

Wangee Park School 2019 Annual Report



5568

Introduction

The Annual Report for 2019 is provided to the community of Wangee Park 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

Every student. Every day. Learning together.

At Wangee Park School, **every student** is known, valued and cared for.

We are committed to causing learning **every day** through high expectations of our students through the delivery of quality teaching of the NSW Syllabus for the Australian Curriculum.

We value collaborative practices by our staff, families and the wider community **learning together** to inspire all students in becoming independent, lifelong learners.

School context

Wangee Park School provides Personalised Learning and Support Plans (PLSPs) for 49 students, from Kindergarten to Year 12, who have a moderate to severe intellectual disability, physical disability or autism.

The school also provides quality health care procedures for specific medical needs of students insuring they access learning programs within a range of environments.

Strong partnerships with families and the wider community are valued and utilised in order to provide high quality, engaging learning opportunities for all students.

In addition to a diverse learning population, Wangee Park School caters for students from a diverse cultural background:

75% of families come from a Non English speaking background. 32% come from an Arabic speaking background. A further 42% make up families from Japan, Greece, New Zealand, Algeria, Serbia, Indonesia, Vietnam and Pakistan.

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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards 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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Curriculum

Purpose

Deliver a collaborative approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

Improvement Measures

Every teacher will cause learning through authentic assessments in every KLA, driven by quality teaching programs, driven by strong evidence based practices

Every teacher and **SLSO** will share their teaching and learning programs and assessment strategies within the Community of Schools network

Overall summary of progress

We increased professional learning opportunities through timetabled collaborative practices including team teaching, walk throughs, instructional leader support, sharing of resource and programming.

Progress towards achieving improvement measures

Process 1: *How will we achieve our practices and products?*

'Curriculum'

- Review and update programming and assessment requirements
- Review, create and share formative assessment practices
- Unpack the English and Mathematics Syllabus' through teacher professional learning
- Deliver new teaching skills through increased collaborative practices
- Unpack the remaining x 5 KLAs, Life Skills and the new stage 6 syllabus through professional learning
- Create learning progressions, scope & sequences for all KLAs
- Implement and share new learnings in programs and practices internally
- Model, share to other SSP schools best practice in the delivery of the Curriculum for students with a disability

Evaluation	Funds Expended (Resources)
This direction saw much success throughout 2019 as it significantly built teacher capacity in the delivery of the curriculum. There was an increase in collaborative practices between executive and teacher within every classroom. TPL practices built on the skills that were delivered each term in order to increase teacher confidence in program delivery. This is evident through class programs, assessments and staff surveys.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$20700.00)• Support for beginning teachers (\$5000.00)

Next Steps

- Merge 'Curriculum' centred TPL with Communication with the support of the Speech Therapist
- Focus on evaluating the programs, skills and resources from 2019 in order to shape the next plan
- Create more opportunities to assess student data within multiple layered teams

Strategic Direction 2

Wellbeing

Purpose

Implement a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement Measures

Every teacher and **SLSO** will demonstrate evidence of student learning through the implementation of PBL procedures

Every student's individualised communication system will be accessible and used to cause learning within two KLAs

Every teacher has increased their expertise in the implementation of technologies, demonstrated through student assessment within English and Mathematics

Overall summary of progress

PBL

Staff have demonstrated confidence and increased independence in the implementation of PBL concepts throughout 2019. PBL has also contributed positively to building leadership capacity and capabilities in those who led it.

COMMUNICATION

The results from teacher confidence grew extensively due to the continual support of the Speech Therapist. The amount of students using their AAC device grew by 60%.

Progress towards achieving improvement measures

Process 1: *How will we achieve our practices and products?*

'Positive Behaviour for Learning'

- Re-evaluate Tier 1 PBL processes
- Develop consistent collection and use of data to monitor and evaluate student progress
- Develop a whole school reward system
- Train new staff with external training on PBL
- Up skill whole staff on Tier 2 and 3 PBL processes
- Review LST procedures
- Increase communication with families on PBL through LST

Evaluation	Funds Expended (Resources)
We received positive feedback from branching out this year with others schools and from our Coach. Everything is on par to reach targets for 2020.	\$2800

Process 2: 'Communication'

- Review current communication systems of all students through teacher professional learning and increased staff sharing and collaboration
- Explore current evidence based systems that will be implemented to strengthen communication in every classroom
- Ensure individualised communication systems are accessible for every student

Evaluation	Funds Expended (Resources)
A very successful year building on from 2018. The teaching staff increased confidence and knowledge in the use of AAC and celebrated this increase in skills through sharing via social media.	\$12400

Progress towards achieving improvement measures

Process 3: 'Technology'

- Review current technology practices within the school
- Research and purchase new technologies that engage students with the curriculum
- Up skill staff on the implementation of new technologies

Evaluation	Funds Expended (Resources)
This focus was on hold for 2019, and will be revisited next year.	NIL

Next Steps

- Use the project leaders model to drive Technology and catch up to set targets
- Increase social media presence with specifically sharing communication success stories of our students
- Offer leadership opportunities to additional staff members in order to build capacity through the PBL project

Strategic Direction 3

Community Engagement

Purpose

Staff, families and community partners collaborate to deliver a culture of high expectation and opportunity for all students, forming resilient, independent lifelong learners.

