School context statement

Established in 1982, the school has developed a culture of excellence. Numbers have been steadily increasing in previous years with our highest enrolment reaching 369 this year. 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, festivals, open days and assemblies.

Student information

The school currently has 15 mainstream classes and 1 special education class. Our multicategorical class was established this year.

The school population comprises of 9% Language Background other than English and 4.4% of Aboriginal students.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
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<td>Female</td>
<td>150</td>
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Student attendance profile

<table>
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<td>96.1</td>
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<td>93.6</td>
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<td>Total</td>
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</tr>
<tr>
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<td></td>
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<tr>
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<td>94.8</td>
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<td>94.2</td>
</tr>
<tr>
<td>Total</td>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Management of non-attendance

Staff keep detailed information about attendance. Notes are sent home to parents regularly to obtain reasons for non-attendance and for partial absences.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The staff comprise of 16 classroom teachers that vary from teachers early in their career to a number of experienced teachers. They are supported by a number of support teachers who support them and the students within these classes.

The Indigenous composition of the staff and Werrington County Public School is currently 2%.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Support Staff</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>24.5</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning is an integral component of each staff member’s professional development. During 2014 we had eleven new scheme staff members of which eight were accredited members maintaining Professional Competence. Three temporary staff were working towards accreditation.

As part of the ‘Improving Literacy National Partnership’ (2013-2014) initiative all staff were
involved in professional learning in the ‘Super Six Comprehension’ strategy. This continued to be a focus in our 2nd year of the program. This was then followed through and supported with professional learning in each classroom involving mentoring sessions, demonstration lessons, collegial support and lesson preparation with an added focus on quality teaching.

All staff participated in other professional learning activities based on their personal development and the achievement of school target areas. The total school expenditure for teacher professional learning was $29,966. This included course costs and casual relief for classes.

Activities included:
- L3 – Language, Learning and Literacy
- Early Career Teacher Conference
- PBL
- eLearning – The Learner and the New Curriculum
- Disability Standards
- Technology - Ipads

The whole staff were involved in 5 Staff Development Days (SDD) throughout the year. Topics covered on these days included:
- Mandatory training in Anaphylaxis, Asthma, CPR, code of conduct and child protection
- Disability Standards
- Syllabus Implementation, Mathematics Science and History
- Plotting Literacy and Numeracy (PLAN) Assessment
- Literacy continuum
- Positive Behavior for Learning (PBL)

Beginning Teachers

We had two new teachers appointed to the school this year. For each it was their first permanent appointment and they received support through the ‘Great Teaching, Inspired Learning’ initiative. Through funding each teacher received an extra allocation of relief from class to assist them in induction programs, classroom preparation, as well as time to work with their in-school supervisor on areas of identified needs.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>165522.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>187440.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>280596.42</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>85509.64</td>
</tr>
<tr>
<td>Interest</td>
<td>6375.03</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>29776.85</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>755221.57</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 31847.10   |
| Excursions                | 35702.72   |
| Extracurricular dissections| 12258.74  |
| Library                   | 3283.51    |
| Training & development    | 6883.58    |
| Tied funds                | 197528.26  |
| Casual relief teachers    | 39654.07   |
| Administration & office   | 28555.35   |
| School-operated canteen   | 0.00       |
| Utilities                 | 44430.25   |
| Maintenance               | 16477.95   |
| Trust accounts            | 25421.52   |
| Capital programs          | 34507.31   |
| **Total expenditure**     | 476550.36  |
| **Balance carried forward**| 278671.21 |

The balance carried forward includes money raised and set aside for purchasing ground improvements in 2015 as well as replacement of a photocopier and classroom air conditioning. Also outstanding salaries for casual staff from October.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy.
assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)**

**Literacy**

Thirty nine students sat for the NAPLAN in literacy which included writing, reading, spelling, grammar and punctuation. Eighty two percent of our Year 3 students achieved Band 3 or higher in reading and eighty seven percent in writing.

**Numeracy**

Thirty nine students sat for the NAPLAN in numeracy. Eighty seven percent of our Year 3 students achieved Band 3 or above in numeracy.

**Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)**

**Literacy**

Fifty students sat the NAPLAN in literacy. Seventy six percent of these students achieved a Band 5 or higher in reading and seventy six percent in writing.

The tracking of students between Year 3 and Year 5 in reading showed average growth of 90.8 as compared to State data of 78.8.

**Numeracy**

Forty one Year 5 students sat the NAPLAN numeracy. Seventy five percent of these students achieved a Band 5 or better.

