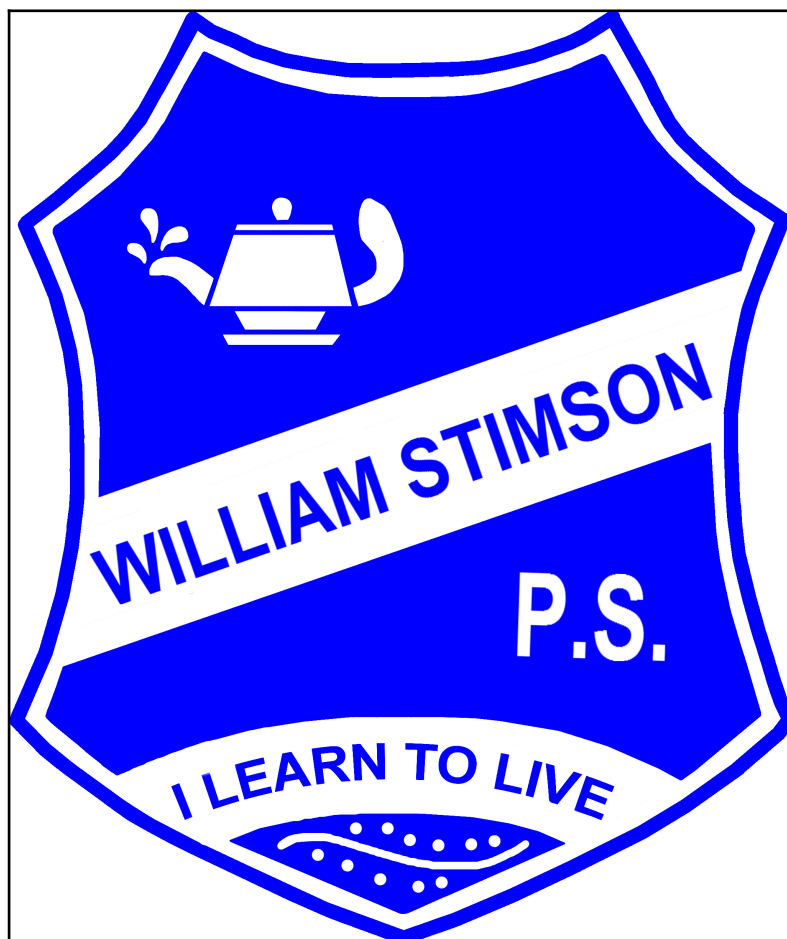


William Stimson Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of William Stimson 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

William Stimson Public School

Lily St

Wetherill Park, 2164

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

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

9604 3822

School background

School vision statement

Our school is a transparent, future-focused community, committed to providing inclusive, student-centred learning opportunities.

Our students are curious, creative learners who are intrinsically motivated and strive to be resilient, respectful and informed global citizens.

School context

William Stimson Public School is located in South Western Sydney in the Fairfield Principal Network. The school has approximately 540 students, including a 7 class Support Unit, catering for students with severe physical, intellectual, multi-categorical disabilities and autism. 83% of students come from diverse language and cultural backgrounds.

Collaborative and consultative leadership drive the school's strategic directions and school plan. The school has a strong focus on developing consistent, high quality educational practices using evidenced –based research to enable staff to put students at the centre of their learning. Teaching teams are structured to collaboratively develop learning intentions, success criteria and provide effective feedback to guide student learning.

William Stimson PS prides itself in offering a wide range of extra curricula activities for students to enhance their skills in areas of personal interest. The school values positive community relationships and has an active and supportive Parents and Citizens' Association. The school is highly regarded in the broader community and staff and parents have high expectations for student achievement.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

Resilient Lifelong Learners

Purpose

To ensure a student-centred learning environment that motivates and engages students to be their best while positively contributing to the community.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities –

- **At least 35% of Yr 3 and 5 students achieving in the top 2 bands for writing. (NAPLAN)**
- **At least 35% of Yr 3 and 5 students achieving in the top 2 bands numeracy. (NAPLAN)**

Increased targeted interventions for students across a range of wellbeing areas including learning, behaviour, and social and emotional support.

Overall summary of progress

- Continuation of Health Checks (Student Progress Meetings) and rigorous PLaSPs (Personalised Learning and Support Plans) process K–6 – providing consistent and timely monitoring of student progress at regular intervals
- Differentiated curriculum visible in all programs including targeted intervention structures K–6 – resulting in consistency of data collection and analysis
- Introduction of Positive Behaviour for Learning structures (PBL) – K–6 commitment to 3 qualities – Respect, Resilience and Responsibility – resulting in a consistent approach in addressing behaviour and support

Progress towards achieving improvement measures

Process 1: School wide data collection, analysis and utilisation

- Design and implementation of Assessment Schedule K–6
- Analyse NAPLAN, PLAN and school-based data to inform learning and teaching
- Collegial evaluation informs planning and future programs
- Develop and implement scope and sequences to enhance learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Assessment & Review schedule has supported consistency gathering of data• Data is being used to inform teaching practice• Scope & Sequence documents have been created and evaluated• Regular routines are well embedded across the school around assessment practices	<ul style="list-style-type: none">• 2.0 FTE – Additional Wellbeing Team members Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$9509.00)• English language proficiency (\$25000.00)

