

2020 Annual Report

Wellington Public School



3420

Introduction

The Annual Report for 2020 is provided to the community of Wellington 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

Wellington Public School is committed to providing an environment where quality teaching, learning and leadership ensures future success and wellbeing for all students' within an ever changing world.

School context

Wellington Public School has an enrolment of 520 students with almost 60% identifying as Indigenous. The school caters for a diverse range of students. There are 26 classes inclusive of 5 special education and two extension classes plus a preschool.

Wellington Public School has a very caring and dedicated team of teachers and support staff working collaboratively with families to provide a wide range of programs catering for the cognitive, social, emotional and spiritual needs of each student.

We are a proud Positive Behaviour for Learning (PBL) school with a focus on developing safe, respectful learners.

Through 'Early Action for Success' and School Based Allocation of Resources the school has 1.4 Instructional Leaders, 2 Learning and Support Teachers and 1 interventionist to provide tailored interventions in Literacy and Numeracy P-6, improving curriculum implementation and quality teaching using stringent data analysis to direct teaching and individualised learning programs for students.

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	Sustaining and Growing
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

Engaged Learners

Purpose

Students will engage in differentiated learning and wellbeing opportunities that meet their individual needs preparing them for success in an ever changing world.

The whole school community is committed to providing learning opportunities that support ALL students to connect, succeed, thrive and learn.

Every student at Wellington Public School is known, valued and cared for.

Improvement Measures

Increased proportion of school community engaged in practices that support a sense of belonging, expectations for success and advocacy of school.

All PLPs for identified students are developed and reviewed

Increased engagement in the number of parents liaising with support staff for IEPs and PLPs from 2017 data

Improved levels of parent feedback showing the success of the school's educational programs after collection of baseline data in 2017

Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy

Increased proportion of students working in the top two NAPLAN bands for reading and numeracy.

Progress towards achieving improvement measures

Process 1: Develop and implement collaborative approaches to monitor and review student learning through their LSPs/PLPs.

Evaluation	Funds Expended (Resources)
Evolution of the content of the end of year report to include a summary of the PLP process and enhance collaboration with families.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$100000.00)• Aboriginal background loading (\$260000.00)

Process 2: Strengthen community partnerships that enhance student learning through improved attendance, cultural engagement and wellbeing.

Evaluation	Funds Expended (Resources)
School attendance is at 95%	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$360000.00)

Process 3: Steps are in place to allow staff to articulate student learning needs and teachers give (Term 4 2019) Clear feedback structures are in place for students and family about their progress and students communicate confidently, regularly and effectively about their own learning relative to their own level of development.

Evaluation	Funds Expended (Resources)
This process was suspended during the year	

Strategic Direction 2

Quality Practice

Purpose

Teachers implement effective classroom practices for all students with meaningful learning experiences that are inclusive, engaging and challenging.

Our school culture is built on respectful mentoring relationships and a foundation of professional learning that is focused on supporting quality curriculum planning, assessment and continual improvement of teacher practice.

Wellington Public School is a great place to work and our staff are of the highest calibre.

Improvement Measures

Increased proportion of teachers that are using student performance data to drive teaching directions, monitoring and assessing.

Increased proportion of teachers engaging in mentoring, classroom observations and modelling of effective classroom practice.

Progress towards achieving improvement measures

Process 1: Develop staff capacity to effectively implement evidence based practices into teaching and learning including an ongoing focus on literacy and numeracy through explicit teaching and learning.

Evaluation	Funds Expended (Resources)
All Early Stage 1 and Stage 1 teachers completed data entry for text reading levels weeks 5 and 8 in term 4. Instructional Leaders met with classroom teachers to evaluate reading levels. Professional development around writing process delivered by the Instructional Leader to whole staff during staff meeting in week 1 Term 4.	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$326000.00)• Aboriginal background loading (\$220000.00)• Professional learning (\$50000.00)• Socio-economic background (\$350000.00)

Process 2: *Create a Scope and Sequence Team as informed from our EV. Teams across the school build staff capacity to in the use of data to inform practice and deliver professional learning and teacher support around pre and post assessment, Curriculum matrices and learning intentions in literacy and numeracy, learning progressions and PLAN 2 to identify individual student learning needs.*