The tracking of students between Year 3 and Year 5 showed average growth of 88.6 as compared to State data of 89.1.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 – Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling & Grammar & Punctuation)
Other achievements

Arts

Werrington County Public School has a strong commitment to develop and encourage talent as well as understanding and appreciation of the creative and performing arts. Some of the achievements in 2014 included:

- our Year 6 Dance Group were selected in their inaugural year and performed in the Sydney West Dance Festival at Penrith Panthers;
- the ‘Cambridge Performing Arts Festival’ which showcased our choir as part of the massed choir as well as individual items. Our Year 2, Stage 2, Stage 3 and Boys dance groups also performed in matinee and evening performances;
- our boy’s dance group were also members of the combined school’s STOMP group which performed at the Cambridge Performing Arts Festival;
- our Stage 2, 3 and Boy’s Dance groups were also highlighted in the Penrith, Blue Mountains Dance Festival at the Joan Sutherland Centre;
- all students displayed a piece of art work at our annual Open Day celebrations during Education Week; and
- performances by students at assemblies, the annual Presentation Assembly and Talent Quest.

Sport

Werrington County Public School continued to offer an extensive range of sporting opportunities. Students were actively encouraged to participate in fitness and sporting activities with a strong focus on skill development. Opportunities in 2014 included:

- students competing in the Penrith Cup twice per term. Students learn different sports every 5 weeks and then teams are selected to compete in a round robin competition against other schools in the district;
- football teams were selected to compete in the Greg Alexander Shield, Panther Trophy and the Royce Simmons Shield;
• all students from Kindergarten to Year 6 were encouraged to complete the Premier’s Sporting Challenge;
• sixteen students were selected to continue with the Premier’s Sporting Challenge Leadership Program within the Cambridge Learning Community;
• all children in Stage 2 and 3 were encouraged to compete in the annual swimming, athletics and cross country carnivals, with many qualifying for district competitions;
• Kindergarten to Year 2 participated in Cross Country and a Gala Sports Day to showcase their skills;
• all students participated in a 10 week Dance2bfit program during Term 4; and
• Stage 2 and 3 students competed in State Knockout competitions in netball, cricket, basketball, rugby league, softball and soccer.

Other
Extra curricula activities provide opportunities for participation in a range of academic, leadership and community initiatives. Opportunities extended to our students included;

• the Penrith Valley Oral Reading and Public Speaking competition where 1 representative from Years 3, 4, 5 and 6 displayed their skills at the district final;
• our K-2 Public Reading Competition where our younger students displayed their budding talents in this public forum; and
• the Penrith Valley interschool Debating competition where our team showcased their talents.

Significant programs and initiatives
Aboriginal education
Our school continues to provide support for Aboriginal students and to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

In 2014 there were 16 Aboriginal students representing 4.3% of the school population.

Our achievements in 2014 include:

• recognition of the Indigenous culture as part of our H.S.I.E units;
• continuing membership of the ‘Dare to Lead’ initiative;
• each Aboriginal student had an individual education learning plan (PLP) which was developed in collaboration with student, teacher and parent, where possible. Most students were successful in achieving goals set throughout the year; and
• attendance by our Aboriginal students was very good and did not warrant any intervention.

Multicultural education and anti-racism
The school has maintained a focus on multicultural education across all curriculum areas by providing programs that develop knowledge, skills, values and attitudes required by our culturally diverse society.

The school acknowledged Harmony day with activities within classes Kindergarten to Year 6. Harmony hands were created and displayed around the school courtyard.

The school maintains a trained Anti-Racism Contact Officer (ARCO) which assists in the schools welfare programs where incidences of racism or discrimination occur.

Policy and equity funding
Aboriginal background
The school received $7,346 in funding to assist with improving learning outcomes for our Indigenous students. The school employed an extra staff member to assist students in individualised programs or small group situations according to needs.

As part of our NAIDOC week celebrations all students were involved in a series of activities that developed their knowledge and understanding of Aboriginal culture. This activity was supplemented out of the funding.

Socio-economic background
In conjunction with other sources the $108,392 received allowed the school to employ an extra teacher to increase the access for students to
individualised support to improve their educational outcomes.

Extra resources to support teaching and learning programs in mathematics and English were also purchased. These included reading material to support a larger range of abilities as well as the increased enrolments in the K-2 area.

Learning and Support

This funding, including integration funding, was used to employ School Learning Support Officers to assist teachers, reinforce concepts with identified students and aid those students with defined disabilities to access school programs.

Improving Literacy and Numeracy National Partnerships

The school has been working over the last 2 years to improve student’s outcomes in reading and comprehension. Our focus group was students working below expectation in Years 3 to 6.

