, open days and assemblies.

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	Delivering
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

Strategic Direction 1

Quality, innovative learning

Purpose

To provide an evidence based, stimulating learning environment that integrates technology and embeds quality teaching and professional practice.

Improvement Measures

All teachers (including beginning teachers and new staff to WCPS) will be implementing evidence based learning programs.

Performance and Development Plans (PDP's) for all staff demonstrate performance management and professional development which are linked to the school plan and Australian Professional Standards for Teachers.

Professional learning programs and quality teaching practices develop knowledge, understanding and skills of all teachers to apply evidence based teaching practices, assessment strategies and future focused learning experiences.

At least 35% of students achieve in the top two bands for NAPLAN reading, writing, numeracy.

Teachers have an expectation that student growth will be demonstrated on internal school progress and achievement data.

Progress towards achieving improvement measures

Process 1: The school leadership team collaboratively develops Performance and Development Plans (PDPs) with all staff, providing instructional leadership, mentoring, collegiality and peer learning opportunities to ensure effective evidence based teaching and learning practices.

Evaluation	Funds Expended (Resources)
School goal, to utilise a variety of student assessment data to identify student capabilities on the National Literacy and Numeracy Learning Progressions (Standards 5.1.2 and 5.3.2), has been achieved. Staff have gained confidence in use of the Progressions for both Creating Texts and Number Patterns and Algebraic thinking. Staff have experimented with a variety of assessment strategies and recording methods to keep a track of student progress.	Teacher Mentor AP Off class Executive mentoring Professional Learning external Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$106716.00)

Process 2: Provision of strategies and systems to further develop teacher capacity to utilise data to inform learning.

Evaluation	Funds Expended (Resources)
Ongoing evaluation of maintenance and purchase of technological resources and professional learning based on context.	

Process 3: Up-skill staff in the knowledge and effective delivery of literacy and numeracy practices and pedagogy. Identifying and providing additional strategies to facilitate and improve the teaching school-wide.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 3 Staff booked in to attend PETA training for Week 5 Thursday.• English focus team to meet and have full day together on Thursday of weeks 7 and 9.• Working Bee to be held Monday Week 8 – 2/12/19 – Take home packs of books to be covered to be sent home prior to Working Bee.• Numeracy target team analysing teaching practices and establishing student voice for learning in numeracy.	<ul style="list-style-type: none">• Staff identified and trained as team members• 3 staff members to attend PETA training• 3 staff released to finalise documents

Strategic Direction 2

Welfare, attainment and engagement

Purpose

To create personalised, inclusive, meaningful learning experiences in response to students' individual skills and abilities in a safe, respectful, supportive environment.

Improvement Measures

Students have an understanding of and are demonstrating expected growth on internal school progress and achievement data.

All students are actively connected in meaningful, engaging and rewarding learning experiences that embrace every students' individuality, strengths and abilities.

Students are provided with opportunities to become confident and resilient learners with positive self esteem which enables them to become risk takers in their learning.

Progress towards achieving improvement measures

Process 1: All students individualised learning needs are identified and supported and strategies are implemented to assess, track and guide all student learning and welfare with respect for diversity and identity.

Evaluation	Funds Expended (Resources)
IEP's completed developed and adjusted. Review Meetings completed	Casuals to cover to cost of teachers off class. Speech therapist employed one day per week to facilitate small group sessions for K–2 students and provide professional learning for staff.

Process 2: All students are provided with meaningful, positive learning experiences which enables them to develop individual character traits, skills and abilities and positively shape their wellbeing in order to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Continuous evaluation of PBL program to support the student population and context. PBL rewards system continued to be implemented to support positive wellbeing.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5500.00)

Process 3: Increased school community awareness and action of sustainable and environmental education.

Evaluation	Funds Expended (Resources)
Sustainable program running with eggs and food sales funding garden planting and chicken feed.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2800.00)

Process 4: Implementation of CAPA syllabus in all K–6 classes including enriching and engaging extracurricular learning opportunities.

Evaluation	Funds Expended (Resources)
Over 30% of students participated in HYPE and extra curricular CAPA	Funding Sources:

Progress towards achieving improvement measures

opportunities.

- Socio-economic background (\$750.00)

Strategic Direction 3

Collaborative and supportive community

Purpose

To foster active involvement and develop the capabilities in our educational community through a culture of collaboration and engaged communication.

Improvement Measures

Parent and community partnerships are enhanced through involvement in special events and celebrations of student and school success.

School community partnerships are enhanced through effective communication and an awareness of teaching and learning programs and student progress.

Progress towards achieving improvement measures

Process 1: Enhance parent and community partnerships in the education and wellbeing of students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 2018 Christmas Concert was well received and so influenced decision to proceed with an after hours event in 2019. Local Church Community Group have agreed to come and provide a band and sound system to back a "Carols In The Courtyard". Event – Each grade to perform an item to intersperse carols.• Presentation Day – St Mary's Senior High School – Celebration of Achievement	<ul style="list-style-type: none">• Trophies, engraving, printing of certificates etc.• Engagement of external provider to assist in running Community Christmas Concert event. <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$4400.00)

Process 2: Establish effective methods of communication within the school and wider community to inform and engage parents /carers in their child's learning.

Evaluation	Funds Expended (Resources)
<p>Opportunities throughout the year for Parent/ Teacher communication</p> <p>Parent/Teacher interviews, Meet the Teacher, Semester 1 & 2 school reports, Newsletter, School e news and Facebook.</p>	<ul style="list-style-type: none">• Staff• Paper for printing reports• Trophies, engraving, printing of certificates• Hire of St Mary's Senior High Hall• Hire of buses to transport students and staff

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funding</p> <p>Staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$3 240.00) 	<p>Students academic needs met</p> <p>K–6 acknowledged NAIDOC Day with an incursion</p> <p>Whole school mural developed and installed</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> (\$13 228.00) 	<p>Tracking of students EALD progressions</p> <p>Speech therapist employed 1 day per week. for 2 terms</p>
Low level adjustment for disability	<p>Funding</p> <p>Teachers</p> <p>Professional Learning opportunities</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$64 964.00) 	<p>IEPs developed for individual students by teachers and parents</p> <p>IEPs regularly evaluated and adjustments made</p> <p>Learning Support Team working effectively to address students needs</p> <p>Extra support provided for identified students by LaST and SLSO.</p>
Quality Teaching, Successful Students (QTSS)	<p>PDP policy</p> <p>Mentor</p> <p>Executive</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$85 693.00) 	<p>PDP program implemented – allowing for a wealth of activities to support policies and procedures within the school</p> <p>Needs of staff and students identified and addressed through mentoring, support from executive staff and professional learning opportunities</p> <p>Support successfully allocated to address identified goals</p>
Socio–economic background	<p>Teaching and learning resources – \$12 000</p> <p>Replace 5 Interactive whiteboards \$47000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio–economic background (\$169 947.00) 	<p>DP position to concentrate on Student Welfare. This enable the school to focus on the individual needs of students. \n 105 students registered on the NCCD – IEPs developed and evaluated successfully</p> <p>Teacher Mentor ensured PL needs of staff were addressed</p>
Support for beginning teachers	<p>Timetable</p> <p>Professional Learning Plans including observing demonstration lessons</p> <p>PDP</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$9 343.00) 	<p>Beginning teachers supported throughout the year.</p> <p>Individual talents identified and utilised</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	209	209	222	235
Girls	196	195	222	223

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.9	94.1	93.1	93
1	93.4	92.9	92.2	92.6
2	94.4	92.3	93.6	92.9
3	94.2	93.9	92	93.8
4	93.4	93.3	93	91.9
5	94.4	92.6	92.8	92.7
6	92.9	92.9	91.7	91.8
All Years	93.8	93.1	92.6	92.6
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
Assistant Principal(s)	5
Classroom Teacher(s)	17.61
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.38

*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	1,011,824
Revenue	4,842,493
Appropriation	4,617,485
Sale of Goods and Services	12,916
Grants and contributions	208,770
Investment income	3,122
Other revenue	200
Expenses	-4,611,833
Employee related	-4,078,934
Operating expenses	-532,899
Surplus / deficit for the year	230,660

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	603,439
Equity Total	543,402
Equity - Aboriginal	33,159
Equity - Socio-economic	289,639
Equity - Language	16,910
Equity - Disability	203,694
Base Total	2,997,312
Base - Per Capita	108,417
Base - Location	0
Base - Other	2,888,895
Other Total	352,547
Grand Total	4,496,700

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

The school community participated in the Tell Them from Me Survey focusing on student engagement and partnerships in learning.

Year 4 to 6 students participated in the Tell Them from Me surveys on two occasions throughout the year. Of the 175 students surveyed, 77% indicated that they are interested and motivated at school which is an increase of 11% from 2018. Student responses also indicated improvements in effort, valuing of school outcomes, sense of belonging and positive behaviour at school.

Parents were invited to participate in the Tell Them From Me – Partners in Learning Survey. Parents indicated an improvement in the areas of feeling welcome, being informed, inclusivity and the school supporting learning at WCPS.

The Tell Them From Me – Focus on Learning teacher survey was a self-evaluation tool for teachers focusing on classroom and school practices. The results indicated consistency between 2018 and 2019 in areas of challenging and visible goals, planned learning opportunities, overcoming obstacles to learning and quality feedback. Teachers rated above government norms in each of the above mentioned classroom and school practices. These surveys of our school community have provided valuable information for school strategic directions and future planning for Werrington County Public School.

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.