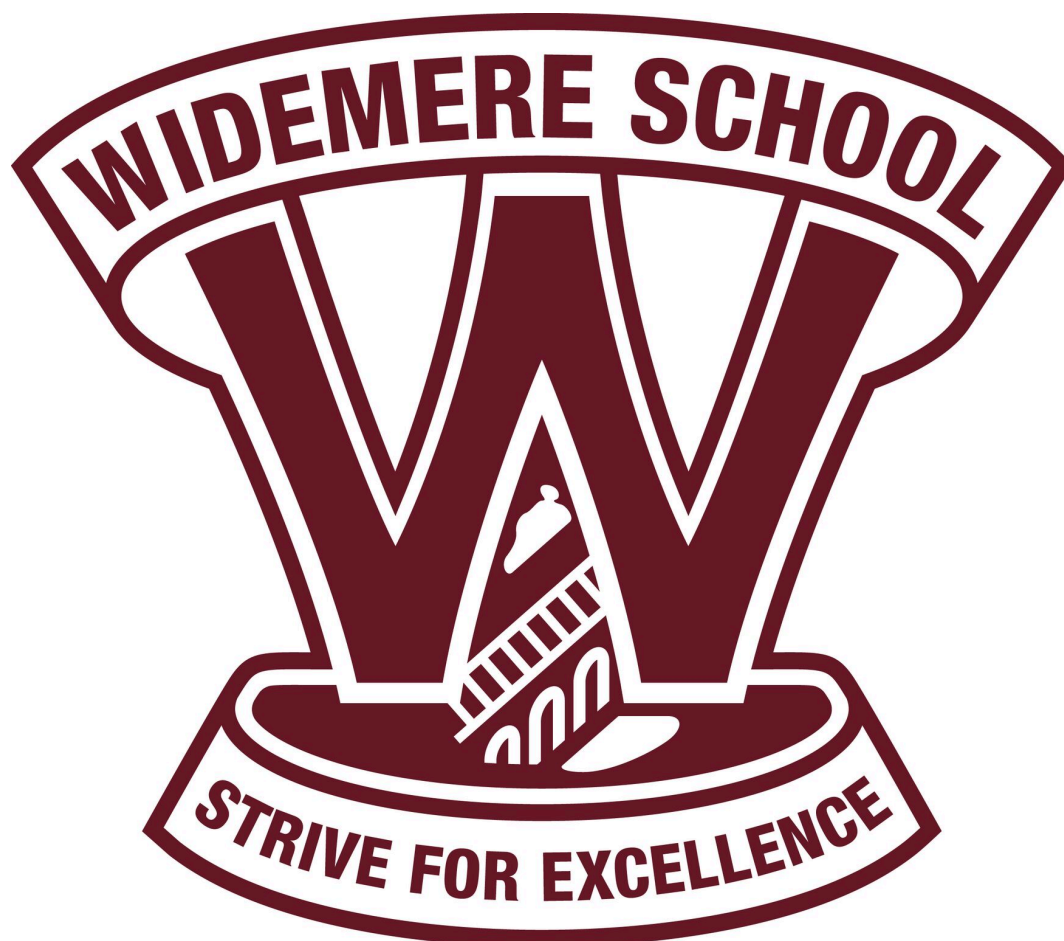


2020 Annual Report

Widemere Public School



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Introduction

The Annual Report for 2020 is provided to the community of Widemere 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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Message from the principal

Widemere Public School continues to strive to achieve the best possible learning outcomes and wellbeing for all students. I am very proud of our achievements provided in a caring and enriching environment over a difficult year.

The achievements of 2020 detailed in this report are possible thanks to the hard work of our dedicated school executive, energetic, professional teachers, exceptional students, our great administration team and our wonderful parents and our Parents and Citizens Association members who always support us in our endeavors.

I certify that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas of development.

Michele Saunders

Principal

School vision

Widemere Public School challenges students of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities. Our aim is for all students to be successful, life long learners who are confident and creative individuals, strive for continual improvement and are active and informed citizens. Students are equipped to meet the demands and challenges of the future in an engaging, inclusive, differentiated learning environment where they are valued as individuals and are encouraged to show respect for others.

School context

Widemere Public School is located in Greystanes and was established in 1973. It is an excellent learning community providing high quality learning opportunities for the children of our local community.

Our school operates 10 classrooms from Kindergarten to Year 6 with 250 students enrolled. 52% of our students come from culturally diverse backgrounds.

Our dedicated, creative teachers are committed to the pursuit of excellence by knowing, valuing and understanding every child through participation in formative assessment, targeted professional development, high quality evidence based differentiated teaching and stimulating, enriching and challenging learning programs.

