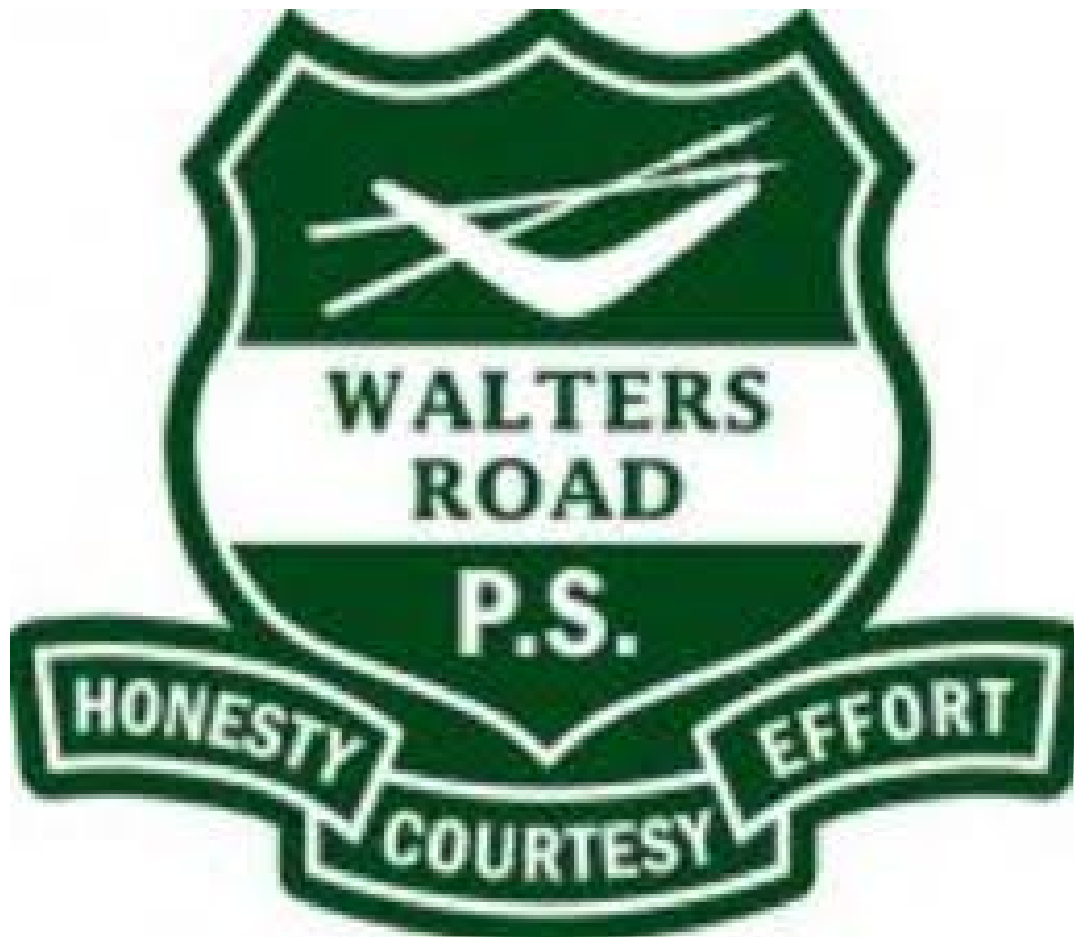


2020 Annual Report

Walters Road Public School



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Introduction

The Annual Report for 2020 is provided to the community of Walters Road 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 vision

Walters Road Public School is diverse and inclusive, with a committed staff who work collaboratively with the whole school community to develop dynamic and future-focussed teaching and learning programs that prepare our students to be independent and life long learners.

School context

Walters Road Public School is a growing school community located in Blacktown. We provide for approximately 600 students with 59% from language backgrounds other than English (including refugees) and 5% of students from Aboriginal or Torres Strait Islander background. We are a large multicultural school which is highly regarded in our community.