Improvement Measures

Every student has participated in a differentiated whole school Sports Program every year, supported by formative and summative assessment

Every student have accessed the community four times per year, and has engaged in learning through the KLAs

Every teaching and learning program demonstrates clear, embedded practices of Aboriginal Education, and has caused learning within 2 KLAs for all students

The outdoor learning area is built and accessible for **every student** of Wangee Park School to engage in Aboriginal Education

Overall summary of progress

PDHPE

The Sports Program was trialled in terms 2 and 3 with additional staff used to drive and coordinate. This program still needs support and an overhaul for it to be sustainable.

COMMUNITY PARTNERSHIPS

Students increased opportunities through a strong relationship between Harcourt PS and Wangee Park. The school improved the social opportunities through a new holiday program held here at the school. Partnerships with Canterbury Leagues Club were further strengthened with opportunities such as the swimming lessons that our students accessed throughout the year.

Progress towards achieving improvement measures

Process 1: PDHPE

- Consult with the Sports Coordinator (Lucas Gardens) to guide Sports Program
- Make appropriate adjustments to create a whole school Sports Program (PDHPE) K–12
- Resource the program with new equipment
- Enhance Sports Program with support of community participation on site
- Identify off site sporting opportunities that students will participate in

Evaluation	Funds Expended (Resources)
The program was engaging but further support and ideas are needed in order to support students accessibility to all activities within the program.	• \$2400

Process 2: *How will we achieve our practices and products?*

Community Partnerships & Programs

- Consult with Harcourt PS and plan incursions for both sites
- Create individualised goals for every WPS student in accessing the community on a term by term basis linked to a KLA
- Form new partnerships in order to access the wider community for every student
- Increase family input into driving fundraising initiatives towards an outdoor learning area
- Initiate WPS sponsorship and maximise hiring school space opportunities to raise funds towards the outdoor learning area and staff professional learning

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

The students participated in multiple opportunities in accessing our community both on and off site. This should continue and be tracked for each student in order to compare opportunities between 2019 and 2020.

\$1200

Process 3: Aboriginal Education

- Build cultural understanding through PL sessions with the staff, delivered by Aboriginal Education & Wellbeing Advisors
- Engage in PL and implement 8 Ways Program
- Attain PL on the 'calendar events' within the Aboriginal culture that we celebrate within the DoE
- Make contact with and attend the local AECG meetings
- Build an outdoor learning area for our students and the wider community to engage in Aboriginal Education

Evaluation

The same performers have been asked to return in 2020 based on the feedback from staff and engagement of our students.

Funds Expended (Resources)

Funding Sources:

- Aboriginal background loading (\$700.00)

Next Steps

- Sports Program needs external expertise to improve on the current delivery
- Local DoE Aboriginal leaders need to return in 2020 to offer feedback on the community's progress and where to next
- Opportunities for students in years 11 and 12 need investigating in order to provide appropriate opportunities for work experience

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	See below Funding Sources: • Aboriginal background loading (\$724.00)	The feedback from staff and students was very positive and engaging, this will again continue in 2020 based on the limited amount of this resource
English language proficiency	See below Funding Sources: • English language proficiency (\$1 696.00)	Teachers were unanimous in agreeing that this support around communication and behaviour was paramount to their students engaging in meaningful teaching and learning opportunities
Quality Teaching, Successful Students (QTSS)	See below Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$20 703.00)	The use and opportunity of this fund led to an increase in quality teaching, which is evident within the programming and assessments that were produced in semester 2.
Socio-economic background	See below Funding Sources: • Socio-economic background (\$16 602.00)	The resource was such a success, increasing the use of communication devices in every room, by every teacher.
Targeted student support for refugees and new arrivals	Non applicable Funding Sources: • Targeted student support for refugees and new arrivals (\$0.00)	Non applicable

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	29	29	31	31
Girls	19	20	17	17

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)	2
Classroom Teacher(s)	6.87
Teacher Librarian	0.2
School Administration and Support Staff	10.42

*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	247,685
Revenue	2,304,770
Appropriation	2,288,255
Sale of Goods and Services	3,508
Grants and contributions	11,381
Investment income	1,627
Expenses	-2,102,809
Employee related	-1,985,976
Operating expenses	-116,833
Surplus / deficit for the year	201,961

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	1,505,418
Equity Total	19,022
Equity - Aboriginal	724
Equity - Socio-economic	16,602
Equity - Language	1,696
Equity - Disability	0
Base Total	535,415
Base - Per Capita	25,116
Base - Location	0
Base - Other	510,299
Other Total	88,390
Grand Total	2,148,245

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.

Parent/caregiver, student, teacher satisfaction

In 2019, Wangee Park School sought the opinions of parents and staff about the school both formally and informally. Based on this feedback, two major areas were identified by our community and acted upon to improve on.

Teacher Report Format:

Throughout 2019, staff identified the need to improve the current Report Format. They were asked to provide insights and ideas to improve the delivery of information on student progress. The new Report format was updated and implemented. All teachers were unanimous that the new reporting style was more explicit and clearer in relation to PLSP goals and assessment tasks, and the link towards syllabus outcomes. Teachers also felt that the future directions option also built on previous skills of the following year, allowing students more time to achieve goals set by previous teachers.

Parent Communication Platforms:

During 2019 parents fed back the need to increase communication through the use of multiple platforms within our school community. The executive team researched multiple platforms. Two classes trialled the Seesaw Ap in order to share teaching and learning experiences. Parent feedback and interaction was overwhelming with 86% of families interacting within the two classes. The focus for 2020 will be increasing the use of the ap for all classes and the introduction of the use of the Skoolbag Ap (general messaging).

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.