Evaluation	Funds Expended (Resources)
Following DOE instruction staff will focus on 2 sub-Elements of the Progressions - Additive strategies and Creating Texts. Further familiarisation of PLAN 2 reports and using collected Progression's data to inform teaching is required. It will be beneficial to employ a casual teacher to release class teachers to meet with Instructional Leaders to improve practices around the use of Progression data to inform teaching.	Funding Sources: <ul style="list-style-type: none">• Integration funding support (\$240000.00)• Socio-economic background (\$310000.00)• English language proficiency (\$4000.00)• (\$0.00)

Process 3: *Develop, implement and evaluate systems to support the application of Professional Standards, that will prepare and support all teachers to complete NSW Teacher Accreditation and encourage teachers to consider higher accreditation levels staff wellbeing.*

Evaluation	Funds Expended (Resources)
NESA site not working, Log of TIPD kept by support group.	

Progress towards achieving improvement measures

The work of this team was integrated into other aspects of the school plan.

Strategic Direction 3

Educational leadership

Purpose

Our school leadership is driven by a culture of high expectations and community engagement supported by collaboration and inclusivity, focused on sustained and measurable whole school improvement.

Resources are strategically used to achieve improved student outcomes and high quality educational delivery.

Community confidence in Wellington Public School is high.

Improvement Measures

All executive have been involved in professional learning to develop effective instructional leadership and management skills.

Community members are accessing an increased proportion of diverse opportunities to communicate and liaise with the school.

School executive guide teaching and learning practices that are responsive to school data and current research..

Progress towards achieving improvement measures

Process 1: *Develop, implement and evaluate collaborative processes to review and monitor teaching practices as outlined in the School Plan. (Term 4 2019)* **Executive and aspirational staff are provided with professional learning opportunities to develop skills in effective instructional leadership and management.**

Evaluation	Funds Expended (Resources)
This process was integrated with work of the EaFS team into other curriculum development activities across the school	

Process 2: **Evaluate and implement systems that build professional capacity of staff through the provision of targeted professional learning which is focussed on supporting staff wellbeing and mentoring.**

Evaluation	Funds Expended (Resources)
<p>Cohesive teams built for working on Teaching and Learning programs and improving staff capacity. Feedback provided to staff about activities/lessons in classrooms. Executive Staff have developed deeper knowledge and understanding of staff and students in their Stage group by being present in all classrooms in their supervisory area.</p> <p>A more formal approach to making sure PL aligns with school strategic directions , the professional standards and encompasses individual goals needs to be adopted.</p> <p>Mandatory training is recorded in an excel spreadsheet</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$102000.00)

Process 3: *Form a Our Communication Committee (with representation from across the school community) continues to regularly solicit and address feedback on school performance and uses this to enhance existing, and develop new approaches, to improve student learning.*

Evaluation	Funds Expended (Resources)
Communication meetings occur fortnightly. A school action plan has been started looking at school/community/DEC values (based on research and documentation) and forming a coherent, consistent approach to	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$50000.00)

Progress towards achieving improvement measures

communication across the school community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$245 008.00) • Aboriginal background loading (\$122 504.00) • Aboriginal background loading (\$183 756.00) • Aboriginal background loading (\$106 716.00) 	<p>Our emphasis on targeting improved attendance was affected by COVID with an average of 90% achieved.</p> <p>Our Wellbeing data (PBL and BeYou) continues to reflect improved engagement across the school with ALL Domains above State Average.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$3 086.00) 	<p>Our home reading program and Mini Lit resources are achieving strong literacy growth K -3 and providing an excellent base to address the positive trend in value added data from Year 3 to Year 6.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$106 716.00) • Early action for success (\$46 000.00) • Low level adjustment for disability (\$61 252.00) 	<p>Our application of the additional EAFS resources has consolidated understandings and application of literacy and numeracy support, especially across Early Stage 1 to Stage 2.</p> <p>In the past 12 months we have achieved pleasing value added data from Kinder to Year 3. This has been reflected in our 'Check In' feedback.</p> <p>Key use of online training support and our 'Power Hour' has focussed Professional Learning time for staff.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$106 716.00) • Quality Teaching, Successful Students (QTSS) (\$3 000.00) 	<p>Resources into Stage One have been able to keep class sizes manageable and focus support to key literacy and numeracy targets.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$122 504.00) • Socio-economic background (\$61 252.00) • Socio-economic background (\$167 968.00) • Socio-economic background (\$213 432.00) 	<p>Our emphasis on the first years of schooling at WPS sees a lot of our resources focussed here.</p> <p>Our attendance data is improving.</p> <p>Student engagement and community connection continue to flourish under the power of our Kitchen Garden Program</p> <p>The difficulty of finding casuals has been overcome by building this release and cover into the staffing of the school. Very few class ever go uncovered.</p> <p>The school bus is a key link to community and supports a wide range of extra curricula activities.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 321.00) 	<p>This resource was added to the extra relief provided to the Stage where the teacher was located.</p> <p>We also fund an Accreditation Mentor to support all staff and newly appointed staff are provided with targeted support. Structured meetings are held each fortnight</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	266	263	250	255
Girls	218	220	228	246

