

William Dean Public School

2019 Annual Report



Introduction

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

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School background

School vision statement

At William Dean Public School we believe in 'Learning Together' within a caring, safe, supportive and cooperative environment. We are committed to supporting students to achieve academic excellence and we encourage acceptance and harmony through the development of a sense of belonging and community. We are inclusive of the whole school community in preparing our students to be creative and critical thinkers in order to become responsible, active citizens.

We want students to:

- Be the best that they can be
- Achieve their goals
- Have a love of learning
- Develop positive social, emotional and physical practices
- Be supported in their individual needs

School context

William Dean Public School is situated in Western Sydney and serves primarily students from the Dean Park and Colebee areas. The school is currently experiencing a growth in enrolments due to nearby housing developments.

The school community has the responsibility to educate the citizens of tomorrow as lifelong learners in a spirit of cooperation with the community. Our school motto is 'Learning Together' which underpins all we do academically and socially. At William Dean Public School we are safe, respectful learners. The school has a commitment to the development of strong literacy and numeracy skills. We cater to the needs of all students providing both support and extension programs. The staff at William Dean understand the importance of preparing our students for the future and are committed to teaching practices that are innovative and meet the needs of all learners.

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

Strategic Direction 1

Successful and Responsible Learners

Purpose

To develop students who are able to work both independently and collaboratively to access and communicate information, generate ideas and solve problems.

Improvement Measures

- 90% of students from Kindergarten to Year 2 will achieve state EAfS targets
- At least 80% of students demonstrate expected growth and above in all aspects of the value added components of NAPLAN
- An increased number of students perform in the top two bands of NAPLAN in reading, writing and numeracy from NAPLAN 2017
- 80% of students reach appropriate level on numeracy and literacy progressions

Overall summary of progress

As part of the Early Action for Success Program, there was extensive professional learning in the areas of literacy and numeracy. Assessment and monitoring processes were strengthened to ensure that student progress was measured, and learning programs addressed curriculum requirements and student needs. Data was regularly reviewed with the instructional leader, stage teams and the leadership team. As a result of strengthened explicit teaching practices, at least 80% of all students demonstrated appropriate growth and most students have achieved stage appropriate benchmarks.

Progress towards achieving improvement measures

Process 1: Future focused learning

- Develop programs that foster innovative future focused practices where students have the opportunity to excel. Particular focus will be on the use of technology to enhance creative and critical thinking.

Evaluation	Funds Expended (Resources)
The design thinking/PBL/STEM project has been shared with the executive and with the Future Focused Team. Staff were very keen about the STEAM units and provided some valuable feedback, this will be continued and built upon in 2020.	

Process 2: Literacy/Numeracy

- To continue the EAfS project in K–2 and solidify processes and procedures to track, monitor and adapt teaching practices to ensure appropriate growth for all students in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>The professional learning around Mathematics has built the capacity of the numeracy leaders across the school to support teachers in building their knowledge and skill to improve student outcomes in Number. A numeracy focus has been set for 2020 K–6. Staff will be supported by regular professional learning to understand and capture informative data around student learning in Number and use this data to drive the teaching and learning in their classroom.</p> <p>Learning Intentions and Success Criteria was used effectively in classrooms and students had a deeper understanding of what was expected of them during writing tasks.</p> <p>Teachers confidently engaged in professional dialogue around student growth using the language of the Literacy and Numeracy Progressions.</p>	<p>\$20 000 QTSS funds</p> <p>Instructional Leader (\$163,254) led literacy and numeracy strategies to improve student outcomes.</p>

Progress towards achieving improvement measures

Process 3: Wellbeing

- Strengthen processes that support the wellbeing of all students to meet their physical, social and academic needs.
- Strengthen practices that ensure parents are well informed of student progress and are provided with regular updates and strategies that can assist student growth.
- Staff wellbeing strategies will be developed to ensure staff feel supported and valued.

Evaluation	Funds Expended (Resources)
Student well being was addressed across a variety of formats and settings, this included purchasing equipment and resources for quiet play and the installation of a sand pit for sensory play. In order to address behaviour and student wellbeing more effectively across the school, PBL was revisited and a team created to set up the systems in order to re-launch Day 1 Term 1 2020. Sentral was purchased and will be used to track all attendance and student wellbeing across the school.	\$15 000 to purchase, install and provide technical support for Sentral \$30 000 Sand pit

Strategic Direction 2

Quality Teaching

Purpose

To empower educators to develop learners who are innovative and adaptable with the confidence to use critical and creative thinking.

Improvement Measures

- 100% of staff set professional goals and complete PDPs
- 90% of staff seek professional learning beyond the school through face to face professional learning, online courses and professional readings
- 80% of staff contribute to whole school professional learning

Overall summary of progress

100% of staff set professional goals and completed PDPs.

100% of staff sought professional learning beyond the school through face to face professional learning, online courses and professional readings.

100% of staff contribute to whole school professional learning.

Progress towards achieving improvement measures

- Process 1:** Professional learning for effective classroom practice
- Stage teams work collaboratively to develop innovative, future focussed programs that foster engagement and promote critical and creative thinking

Evaluation	Funds Expended (Resources)
<p>Big Ideas (Mathematics) has started to be used more consistently across the school in classrooms through the delivery of regular Number Talks. In 2020, this will become a focus area K–6.</p> <p>Data was used to inform future directions. A need for quality whole school consistent data was identified through robust discussions with the executive team and as a result, whole school assessments were purchased for Number, Vocabulary and Reading. A whole school assessment timeline was also developed.</p>	

- Process 2:** Professional learning to support accreditation
- PDP timeline is in place to support staff to develop and monitor their own professional learning, reflecting school priorities and the Australian Professional Standards for teachers
 - Beginning teachers work with mentor to support induction and professional development.

Evaluation	Funds Expended (Resources)
<p>All staff were surveyed about accreditation and future aspirations and as a result a Beginning Teacher Mentor role was created to start in 2020.</p> <p>The Beginning Teacher Induction group will start Day 1 Term 1 2020 and will meet every 3 weeks.</p> <p>Through staff feedback and reflection, a need for teacher mentors was discovered. This program will incorporate all teaching staff and begin in 2020.</p>	

Strategic Direction 3

High Expectations and Community Connections

Purpose

To enhance a culture of shared leadership based on high expectations, strong connections and mutual respect.

Improvement Measures

- Leadership opportunities provided for staff, students and community members
- Number of events that provide an opportunity for community members to showcase student learning and achievements
- School data indicates student growth, through initiatives and school programs

Overall summary of progress

Term 2 – K–2 invited parents to be involved in Simultaneous Story Time and ran a Nail Salon for their mothers for Mother's Day. Stage 2 completed the 'Malawi Marketplace Project'. It was a fundraiser for a overseas school that students communicated with via Skype and that had been destroyed by floods. Over \$600 was raised to buy new furniture and resources for the children. Stage 3 parents were invited to a showcase where students displayed their constructed little house, powered with 2 lights, a buzzer and a form of sustainable energy. Stage 3 parents and students were involved in a Engineering night to create a Rube Goldberg machine using a variety of materials from reverse garbage.

Term 3 – K–6 invited parents into classrooms during Education Week to showcase how they use ICT in their learning. K–2 ran a STEAM event for their fathers for Father's Day. Stage 3 students showcased the seismographs they constructed which were connected to a computer. An earthquake was simulated and recorded to show its intensity.

Term 4 – Art Show showcasing art work from the Art Club.

Progress towards achieving improvement measures

- Process 1:** School management practices
- Monitor management practices and processes to ensure effective use of funds and resources evidenced by school improvement

Evaluation	Funds Expended (Resources)
Executive team have all had opportunities to engage with training around budgeting and finance. These opportunities will be ongoing.	
Sental was purchased and established mid Term 3, which allowed for more effective communication across the school. Reports were also done through Sental in Term 4. 2020 will see the Parent Portal go live.	

- Process 2:** Whole school educational leadership
- Representatives from across the school community explore leadership opportunities for staff, students and community members. Leadership to be seen as being more than an executive role

Evaluation	Funds Expended (Resources)
A strong community link was developed with Woolworths Marsden Park which resulted in fresh fruit being provided termly to the school. The school leaders were also invited to a special presentation at Woolworths.	
An EOI was sent out to parents to ascertain who would be interested in training in Patch. 2 parents participated, were highly engaged and completed the training .	

Progress towards achieving improvement measures

Process 3: Community connection

- Staff will collaborate with community to develop opportunities to inform current practices, school focus and programs that support students to become successful learners
- Opportunities will be provided for the community to participate in whole school/stage/class events so that student achievements can be showcased and celebrated regularly