Process 2: Every student targeted learning

- Differentiated learning to be evident in all teaching programs and classrooms
- Tiered interventions developed and implemented to address student learning at point of need.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Google Drive has been established to ensure necessary information is transferred from one year to the next, including specific Health Check information• Writing scrapbooks contain requisite samples to show student growth and development and have been forwarded on to the 'new' teacher• Observations in classrooms show that relevant adjustments are made to support student learning	<ul style="list-style-type: none">• 2.0 FTE – Additional Wellbeing Team members Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$9509.00)• English language proficiency (\$25000.00)

Process 3: School wide behaviour and support focus

- Creation and establishment of Wellbeing Team with focus on the whole child

Progress towards achieving improvement measures

Process 3: • Improved school wide behaviour and learning focus.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Implementation of whole school approach to wellbeing evidenced across all stages• Routines / processes are developed to meet student need so wellbeing approaches may look different in various sectors of the school• PBL embedded in the school as part of day to day expectations and routines	<ul style="list-style-type: none">• 2.0 FTE – Additional Wellbeing Team members Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$9509.00)• English language proficiency (\$25000.00)

Strategic Direction 2

Excellence in Teaching and Leading

Purpose

To create and support a collaborative and energised staff that embraces high-expectations, ensuring quality evidence-based learning that caters for all students, the community and themselves.

Improvement Measures

- All Teachers employ observable evidence-based effective teaching strategies
- Increased percentage of staff undertaking accreditation at higher levels
- Increased leadership opportunities for staff, students and the community.

Overall summary of progress

- Capacity building teaching and leading structures – Instructional Rounds, @COSLead, Literacy Leadership, Curiosity and Powerful Learning – resulting in K–6 leadership consistency, expectations transparent and staff development ongoing
- Collaborative Executive team structures designed to promote collective efficacy – resulting in individualised professional learning and improvement for staff linked to Performance and Development, School Excellence Framework and School Plan priorities
- The development of a staff culture where everyone is a leader and teachers focus on reflective professional inquiry, building on their strengths, changing practice and mindset – resulting in quality leadership opportunities for staff and students

Progress towards achieving improvement measures

Process 1: Professional Learning

- Targeted PL on evidence-based teaching, assessment and feedback for staff
- Targeted PL for executive in leading literacy and numeracy change
- Evaluate PL opportunities and seek staff, student and community feedback.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Continued to build a culture of observation, feedback and reflection• Engaged in Professional Learning (PL) focused on quality evidence-based leading, teaching and learning	<ul style="list-style-type: none">• \$40474 – Professional Learning Funding Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$114400.00)

Process 2: Performance and Development

- Staff understand and implement Performance & Development Framework linked to Accreditation

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• When comparing SEF Self Assessment in readiness for External Validation in October 2019, there had been growth across several elements	<ul style="list-style-type: none">• \$40474 – Professional Learning Funding Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$114400.00)

Process 3: Student and Teacher Leadership

- Staff have purposeful leadership roles based on professional expertise and need
- Students engaging in identified and self-regulated leadership roles and greater consultation.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

- Staff are deepening their understandings of what constitutes evidence-based effective teaching
- 100% of staff are participating in Collaborative Learning Teams (CLTs) which involves them observing each others practice and giving feedback
- Staff have the opportunity to take up a formal mentoring / coaching opportunity – @COSLead
- Staff have accessed Professional Learning on Instructional Rounds as a way to develop a collegial approach to collectively improve classroom practice

\$40474 – Professional Learning Funds

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$114400.00)

Strategic Direction 3

Successful, Collaborative Community Partnerships

Purpose

To promote and enhance strong, meaningful partnerships that support learning, wellbeing and the wider community in a positive and inclusive school culture.

Improvement Measures

- **Increased parent /community participation and feedback**
- **Visible evidence of school connections with a wider range of community programs**
- **Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school.**
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Overall summary of progress

- Parents and community members actively engage and contribute to whole school initiatives – resulting in increased participation in community programs and connections with the community
- stakeholders actively engage with networks to expand their capabilities and harness current evidence-based practice – resulting in strengthening of networks which enables the community to access better teaching and learning outcomes for students
- A positive and inclusive vision for the wellbeing of all students in our community is shared and supported – resulting in the Student Wellbeing Framework being evident in all school programs and is integral to student success and recognition

Progress towards achieving improvement measures

Process 1: Strong Community Engagement

- Increase parent participation, engagement and decision making through formal and informal structures
- Parent voice actively sought and utilised to inform school directions and future planning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Increased attendance numbers at information events ie: Kindy Expo, Transition, 3 way parent, teacher & student learning conferences (interviews)• Feedback during and post events has been exceptionally positive	<ul style="list-style-type: none">• 2.0 FTE – Additional Wellbeing Team members

