

2020 Annual Report

West Wallsend Public School



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Introduction

The Annual Report for 2020 is provided to the community of West Wallsend 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 vision

Every Student Matters Every Day.

At West Wallsend Public School, we believe in providing a safe, secure and supportive learning environment where students are challenged to reach their true potential and become confident, creative learners.

School context

West Wallsend Public School is a wonderful community focussed public school housed in heritage buildings and located within an outer Lake Macquarie/Newcastle suburb with a rich history based on coal mining. We serve the West Wallsend, Holmesville and Seahampton areas and we are well supported with an active P&C Association and strong community links and partnerships.

West Wallsend Public School has an enrolment of 237 students and 11% of the students are Aboriginal or Torres Strait Islander. Our school has one non-teaching Principal, two teaching assistant principals, eight classroom teachers, one learning and support teacher plus various part-time support staff.

Our aim is to maximise learning opportunities and outcomes for all students in a purposeful, stimulating and supportive learning environment with a focus on quality literacy and numeracy. The school is an Early Action for Success school with a strong focus on early intervention programs. West Wallsend Public School caters for a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Optimum Student Progress for Every Student

Purpose

A school culture strongly focused on whole student learning, where all children are supported and motivated to fulfil their potential.

Improvement Measures

- Increase % of students achieving in the top two bands for NAPLAN reading, writing and numeracy.
- Increased proportion of Aboriginal students in the top two NAPLAN bands for reading, writing and numeracy.
- Increase in parent and student engagement.

Progress towards achieving improvement measures

Process 1: Educational Aspiration

- Personalised goal setting with regular review, where students know and can articulate goals.
- Actively engage all students in regular positive consultations with teachers, parents/carers and mentors in order to maintain positive relationships to fulfil student potential.
- Transition from pre-school to primary school and primary to high school reviewed and strengthened through feedback from all stakeholders.
- Attendance data monitored and improved attendance celebrated.

Evaluation	Funds Expended (Resources)
<p>Whole school community demonstrated aspirational expectations of learning progress and achievement for all students, and was committed to the pursuit of excellence. Effective partnerships were formed during remote learning with parents due to COVID-19 and students were motivated to deliver their best and continual improvement.</p> <p>The school engaged in strong collaboration between parents, students and the community that informed and supported continuity of learning for all students.</p> <p>Teachers, parents and the community worked together to support consistent and systematic processes during 2020 in efforts to minimise the pandemic's impact on student absences and learning outcomes.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$27504.00)

Process 2: Performance Measures

- Data analysis to implement intervention and extension programs based upon achievement benchmarks.
- Evidence based practices used to create an effective environment for student learning and wellbeing.

Evaluation	Funds Expended (Resources)
<p>Internal data used to monitor and track student growth as Naplan 2020 was cancelled due to Covid-19. School identified what growth is expected for each student on internal school progress and achievement data. School data shows that student progress and achievement in 2019 was greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.</p>	<p>Learning and Support teacher 0.7</p> <p>Data team consisting of executive staff and instructional leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$76569.00)

Strategic Direction 2

High Quality Teaching Practices

Purpose

A professional and passionate teaching staff committed to high quality teaching practices which engage and motivate learners and enable all students to learn effectively.

Improvement Measures

- All staff demonstrate personal responsibility for maintaining and developing their professional standards.
- Decrease in negative behaviour across the school.
- Increased provision for authentic whole school mentoring and coaching support.

Progress towards achieving improvement measures

Process 1: Coaching and Mentoring

School's structure and organisation ensures direct support by request and/ or need to improve whole school practice.

Development opportunities for aspiring leadership is provided.

Formal mentoring/coaching to improve teaching within a culture of reflective practice.

Evaluation	Funds Expended (Resources)
Whole school mentoring and coaching support was provided to ensure the ongoing development and improvement of all teachers, inspiring leaders and executive was only provided internally as covid-19 restrictions prevented face to face inter-school relationships however, opportunities for wider online interactions became available.	Coaching and mentoring for collegial observation Casual days Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 2: Professional Learning

A positive and collaborative improvement performance and development culture established for whole school reflection.

Staff demonstrate, by completing PDP and engaging in professional learning, responsibility for maintaining and developing their professional standards.

Evaluation	Funds Expended (Resources)
Professional learning this year was mainly delivered through an online platform. The impact on content changed as was reflected in changes to teachers PDP's. There were many positives allowing for teachers to access a plethora of online learning topics.	Release for online professional learning for teaching and non-teaching staff. Funding Sources: <ul style="list-style-type: none">• Professional learning (\$16398.00)

Process 3: Classroom Management

Well planned explicit differentiated teaching.

Systematic, consistent whole-school approach developing a culture of high expectations.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Training for staff both teaching and non-teaching in Pivotal and PBL

Funding Sources:

- Socio-economic background (\$10000.00)

Strategic Direction 3

Future-Focused Communities

Purpose

Develop a strong supportive whole school community that enables future focused learning, teaching and leading to prepare students for higher education, training and work.