Evaluation	Funds Expended (Resources)
School events such as the Music, Art, Dance and Drama (MADD) Night, special breakfasts, morning teas and the Movie Under The Stars were well attended by community members and resulted positive feedback.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$16 306	Personalised Learning Plans were effective but will be streamlined to incorporate more student friendly language.
English language proficiency	Staffing funding \$42,686 Flexible funding \$35,562	English as an Additional Language/Dialect students were supported through in class support K–6.
Low level adjustment for disability	Staffing funding \$106,686 Flexible funding \$ 42,069 Integration funding \$133,213 Additional SLSO \$40,000 (equity funding)	<p>An active Learning and Support Team met fortnightly to review and monitor referrals for students requiring additional support. Learning support processes were reviewed and streamlined procedures were implemented.</p> <p>The Learning and Support Teacher provided in class support for students with additional needs. Programs were developed in collaboration with classroom teachers. Additional Learning and Support Teacher time provided target support in the areas of social skills and reading, for identified students.</p> <p>Additional SLSO time was funded from flexible funding to support the implementation of Individual Learning Plans and behaviour plans, that were developed through a process of consultation between classroom teachers LaST, parents and students.</p>
Quality Teaching, Successful Students (QTSS)	\$54 639	QTSS funding was used to provide additional professional learning time for all teachers in the form of weekly reflection sessions. During these sessions, teachers monitored and analysed data. Stage teams developed targeted teaching programs to support students' ongoing needs.
Socio–economic background	\$130 685	<p>Additional staff were employed to provide weekly reflection time for staff.</p> <p>Additional professional learning was held for all staff during an overnight Mathematics and Technology Conference.</p> <p>Flexible furniture and additional technology resources were purchased to support classroom teaching.</p> <p>Additional School Learning Support Officer (SLSO) and Learning and Support Teacher (LaST) time was funded to provide additional support for students with additional needs.</p> <p>The employment of a Community Engagement Officer continued to strengthen links with the wider community.</p>
Support for beginning teachers	\$42 390	Throughout the year, each beginning teacher received two additional hours of RFF each week. During the additional RFF time, the teacher had the opportunity to engage with a mentor, plan teaching and learning programs and evaluate the impact of their teaching on student progress. Funding was also used to

Support for beginning teachers	\$42 390	support the beginning teacher's ongoing professional learning.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	135	147	160	163
Girls	129	145	147	158

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.9	94.2	91.5	91.4
1	93.4	93.4	93	89.1
2	93.4	94.7	93	92.8
3	92.9	93.3	94.2	93.7
4	91.9	92.9	91.7	93.4
5	92.9	93.2	93.8	90.8
6	92.9	94.5	93.8	92.1
All Years	93.1	93.7	92.9	91.8
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)	11.56
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	2.82

*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	672,827
Revenue	3,509,317
Appropriation	3,402,899
Sale of Goods and Services	3,665
Grants and contributions	100,032
Investment income	2,520
Other revenue	200
Expenses	-3,552,626
Employee related	-3,080,526
Operating expenses	-472,100
Surplus / deficit for the year	-43,309

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	125,854
Equity Total	374,505
Equity - Aboriginal	16,306
Equity - Socio-economic	130,685
Equity - Language	75,248
Equity - Disability	152,266
Base Total	2,301,436
Base - Per Capita	72,034
Base - Location	0
Base - Other	2,229,402
Other Total	484,570
Grand Total	3,286,365

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

During 2019, the school plan team, in collaboration with staff, designed surveys for parents, students and teachers, to obtain feedback in a number of school focus areas .

Parent/Carer Feedback

- * 100% of people survey believed their child is generally happy to come to school
- * All parents/carers reported that they feel comfortable to approach staff to discuss matters regarding their child/children
- * 70% of parents/carers surveyed felt that they are kept informed about their child/children's progress.
- * 92% of people surveyed believed that the school provides a range of technology and learning experiences for their child/children
- * 92% of respondents agree that they had the opportunity to share in their child/children's learning throughout the year (e.g. stage events, open days, challenge days/nights)
- * The survey responses reflected that parents/carers engage with a number of different forms of school communication to keep them informed (e.g. school app, school electronic notice board, SeeSaw, school website), however only a small number engage with the school newsletter.

Student Feedback

- * 93% of students surveyed said they like coming to school
- * 75% of students who responded said that there are lots of games to play and range of equipment to play with at recess and lunchtime
- * 95% of students surveyed indicated they know a teacher they could go to for help if they are worried about something
- * 97% of students who responded felt their that teacher helps them when they face challenges in their learning.

Teacher Feedback

- * 90% of teachers believe they have the opportunity to receive feedback to reflect on their practices
- * Teachers have overwhelmingly seen the benefits of communicating with parents via a range of mediums (SeeSaw, newsletter, school app)
- * 80% of teachers believe they have sufficient technology in their classroom to support students with future focused learning
- * 35% of teachers would like further opportunity to develop their skills with utilising emerging technology in their classrooms

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.

Other School Programs (optional)

Performing Arts

In 2019, the Junior and Senior Choirs and the Junior and Senior Dance Groups performed at a number of school and community events. They each represented the school at Mount Druitt Westfields during Education Week and performed at our Education Week Assembly and Celebration of Learning Assembly. The Senior Choir also represented William Dean Public school, singing beautifully at the Blacktown Music Festival.

Debating

In 2019, selected Stage 3 students participated in the RA Pickles Shield Debating Competition. The debating team completed five rounds of debating, before heading in to the finals. For the second consecutive year, William Dean Public School Debating Team won the RA Pickles Debating Shield. Alina Yuan was awarded the 'Debater of the Year' and Ms Porter was awarded the 'Coach of the Year'. This was an outstanding result, providing students with key experience in persuasive argument.