We also offer many prospects to excel in a variety of performing arts, sports programs and leadership opportunities.

Widemere Public school is well resourced with innovative technology, a modern library, a multipurpose hall, a covered outdoor learning area, attractive refurbished classrooms and flexible learning spaces.

Our students prosper in a positive behaviour for learning, inclusive and nurturing learning environment that develops respect, understanding and responsibility.

Student wellbeing is a priority to our staff. Our aim is for all students to be known, valued and cared for and for students to do their personal best.

As a school community we are determined to provide opportunities to develop students in all areas to become life long, responsible learners and successful members of society.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	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	Sustaining and Growing

Strategic Direction 1

Evidence Based Visible Teaching & Learning

Purpose

At WPS we will strive for high quality teaching and learning excellence through data driven evidence based quality teaching and differentiated, personalised, challenging learning. Best practice will enable all students to be highly engaged in school and to improve their achievement through evidence based visible teaching and learning.

We seek significant (at least 12 months), measurable growth across all learning domains.

Improvement Measures

Teachers developing a growth mindset and encouraging a growth mindset in students.

96% of students meet or exceed nationally identified minimum benchmarks in Reading and Maths.

100% of classroom teachers working with instructional leader in analysing data and devising differentiated learning experiences for Literacy and Maths.

100% of teachers have differentiated teaching in Literacy and Maths which is evidenced in teaching & learning programs.

100% of teachers undergoing professional learning in improving engagement and differentiation in student learning.

Increase the number of students in the top 2 bands of NAPLAN by 8% (from 44.2% to 50.3%) in Reading and 7% (29.9% to 36.9) in Numeracy

Overall summary of progress

Evidence Based Visible Teaching and Learning has been used to ensure students' experiences during Covid 19 remote learning were meaningful and effective by providing support materials, anchor charts and other scaffolding to support learning. During Terms one and two teachers demonstrated growth mindsets with their quick and effective adaptation to remote learning environments. Visible Learning was evident in all learning areas of the school and the new teachers during 2020 embraced the practice which made a positive impact on all students.

Due to Covid 19 the NAPLAN assessment did not take place and unfortunately improvement measures can not be noted.

Progress towards achieving improvement measures

Process 1: Instructional Leader Program

Increasing teachers' capacity to utilise progressions and to analyse data while engaging in cycles of investigation and target intervention to develop differentiated learning..

Evaluation	Funds Expended (Resources)
*Review data in IL sessions *Discuss student growth and development with Supervisors * Discuss progress in LST meetings.	QTSS funds used for Instructional Leader to conduct cycles of data review and teaching and learning improvements. Instructional Leadership meetings held fortnightly.

Process 2: Engagement Project

Increasing teachers capacity to fully engage students in their learning by providing engaging rich tasks, engaging pedagogy, and project based learning. They will create a growth mindset in students and create an engaging real world learning environment to enhance and improve student learning outcomes

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
*Share lessons and student learning with peers to evaluate the lessons within a Stage .*Student feedback and parent feedback on student engagement *Exec to review feedback from students and parents.	*Access to a device and/or the Computer Lab .*Professional Learning on engagement, Problem based learning and self directed learning .*Stage Meetings

Process 3: Visible Learning Program

Involve students in self-regulation of their own learning. Teachers to support students' regulation by developing learning intentions, success criteria and descriptive feedback and differentiated, personalised and challenging programs.

Evaluation	Funds Expended (Resources)
*Feedback Friday questionnaire *IL Observations *Walk throughs * Survey of teachers and students.	*Professional Learning funds. *IL time *Stage meetings *Collaborative planning sessions

Process 4:

Evaluation	Funds Expended (Resources)
No Data.	No Data

Next Steps

As this sees out the end of our 2018 - 2020 Plan and with the many new teachers at Widemere Public School we will need to refocus our staff in many of the existing practices. We will continue with our Instructional Leadership program and collaborative planning sessions. We will build teachers' teaching capacity in the 'What Works Best' Strategies to ensure high quality teaching and learning continues at Widemere Public School.

Strategic Direction 2

Successful Life Long Learners

Purpose

To provide a high standard of learning and engagement and seek to empower students to become curious, confident, citizens who self-direct their learning, adapt quickly to change and are life long learners.

To develop a learning growth mindset and culture based on high expectations, quality engaging meaningful opportunities to support creativity, critical thinking, collaboration, enquiry learning and problem solving, which will maximize success and add value to students' lives.

Students will be productive and ethical users of technology equipped with 21st Century skills.

Improvement Measures

Common assessment tasks demonstrate key aspects of critical thinking, creativity, collaboration and self-directed learning.

Student work samples demonstrate evidence of critical thinking, collaboration and creativity.

