2020 Annual Report

Werrington County Public School

4541

Introduction

The Annual Report for 2020 is provided to the community of Werrington County 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

Werrington County Public School has a proud tradition of educating students to their full potential.

Our school provides an engaging, enriched education through collaboration and perseverance.

School context

Established in 1982, the school has developed a culture of excellence and is currently educating a number of students who are the children of the original students from its inaugural years. Numbers have been steadily increasing with our highest enrolment reaching 441 in 2018. This includes 8% Aboriginal or Torres Strait students and 11% of students coming from NESB.

We currently have 18 mainstream classes and 3 special education classes. We have 2 Multi-categorical classes and an Autism class.

The staff are committed to ensuring quality teaching and learning programs are taking place with a personal commitment to pursuing professional learning. The staff are held in high esteem within the community.

Our school community displays strong support for our endeavors. Parents are involved in the school in a variety of ways such as members of committees, gross motor helpers, assisting with coaching of sporting teams, reading and mathematics tutors and library assistants.

Our strong school culture values student achievement and we have large attendances when celebrating our students and school successes. Many families attend the school's special events including Education Week celebrations, Grandparents Day, music and dance festivals, open days and assemblies.

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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing

Strategic Direction 1

Quality, innovative learning

Purpose

To provide an evidence based, stimulating learning environment that integrates technology and embeds quality teaching and professional practice.

Improvement Measures

All teachers (including beginning teachers and new staff to WCPS) will be implementing evidence based learning programs.

Performance and Development Plans (PDP's) for all staff demonstrate performance management and professional development which are linked to the school plan and Australian Professional Standards for Teachers.

Professional learning programs and quality teaching practices develop knowledge, understanding and skills of all teachers to apply evidence based teaching practices, assessment strategies and future focused learning experiences.

At least 35% of students achieve in the top two bands for NAPLAN reading, writing, numeracy.

Teachers have an expectation that student growth will be demonstrated on internal school progress and achievement data.

Progress towards achieving improvement measures

Process 1: The school leadership team collaboratively develops Performance and Development Plans (PDPs) with all staff, providing instructional leadership, mentoring, collegiality and peer learning opportunities to ensure effective evidence based teaching and learning practices.

Evaluation	Funds Expended (Resources)
PDP goal achievement and staff celebration outlining professional learning progress and achievement completed on Staff Development Day.	• Teacher Mentor to support staff professional learning. • AP off class • Assistant Principal - higher duties as Deputy Principal **Funding Sources:** • Socio-economic background ($276719.00) • Quality Teaching, Successful Students (QTSS) ($21877.00) • Support for beginning teachers ($14481.00)

Process 2: Provision of strategies and systems to further develop teacher capacity to utilise data to inform learning.

Evaluation	Funds Expended (Resources)
Termly data talks focused on student developments in writing supported by the use of the writing rubric and aligned with the literacy progressions - Creating Texts. Data talks focus on student learning "where are they now" and "where to next". .	Utilisation of staff to support professional learning through data talks.

Process 3: Up-skill staff in the knowledge and effective delivery of literacy and numeracy practices and pedagogy. Identifying and providing additional strategies to facilitate and improve the teaching school-wide.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Professional development of staff learning in literacy is scheduled to continue in 2021 with a focus on reading and comprehension. Purchase of PM Benchmarking Kits and professional learning supported assessment and teaching. Maths groups were discontinued in 2020 due to COVID-19 guidelines and students remained in home classes. Further professional learning in 2021 will continue to support quality teaching and differentiation in numeracy.	Staff professional learning - PETAA online Literacy resources to support teaching and learning of textual concepts and spelling program. **Funding Sources:** • Professional learning ($2000.00) • Socio-economic background ($3500.00)

Strategic Direction 2

Welfare, attainment and engagement

Purpose

To create personalised, inclusive, meaningful learning experiences in response to students' individual skills and abilities in a safe, respectful, supportive environment.

Improvement Measures

Students have an understanding of and are demonstrating expected growth on internal school progress and achievement data.

All students are actively connected in meaningful, engaging and rewarding learning experiences that embrace every students' individuality, strengths and abilities.

Students are provided with opportunities to become confident and resilient learners with positive self esteem which enables them to become risk takers in their learning.

Progress towards achieving improvement measures

Process 1: All students individualised learning needs are identified and supported and strategies are implemented to assess, track and guide all student learning and welfare with respect for diversity and identity.

Evaluation	Funds Expended (Resources)
Speech therapist post testing indicated all Kindergarten students in withdrawal groups made progress. Additional staff to support learning needs facilitated a targeted learning approach and supported differentiation of student learning, small group learning opportunities and individualised learning and support.	Speech therapy services SLSO staffing Additional class teacher to support smaller class sizes. **Funding Sources:** • Low level adjustment for disability ($132745.00)

Process 2: All students are provided with meaningful, positive learning experiences which enables them to develop individual character traits, skills and abilities and positively shape their wellbeing in order to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Learning and wellbeing activities focus on social and emotional learning, incorporating areas of student interest and the development of teaching strategies which are supported by a Positive Behaviour for Learning approach Gold Privilege Day adjusted and Games Day instigated in line with COVID-19 restriction guidelines.	Privilege days aligned with PBL system to support student positive behaviour. **Funding Sources:** • Socio-economic background ($6000.00)

Process 3: Increased school community awareness and action of sustainable and environmental education.