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

Strategic Direction 1

Quality teaching

Purpose

A whole school approach that ensures high impact evidence-based teaching practices that optimise learning progress.

Improvement Measures

Increase number of students in top two bands of NAPLAN Literacy.

Teachers employ observable evidence-based effective teaching strategies.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching and learning directions.

Progress towards achieving improvement measures

Process 1: **Application-** The leadership team will draw on research to develop and implement high quality professional learning in Literacy and Numeracy practices.

| Evaluation | Funds Expended (Resources) |
|--|--|
| We have begun to identify research based teaching opportunities but these practices have yet to be implemented consistently across the school. | Funding Sources: <ul style="list-style-type: none">• (\$12000.00) |
| Due to strategic support cancellation from Nirimba offices, we have started small and will continue this through next school plan with student attainment measures | |

Process 2: **Access-** All staff members will be responsible for implementing teaching strategies that are differentiated to cater for targeted students which will ensure opportunities for continuous improvement occurs. (This includes small group, withdrawal lessons)

| Evaluation | Funds Expended (Resources) |
|---|---|
| At the end 2020 all teachers understood and taught literacy with success that could be measured by improved student progress and achievement data | Funding Sources: <ul style="list-style-type: none">• (\$4000.00) |
| However, in the area of Numeracy we are still building strong foundations for teaching, learning and assessment | |

Strategic Direction 2

Quality learning

Purpose

Our school uses systematic and reliable information to evaluate student learning overtime and implements changes in teaching that leads to measurable improvement.

Improvement Measures

Quality assessment practices are embedded across the school

Analysis of data that directs and informs teaching and learning occurs

An improvement in the number of students in the top two bands of NAPLAN literacy is evident

Progress towards achieving improvement measures

Process 1: *Understanding of assessment -:*

Staff will develop a shared understanding, value and purpose of the types of formative and summative assessment.

Research will be evidence-based

| Evaluation | Funds Expended (Resources) |
|--|--|
| Staff have a strong understanding of the value and purpose of authentic evidence based assessment practices. The collection of, and reference to, formative assessment data is evident amongst all teaching staff. Teachers understand the need to collect formative assessment and the role it plays in determining future directions for student learning. | Funding Sources: <ul style="list-style-type: none">• (\$10000.00) |

Process 2: *Application of assessment -:*

Visible learning will be evident in all classrooms and program documentation

There will be evidence of student and staff goal setting

| Evaluation | Funds Expended (Resources) |
|--|--|
| The use of assessment practices in classrooms has increased, with teachers having a greater awareness of the need for systematic assessment and reliable data. | Funding Sources: <ul style="list-style-type: none">• (\$10000.00) |

Strategic Direction 3

Opening the school gates

Purpose

Our school engages in strong collaborations between parents, students and the community.

Improvement Measures

School practices reflect current community profiles

The school regularly and directly engages with parents to improve student learning outcomes

The school community values the importance of parental involvement in children's learning

Progress towards achieving improvement measures

Process 1: The school will welcome the wider community through the school gates for events and other opportunities

| Evaluation | Funds Expended (Resources) |
|--|---|
| Many opportunities were cancelled in 2020 due to COVID restrictions. However, our staff became very skilled at communicating, teaching and learning through on-line mediums. | Funding Sources: <ul style="list-style-type: none">• (\$2000.00) |

Process 2: The school will welcome parents into classrooms as partners in their child's learning.

| Evaluation | Funds Expended (Resources) |
|--------------------------------------|----------------------------|
| This could not occur due to covid-19 | |