Process 2: Network and Community of Schools

- Create new and strengthen existing networks to build connectedness, knowledge and skills
- Increased range of support services sought and utilised to increase student learning, social and emotional wellbeing.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Consultation across ALL stakeholders in developing a shared language to promote a positive school learning culture• Increased number of parents / caregivers attending learning conversations, community events and celebrations• Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school	<ul style="list-style-type: none">• 2.0 FTE – Additional Wellbeing Team members

Process 3: Wellbeing

- School policies and practices align with Wellbeing Framework and support school expectations and values
- Develop resources and strategies to explicitly teach and promote a positive school learning culture.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Developed a deep understanding of school expectations, school community values and school-wide positive behaviour system where students self-monitor and regulate their own behaviour• Embedded a culture of mutual respect, social awareness and empathy in students K-6	<ul style="list-style-type: none">• 2.0 FTE – Additional Wellbeing Team members

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$56 520.00) 	<ul style="list-style-type: none"> • Mentoring, coaching and collaborative practices have been established with a focus on student engagement and providing quality learning tasks. • Feedback from the participants indicated that this support strengthened areas of need and improved classroom practice. • Network structures across various schools have been identified as of particular support and interest.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$15 951.00) 	<ul style="list-style-type: none"> • 100% of refugees and new arrivals are supported in their transition to school. Additional support from external agencies has been accessed by the majority of these families. • Increased participation and engagement in mainstream classrooms has been achieved through this key initiative for refugee and new arrival students.
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$9 509.00) 	<ul style="list-style-type: none"> • 100% of Aboriginal students have Personalised Learning Pathways (PLPs) which have been developed through partnerships with their families and local organisations. • 100% of Aboriginal students have made progress with their goals as identified in their PLP. • 100% of staff trained in the development of PLPs. • Student Learning Support Officers (SLSOs) and parent helpers have been trained in MultiLit.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$316 720.00) 	<ul style="list-style-type: none"> • Employment of 2.6 teaching positions as per FTE. • EALD students received additional support as required. • 100% of staff trained in all aspects of the EALD Learning Progressions. • The purchase of quality resources has enabled teachers to differentiate teaching programs in order to cater for student needs.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$168 603.00) 	<ul style="list-style-type: none"> • Employment of 1.0 teaching position as per FTE. • Literacy, numeracy and social needs for students with disabilities, as identified by teachers and Wellbeing referrals, were addressed. • Opportunities for staff to engage in professional learning to support student needs were provided. • MiniLit Kits, vocabulary resources and quality reading material was purchased ensuring all staff access to quality resources.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$114 400.00) 	<ul style="list-style-type: none"> • This resourcing provided opportunity for mentoring and coaching structures to be established to reflect on evidence-based best practice. • Networks of support have been coordinated within and across various schools to provide opportunities for collaboration and sharing.

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$212 432.00) 	<ul style="list-style-type: none"> • Employed several Student Learning Support Officers (SLSOs) to assist students in targeted literacy and numeracy programs in order to increase student access to the curriculum and improve student learning outcomes.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	295	297	302	281
Girls	246	246	258	245

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.6	93.4	94.1	92.8
1	94.7	95	94.3	91.8
2	92	95.1	94.3	93.2
3	95.7	94.2	94.4	92
4	95	92.9	92.8	93
5	92	95.1	92.1	93.2
6	95	93.1	94.1	91.5
All Years	94.3	94.1	93.8	92.5
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	23.26
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	12.36
Other Positions	0.6

*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	386,069
Revenue	6,788,211
Appropriation	6,493,754
Sale of Goods and Services	54,399
Grants and contributions	235,214
Investment income	4,744
Other revenue	100
Expenses	-6,877,272
Employee related	-6,278,619
Operating expenses	-598,653
Surplus / deficit for the year	-89,061

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	1,436,751
Equity Total	707,263
Equity - Aboriginal	9,509
Equity - Socio-economic	212,432
Equity - Language	316,720
Equity - Disability	168,603
Base Total	3,402,452
Base - Per Capita	139,873
Base - Location	0
Base - Other	3,262,580
Other Total	578,151
Grand Total	6,124,617

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

William Stimson Public School uses the Tell Them From Me survey suite to obtain valuable information from our major stakeholders such as parents / caregivers, students and teachers and their feelings of satisfaction.

Parent survey results confirm that parents:

- feel welcome at school and are well-informed about school activities
- are well-informed about their child's progress, development and general wellbeing
- believe the school supports their child's learning and teachers encourage their child to do their best to maximise their fullest potential
- their input is welcomed and valued

Student survey results confirm:

- 81% of students feel accepted and valued by their peers and by others at their school
- 83% of students have friends at school they can trust and who encourage them to make positive choices
- 88% of students try hard to succeed in their learning
- 93% of students believe schooling is useful in their everyday life and will have a strong bearing on their future

Teacher survey results confirm:

- 82% of staff feel they promote a collaborative setting
- 82% of staff believe WSPS has a strong learning culture
- 85% of staff consider WSPS to be inclusive
- 85% of staff discuss with students ways of seeking help that will increase learning

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.