Evaluation	Funds Expended (Resources)
Sustainability and environmental education impacted by COVID-19 guidelines due to the limitations of mixed ability groups.	

Process 4: Implementation of CAPA syllabus in all K-6 classes including enriching and engaging extracurricular learning opportunities.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
COVID-19 restrictions halted school and district level performances and programs.	

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Strategic Direction 3

Collaborative and supportive community

Purpose

To foster active involvement and develop the capabilities in our educational community through a culture of collaboration and engaged communication.

Improvement Measures

Parent and community partnerships are enhanced through involvement in special events and celebrations of student and school success.

School community partnerships are enhanced through effective communication and an awareness of teaching and learning programs and student progress.

Progress towards achieving improvement measures

Process 1: Enhance parent and community partnerships in the education and wellbeing of students.

Evaluation	Funds Expended (Resources)
Token Day (Games Day) adjusted in line with COVID-19 restriction guidelines and renamed. School production cancelled due to COVID-19 restrictions. Presentation Day held at school with COVID-19 restriction adjustments. Videos uploaded to Google Classroom to enable sharing of celebrations with the community. Outdoor shaded area completed with positive response from school community.	• Presentation Day Awards $2500 • Engagement of external provider to assist in running Community Summer Concert event. P&C fundraising and Government grant $69000 **Funding Sources:** • Operational Funding ($2500.00) • Government grant and P&C ($69000.00)

Process 2: Establish effective methods of communication within the school and wider community to inform and engage parents /carers in their child's learning.

Evaluation	Funds Expended (Resources)
Student reports implemented in line with departmental guidelines and changes for COVID-19. Parent communications via phone and email were increased to support student learning from home programs and family wellbeing.	• Staff • Administration resources

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO to support implementation of Personalised Learning Plans for indigenous students. Cultural experiences for NAIDOC Day. (Dalmarri) **Funding Sources:** • Aboriginal background loading ($38 604.00)	Implementation of cultural lessons supported school wide learning of indigenous culture and heritage. SLSO support aided to the improvement of educational outcomes for indigenous students.
English language proficiency	**Funding Sources:** • English language proficiency ($34 940.00)	Small group and individualised programs supported student EALD learning.
Low level adjustment for disability	Funding for staffing - Teachers and SLSO's to support student learning. **Funding Sources:** • Low level adjustment for disability ($132 745.00)	IEP's developed for individual students by teachers. IEP's regularly evaluated and adjustments made in consultation with parents and external stakeholders. Learning and Support team working to address student needs Additional support provided for students by LaST and SLSO.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($90 898.00)	PDP Program supported teacher professional learning through teacher mentoring, coaching and professional learning. Support for teachers to achieve PDP goals.
Socio-economic background	**Funding Sources:** • Socio-economic background ($276 719.00)	DP Position to support student welfare including; social, emotional and behavioural needs, through the provision of support to students, staff, parents and carers. Students registered on NCCD - needs identified and supported through IEP development and evaluation. Teacher Mentor Role - supporting teacher professional development in line with PDP processes. Speech therapist supporting K-2 students and teacher professional learning.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($14 481.00)	Beginning teacher funding supported additional weekly release from face to face and mentor availability for beginning teacher to support first year teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	209	222	235	229
Girls	195	222	223	212

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	94.1	93.1	93	89.5
1	92.9	92.2	92.6	89.8
2	92.3	93.6	92.9	88.4
3	93.9	92	93.8	90.2
4	93.3	93	91.9	88.6
5	92.6	92.8	92.7	87.7
6	92.9	91.7	91.8	89
All Years	93.1	92.6	92.6	89
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)	5
Classroom Teacher(s)	17.54
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.22

*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	1,242,484
Revenue	4,716,056
Appropriation	4,648,999
Sale of Goods and Services	17,612
Grants and contributions	48,164
Investment income	1,179
Other revenue	100
Expenses	-5,255,040
Employee related	-4,385,994
Operating expenses	-869,045
Surplus / deficit for the year	-538,984
Closing Balance	703,500

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	31,233
Equity Total	576,243
Equity - Aboriginal	38,604
Equity - Socio-economic	300,540
Equity - Language	34,940
Equity - Disability	202,159
Base Total	3,633,652
Base - Per Capita	114,081
Base - Location	0
Base - Other	3,519,571
Other Total	338,048
Grand Total	4,579,176

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

The school community participated in the Tell Them from Me Survey focusing on student engagement and partnerships in learning.

Year 4 to 6 students participated in the Tell Them from Me surveys on two occasions throughout the year. Of the 165 students surveyed, 73% indicated that they are interested and motivated at school which is a decrease of 4% from 2019. Student positive behaviour at school was an improvement of 6% to 94% which is 9% above government norms

Parents were invited to participate in the Tell Them From Me - Partners in Learning Survey. Parents indicated an improvement in the area of parents supporting learning at home.

The Tell Them From Me - Focus on Learning teacher survey was a self-evaluation tool for teachers, focusing on classroom and school practices. The results indicated improvement in areas of collaboration, learning culture, data informing practice and teaching strategies. Teachers rated at or above government norms in each of the eight drivers of student learning. These are; leadership, collaboration, learning culture, data informs practice, parent involvement, inclusive school, teaching strategies and technology.

These surveys of our school community have provided valuable information for school strategic directions and future planning for Werrington County Public School.

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.