Students utilise digital technology and project based learning within the classroom environment to enhance their learning and become self-directed learners.

Students being able to identify their individual learning goals.

Increased leadership opportunities for staff and students.

Overall summary of progress

All students and teachers were challenged with Covid 19 interruptions in Terms 1 and 2. Our remote learning program was a quick and successful introduction to new learning styles for students, parents and school staff using digital technologies.

This change in the delivery of high quality learning complimented our Strategic Direction of Life Long Learners.

Students were self directed through much of the remote learning and took great responsibility in asking questions and using critical and creative thinking in their learning, which was evident as the year progressed.

Progress towards achieving improvement measures

Process 1: 21st Century Skills

Build teacher and students' capacity in developing a growth mindset in line with a whole school PDP goal and by the students challenging themselves through the 5Cs of 21st Century Learning.

Evaluation	Funds Expended (Resources)
• Staff/student/community surveyed on success of implementing goals and evaluate structure for new year.	Beginning Teacher Time. Supervisor meetings and continuous discussions.

Process 2: Digital Technologies and Project Based Learning

Build teacher knowledge and practice in both digital technologies and project based learning.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Increase iPad resources from Y2 - Y6.

iPad minis distributed K - 1 for use in groups.

Funds for purchase of iPads \$12000

One Education to collect unused XO's to refurbish and reallocate.

Process 3: Student Individual Learning Goals

Student and teacher conferences to develop individual learning goals where students are supported and encouraged to self-direct their learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Discussion and evaluation of goals with students and discuss future directions.• Collaborate in stage meeting to discuss student progress.	<ul style="list-style-type: none">* IL Time* Spirals* Supervisor meetings.

Process 4:

Evaluation	Funds Expended (Resources)
No Data.	No Data.

Process 5:

Evaluation	Funds Expended (Resources)
No Data.	No Data.

Process 6:

Evaluation	Funds Expended (Resources)
NO Data.	No Data.

Next Steps

As we progress into our next school improvement plan Widemere Public School will continue to guide students with the skills of being a Life Long Learner. We will provide high quality learning and engagement to empower students in becoming self directed, curious and confident citizens. We will continue with student goals, ensuring students have positive learning, a growth mindset and meaningful opportunities for critical and creative thinking through collaborative, inquiry learning and problem solving high quality pedagogies.

Strategic Direction 3

Resilient, Confident Citizens and Leaders

Purpose

For every student and teacher to reach their full potential in a safe, positive, stimulating and evolving learning environment through quality differentiated learning programs, student and staff wellbeing programs, prevention and intervention strategies and leadership opportunities.

Improvement Measures

For every student and teacher to reach their full potential in a safe, positive, stimulating and evolving learning programs, student and staff welfare, prevention and intervention strategies and leadership opportunities.

* 40% of our students obtaining Blue WOW certificates and working towards gold. 30% of students achieving gold badge awards.

* 100% of students being able to state the school rules.

* More effective case management for all students including those who are at-risk or who have special needs.

* Better identification and management of students with social and emotional learning difficulties.

* 10% decrease in school "Time Outs" and suspensions.

* 10% increase in staff, student and parent participation in leadership opportunities.

* 100% Aboriginal and at-risk students with Personalised Learning Plans.

5% in increased parent participation in school decision making.

Overall summary of progress

Due to Covid 19 our Gold WOW certificates were lower than expected, but we did celebrate those who achieved Silver WOW awards with the presentation of a silver badges. There were fewer suspensions in 2020 and less Positive Behaviour for Learning notifications than in 2019.

The whole school focus on students' social and emotional wellbeing was enhanced and closely monitored by wellbeing phone calls during the remote learning period. All Aboriginal students had personalised learning plans developed in collaboration with their teachers and parents.

Many staff members had opportunities to participate in leadership roles to support the changes needed due to Covid -19 and allow the collaborative and smooth running of the school and its programs.

Progress towards achieving improvement measures

Process 1: Personalised Learning and Support

To continue to develop a school wide Learning and Support framework of knowledge and practice that promotes individualised learning allowing students to thrive, connect and succeed.

Evaluation	Funds Expended (Resources)
SLSO support in Kindergarten for first 4 weeks to continue.	2 teacher days for reviews.
Personalised Learning Plans to be reviewed and discussed with 2021 teacher in handover meeting.	

Process 2: Knowing, valuing and caring for all students

Continue to develop a school wide Wellbeing framework to enable students to reach their potential in an educational environment that promotes high expectations in behaviour and learning.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Staff kept informed of PBL and Learning support data. Students plans for both learning and behaviour shared to build resilience and trust. Reward day celebrated (Covid restricted)	Be you program facilitated PBL data reviewed monthly and shared with staff.

Process 3: Capacity Building

Implement leadership development initiatives to strengthen the leadership capacity of students and staff.

Evaluation	Funds Expended (Resources)
* Evaluation / success of Kindy Buddy Program * Evaluation of peer support program * Evaluation of SRC event	2 teacher days peer support 1 teacher day kindy buddy program.

Process 4:

Evaluation	Funds Expended (Resources)
No Data.	No Data.

Process 5:

Evaluation	Funds Expended (Resources)
No Data.	No Data.

Process 6:

Evaluation	Funds Expended (Resources)
No Data.	No Data.

Next Steps

Widemere Public School will continue to support both our students and staff in a stimulating and evolving learning environment. We will continue to build and monitor students' and staffs' resilience and wellbeing through programs such as Berry Street Educational Model and the Be You program. ensuring all students have a champion and all within the school are known valued and cared for.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7143	Indigenous students' learning outcomes were enhanced and school learning support officers supported Indigenous students across the school. All students learnt more about Aboriginal Perspectives across Literacy, Numeracy and other learning areas which helped them to understand the stories of the Indigenous people.
English language proficiency	\$41345	During 2020 an Instructional Leader for Years 3 - 6 was employed to coach and collaboratively guide teachers in refining their practices and engaging students in high quality learning against the Literacy and Numeracy Progressions. Student data was collected, monitored and timely adjustments were made to support student growth and attainment. Initialit was implemented in Early Stage One with resources and professional learning undertaken to support the program. EALD students were supported with additional support in Literacy and Numeracy programs, such as MacqLit and MiniLit.
Low level adjustment for disability	\$89584	School learning and support officers were employed to support students in their learning adjustments and others with social and emotional needs. The learning and support team monitored students closely and adjusted support times for students as needed.
Quality Teaching, Successful Students (QTSS)	\$45613	During 2020 an Instructional Leader for Years K-2 was employed to coach and collaboratively guide teachers in high quality professional learning to refining their practices and engaging students in high quality learning against the Literacy and Numeracy Progressions. Student data was collected, monitored and timely adjustments were made to support student growth and attainment.
Socio-economic background	\$37727	During 2020 we provided support measures for student from low socio-economic backgrounds through the employment of leaning support officers, the purchase of technologies and subsidised excursions and events within the school.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	131	134	135	123
Girls	108	108	113	116

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	94.2	93.3	87.4
1	94.6	93.9	93.8	89.4
2	95.3	92.9	93.3	83
3	95.9	96.2	92.6	90.2
4	95.5	95.2	92.9	90.7
5	94.6	94.1	93.3	89.3
6	95.9	92.9	93.8	91
All Years	95.4	94.1	93.3	88.9
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)	8.24
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.47

*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	389,247
Revenue	2,375,601
Appropriation	2,307,867
Sale of Goods and Services	499
Grants and contributions	66,948
Investment income	187
Other revenue	100
Expenses	-2,320,652
Employee related	-2,026,013
Operating expenses	-294,639
Surplus / deficit for the year	54,949
Closing Balance	444,196

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	16,707
Equity Total	175,799
Equity - Aboriginal	7,143
Equity - Socio-economic	37,727
Equity - Language	41,345
Equity - Disability	89,584
Base Total	1,918,348
Base - Per Capita	59,645
Base - Location	0
Base - Other	1,858,703
Other Total	134,873
Grand Total	2,245,726

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 the students, teachers and parents undertook various surveys including Tell Them From Me. We asked for their opinions regarding school satisfaction. Their responses are below:

Parents

92% of parents took the opportunities to speak with their child's teacher about their learning or behaviour.

92% of parents found the communication from the school helpful and that they were well informed, appreciating the new online newsletter and the schools social media platforms such as the Skoolbag App and Facebook.

80% of parents supported learning at home compared to 63% of parents from NSW Govt Norm.

Due to Covid 19 our P&C Meetings were moved to Zoom online meetings, which saw a significant increase in parent involvement. As voted on by the P&C, meetings will continue to be online going forward.

Staff

93% of staff worked collaboratively with other teachers about strategies that increase student engagement.

Teachers use of technology is a driver of student learning. Our staff's confidence in this area assessed in the 'Tell Them From Me Survey' is at 84% compared to the NSW Govt Norm of 67%.

Staff rated the strength of our learning culture at 89% which is 9% greater than the NSW Govt Norm.

100% of teachers undertook professional coaching by an Instructional Leader to support their development of pedagogy within their teaching and learning practices.

Students

97% of students surveyed participated in extra curricular activities such as sport and interest clubs.

100% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

76% of students expect to attend university when they finish high school.

84% of our students believe they have someone at school who consistently provides encouragement and can be turned to for advice compared to the NSW Govt Norm of 77%

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.