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.2	89.1	89.6	92
1	90.1	91.4	89.4	89.8
2	92.6	89.7	90.6	88
3	92.4	91.5	89.7	92
4	90.3	90.3	90.2	89.4
5	90.8	88	88.3	91.4
6	89.9	90.8	88.3	91
All Years	91.1	90.2	89.6	90.5
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.77
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.16

*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	585,229
Revenue	8,491,900
Appropriation	8,376,805
Sale of Goods and Services	29,117
Grants and contributions	69,798
Investment income	1,181
Other revenue	15,000
Expenses	-8,663,811
Employee related	-7,993,256
Operating expenses	-670,555
Surplus / deficit for the year	-171,911
Closing Balance	413,319

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	237,386
Equity Total	1,990,290
Equity - Aboriginal	851,347
Equity - Socio-economic	809,834
Equity - Language	3,086
Equity - Disability	326,024
Base Total	4,716,883
Base - Per Capita	125,418
Base - Location	115,237
Base - Other	4,476,228
Other Total	1,176,510
Grand Total	8,121,069

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

Parents, staff and students were surveyed in 2020 as a part of the school's Situational Analysis which was introduced to form the base of 2021 planning.

Parent, Student and Staff Survey Outcomes

A google survey was developed and promoted through our Website and Facebook page.

19 families responded to the survey along with 61 staff. Student classroom surveys were also integrated into our planning.

Both parents and staff highlighted the use of our new scope and sequence planning and the way it assists to help guide teaching programs and themes across each stage as being 'great'.

Parents, students and staff were also able to provide positive feedback around reading, numeracy talks, writing shared experiences, PBL and Literacy programs such as L3 and Daily 5.

The most positively rated aspect across the school was the Stephanie Alexander Kitchen Garden program. '*Kitchen Garden is an absolute highlight*'.

The survey also highlighted community and staff awareness about:

- opportunities to engage with community,
- Wiradjuri, excursions out in to community,
- Spelling Mastery,
- students being split in to other classes when teacher is away and having split kids come in (mostly ðŸ˜†),
- outreach group during COVID isolation, Kindness Club and desk drumming.
- Kitchen garden,
- integration opportunities,
- teacher programming flexibility - not having to do co-operative programming and being able to program for my class specific needs and the freedom to adapt as the students grow and achieve.

Targeted Programs

MiniLit is a targeted intervention program implemented in Stage 1 4 days per week. It is a small group intervention run by the LaSt team and SLSOs. It targets students who have been identified as below expected stage outcomes in reading.

Spelling Mastery is a specific program developed for the skill development in spelling. It is implemented across years 1-6, 4 times a week in Primary and 5 times a week in infants. Each student is assessed and placed in leveled groups.

L3 is a Literacy program targeted for Early Stage One and Stage One. In 2020 2 stage one teachers engaged in their first year training and 5 teachers completed their ongoing professional learning. The school has an internal L3 trainer who supported all early stage one and stage teachers in their explicit implementation of the L3 program.

Daily 5 Literacy and Daily 4 Maths was used in most classes, particularly in Stages 1 & 3. This mode of teaching allows for small group differentiation to explicitly teach mathematical and literacy concepts that are at point of need for each student.

In 2020 a *Building Teacher Leadership Through Reading* group was established. This group offered professional learning to aspiring leaders of WPS around effective reading instruction. A large element of this training was to develop teacher mentors that would coach and support other classroom teachers in Literacy instruction across the school.

The *Stephanie Alexander Kitchen Garden* program was offered to all classes in 2020 on a weekly basis. It involves teaching students pleasurable food education and teaches Wellington Public School children positive food habits through fun, hands-on 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.