Process 3: We will celebrate our school's cultural diversity.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Culture was celebrated differently in 2020. Although no large scale event took place, the teachers explicitly taught, celebrated and reflected on the many cultures in our community | Funding Sources: <ul style="list-style-type: none">• (\$2000.00) |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$12 000.00) | During 2020 our Aboriginal SLSO worked co-operatively in classrooms with students and teachers focusing on culture, syllabus outcomes and community connections. They were able to complete a large mural to celebrate and respect the Darug people of Blacktown |
| English language proficiency | Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$30 000.00) | <p>Translated documents for families became very beneficial during 2020 covid lockdown periods</p> <p>We were also able to engage families through telephone interpreters and provide multicultural links to online learning for families.</p> <p>We remained engaged with STARTTS at Blacktown to support refugee families in need.</p> |
| Low level adjustment for disability | Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$80 000.00) | Multitit proved an exceptional tool for developing our "readers". One to one tuition provided structured lessons and feedback which encouraged students to read with automaticity and fluency. |
| Quality Teaching, Successful Students (QTSS) | Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$108 000.00) | Having teachers matched with suitable mentors and instructional leaders provides support, structure and guidance for staff. We structured our QTSS programs to match our strategic directions - including assessment and reporting. The staff members, also had unlimited access to their supervisors one day per week, to model, feedback and support in the classroom |
| Socio-economic background | Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$200 000.00) | The Deputy Principal Instructional Leader provided structured support for approximately 35 staff members in 2020. The focus of the program was professional development, skilled literacy and numeracy teaching underpinned by research and quality feedback. Using staff consultation we have decided to extend and enrich this program in our next school plan. |
| Support for beginning teachers | Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$10 000.00) | Beginning teacher support was paramount in ensuring new staff were inducted into the school, knew WHS protocols, were abreast of staff procedures and felt orientated to a new environment. These funds also supported new teachers in the classroom to build a bank of skills and strategies regarding quality pedagogy and practice. |
| Targeted student support for refugees and new arrivals | | Supporting refugees and new arrivals throughout 2020 took a different turn due to COVID 19 lockdown. Social, emotional and community support was paramount in ensuring access, equity and support for vulnerable groups. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 316 | 316 | 312 | 326 |
| Girls | 276 | 288 | 290 | 281 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 92.1 | 91.5 | 89.8 | 83.1 |
| 1 | 92 | 92.9 | 91.7 | 87.9 |
| 2 | 92.3 | 93.6 | 91.8 | 89.7 |
| 3 | 93.1 | 92.9 | 92.2 | 88.2 |
| 4 | 93.1 | 94.3 | 91.6 | 87.5 |
| 5 | 94 | 93.6 | 94 | 88.3 |
| 6 | 93.2 | 92.7 | 90.9 | 93 |
| All Years | 92.8 | 93.1 | 91.7 | 88.2 |
| 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) | 4 |
| Classroom Teacher(s) | 23.08 |
| Literacy and Numeracy Intervention | 0.53 |
| Learning and Support Teacher(s) | 1.5 |
| Teacher Librarian | 1.2 |
| Teacher ESL | 2.2 |
| School Administration and Support Staff | 4.06 |

*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 | 1,768,979 |
| Revenue | 5,686,185 |
| Appropriation | 5,597,434 |
| Sale of Goods and Services | 39,498 |
| Grants and contributions | 47,327 |
| Investment income | 1,626 |
| Other revenue | 300 |
| Expenses | -5,574,518 |
| Employee related | -4,873,817 |
| Operating expenses | -700,700 |
| Surplus / deficit for the year | 111,667 |
| Closing Balance | 1,880,646 |

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 | 159,258 |
| Equity Total | 771,317 |
| Equity - Aboriginal | 14,778 |
| Equity - Socio-economic | 232,419 |
| Equity - Language | 275,029 |
| Equity - Disability | 249,090 |
| Base Total | 4,262,455 |
| Base - Per Capita | 144,784 |
| Base - Location | 0 |
| Base - Other | 4,117,672 |
| Other Total | 316,941 |
| Grand Total | 5,509,972 |

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

In 2020, students took part in the annual Tell Them From Me survey. Like most years, our results sat about state average showing that our students feel a sense of belonging, support and connectedness to the school.

The parents were also

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.