Improvement Measures

Increased opportunities for combined Sugarloaf Community of Schools professional learning focused on continuous improvement of teaching, learning and leading across all schools.

Improved service delivery and community satisfaction.

Progress towards achieving improvement measures

Process 1: SCoS Educational Leadership

- Shared instructional leadership to sustain a culture of effective evidence-based teaching and ongoing improvement.
- Align professional learning opportunities across SCoS through staff development days, stage professional learning and executive networks.
- Form a community engagement team to build community awareness and understanding of SCoS and its achievements to raise the profile of public education across SCoS.

Evaluation	Funds Expended (Resources)
The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. All meetings and collaboration across the community of schools was via remote platforms to maintain relationships and share information.	Collaborative Planning days twice a term releasing staff from face to face teaching. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$40000.00)

Process 2: Administrative systems and processes

- Ensure delivery of anticipated benefits to the school community and make changes when required.
- Whole school approach to improving service delivery.

Evaluation	Funds Expended (Resources)
The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness. Ensuring the school maintained a covid safe environment protocols and procedures were vigilantly reviewed and guidelines from the department implemented.	Extra cleaning supplies sourced. Seesaw app for remote learning and communication with families. Funding Sources: <ul style="list-style-type: none">• (\$10000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>One Aboriginal SLSO employed to support the teachers in delivering differentiated and personalised support for students.</p> <p>Boomerangs, made and supplied by local Men' Shed, painted by each student to create a mural to celebrate NAIDOC.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$28 602.00) 	<p>Funds under the Aboriginal Background equity loading supported the learning with extra staff to provide support with learning during 2020 , in particular during remote learning. NAIDOC activities and onsite PLP meetings were put on hold due to COVID-10. Cultural activities celebrating NAIDOC week happened later in the year with no external providers able to attend.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$104 073.00) 	<p>Provided support for targeted students within the classroom and playground through employment of SLSOs. Programs were developed to respond to additional learning needs. Classroom teachers were supported in building capacity to provide an inclusive learning environment.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS Release 0.395</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$43 207.00) 	<p>Collaborative time was provided for teachers to meet with their instructional leader and stage colleagues to strengthen quality teaching practices by co-planning and using student data to drive the teaching and learning.</p>
Socio-economic background	<p>Teacher employed to release assistant principal to provide instructional leadership 3-6</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$114 000.00) 	<p>Remote learning was supported through the use of technology providing online learning and equipment and materials so that there was a continuous of learning. Staff were released to observe each other's practice and worked collaboratively to ensure explicit quality teaching was happening across the whole school. An assistant principal was released from class to provide instructional leader support across stage 2 and 3.</p>
Support for beginning teachers	<p>Extra release time for mentoring and coaching.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$40 000.00) 	<p>Beginning teachers were supported by engaging in collaborative practices, evaluating their teaching on student progress and mentored in assessing and evaluating student work, implementing effective classroom management strategies and working with colleagues to plan quality lessons. They engaged in professional discussions and personal reflections with an assistant principal supporting the compiling of evidence towards achieving accreditation at Proficient Teacher level with NESAs.</p>
Early Action for Success	<p>Instructional leader 0.8</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Early action for success (\$115 032.00) 	<p>Instructional Leader was employed under EAfS funding four days per week and school funded for the fifth day. This allowed for a consistent approach around professional learning across the whole school while providing an intensive early intervention focus.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	111	109	115	113
Girls	109	110	119	123

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	94.8	95.8	93.8
1	94.6	94	93.4	93
2	94	94.1	93.9	93.5
3	94.7	90.3	94.9	92.3
4	91.1	92.9	92.1	93.8
5	92.4	91.3	91.1	93.8
6	92.6	91	90.5	90.1
All Years	93.6	92.7	93.1	92.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	9.22
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	619,384
Revenue	3,096,246
Appropriation	3,067,290
Sale of Goods and Services	155
Grants and contributions	28,120
Investment income	680
Expenses	-2,938,520
Employee related	-2,729,961
Operating expenses	-208,560
Surplus / deficit for the year	157,726
Closing Balance	777,109

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.

	2020 Approved SBA (\$)
Targeted Total	303,860
Equity Total	397,306
Equity - Aboriginal	28,602
Equity - Socio-economic	264,631
Equity - Language	0
Equity - Disability	104,073
Base Total	1,867,965
Base - Per Capita	56,278
Base - Location	0
Base - Other	1,811,687
Other Total	407,263
Grand Total	2,976,394

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

School's annual results for the three Tell Them From Me survey measures for Advocacy, Expectations and Belonging is showing

an upward trend over time of a greater positive percentage compared to state percentages.

Overall average for advocacy at school was 77%, expectations for success 88% and sense of belonging 63%.

The impact of COVID-19 on sense of belonging was evident, however the general feedback from all sectors was a feeling of support during these difficult times and appreciation of the continued emotional and physical support with a clear focus on wellbeing.

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.