Staff have undertaken extensive professional development in the explicit teaching of comprehension skills. Each member has completed the modules for the ‘Super Six Comprehension Strategy.’ During 2014 our focus was on the delivery of the teaching program. The staff received information / refresher courses in the Quality Teaching Framework. Our school mentor was utilised to demonstrate and assist our teachers develop best practice.

At the end of the program our results indicated a great improvement. The number of students working below expectations was reduced by a further 20% on 2013 results.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- surveying parents in the areas of satisfaction, communication, curriculum and future directions. This was achieved through a variety of means including survey monkey via Facebook, written surveys and personal interviews with a random selection of parents;
- surveying students in the areas of student wellbeing, student voice and future directions through ‘Tell Them From Me’ surveys, interviews and brainstorming with our SRC and circle time opportunities;
- surveying all staff in the areas of classroom perspectives, professional learning and future directions through ‘Focus on Learning’ survey, interviews and brainstorming at staff meetings; and
- looking at all available data to determine areas for development and improvement. This included NAPLAN, attendance, PBL, in-school assessments and professional learning logs for all staff.

School planning 2012-2014:

School priority 1

To enhance the quality of teaching being provided to all students.

Outcomes from 2012–2014

Quality programs implemented to assist staff to extend and enrich student’s prior learning.

Evidence of achievement of outcomes in 2014:

- English syllabus fully implemented into teachers learning programs;
- teachers taking responsibility for their professional learning needs;
- individualised learning plans developed by Learning and Support Team, teacher and parents; and
- continued training and implementation of Best Start, L3 and Count Me In Too programs.

Strategies to achieve these outcomes in 2014:

- individualised professional learning plans developed for staff members;
- teacher mentor utilised by staff in areas they identified for improvement;
- opportunities developed for staff to be involved in collegial support, professional dialogue and analysis of data;
- resource management and the purchase of further resources, including technology
to support the implementation of learning plans; and

- positive evaluation of current programs being implemented.

School priority 2
To provide effective and explicit literacy and numeracy programs catering for the needs of all students to increase their levels of performance.

Outcomes from 2012–2014
Ninety percent of students achieve expected growth in NAPLAN.

Consistency of in-school assessments inform planning of teaching and support programs.

Evidence of achievement of outcomes in 2014:

- 82% of Year 3 and 76% of Year 5 achieved in the top 4 bands in reading;
- 87% of Year 3 and 75% of Year 5 achieved in the top 4 bands in numeracy; and
- teaching programs are explicit and consistent assessment practices are in place.

Strategies to achieve these outcomes in 2014:

- employing additional staff member and SLSO to assist in providing individualised support to teachers and students;
- professional learning and support in introducing and implementing English and Mathematics curriculums; and
- improved procedures for collecting, analysing and tracking student data.

School priority 3
To engage all students and staff in quality teaching and learning utilising technology.

Outcomes from 2012–2014
Technology plans utilised to implement professional learning plans for staff and improve the delivery of quality teaching and learning programs.

Evidence of achievement of outcomes in 2014:

- purchasing extra hardware including Interactive whiteboards, XOs (tablets) to support learning programs; and
- students accessing technology as a tool to enhance and broaden their classroom activities as well as increasing their technological skills.

Strategies to achieve these outcomes in 2014:

- staff identifying their priorities in technology including their needs in using technology as an effective tool in the delivery of their lessons; and
- updating computer lab and creating an extra hub in the library.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Most of the students continue to feel happy and safe, all having stated they felt proud to be a student at our school.
- More than 90% of students believe their teacher is fair to them while 81% feel they are a success as a student.
- The majority of parents stated they are encouraged to contact the school to discuss concerns while 94% also believed fair discipline exists within the school and that we have a successful reward system operating at the school.
- The school continues to have strong community support which is evident with the number of families attending open days, assemblies, celebrations and the presentation day assembly.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

Through extensive consultation with our students, parents, caregivers and staff the following strategic areas have been developed to form the basis of our strategic plan:

- Dynamic, innovative learning systems.
- Welfare, attainment and engagement.
Collaborative and supportive environment.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Kylie Dolby  P and C President  
Erica Minter  Assistant Principal  
Garry Sheen  Assistant Principal  
Kristine Beeby  Assistant Principal (Rel)  
Valerie Richardson  School Admin. Manager  
Tracie Duclos  Principal

**School contact information**

Werrington County Public School  
John Batman Avenue, Werrington County 2747  
Ph: 9673 2100  
Fax: 9623 1337  
Email: werringtoncty-p.school@det.nsw.edu.au  
Web: www.werringtoncty-p.school.nsw.edu.au  
School Code: 4541

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: