

William Dean Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **William Dean 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.

Maria Dichiera

Principal

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Message from the Principal

Our wonderful school community has continued to be committed to supporting student learning. Staff, students, parents, caregivers and extended community members have worked together to provide quality teaching and learning programs in a caring and supportive environment.

I am a firm believer that not all learning occurs in the classroom and that we can all work together to make the world a better place. I am always amazed by our William Dean Community spirit and the learning opportunities we are able to provide for our students about compassion, citizenship and respect for one another. Some perfect examples this year of how we have all worked together to promote strong messages of support and courage have been the Great Shave to raise funds for the Leukaemia foundation and White Ribbon day.

During the month of November each class participated in White Ribbon Wednesday. Each Wednesday lesson focused on respectful relationships with all members of the school community. On the 25th November the whole school community celebrated White Ribbon Day. A whole school assembly was attended by all the students and the community, during the assembly we all made our pledge. On the day we also planted white roses to create a 'White Ribbon Hope Garden' and the buddy benches were unveiled.

One of my fondest memory this year was also walking around the school and watching children and adults share their books during our Education Week open day and then watching those same children carry their special books home that afternoon.

I would like to take this opportunity to thank everyone for their commitment and hard work. Thank you to the students who are prepared to take risks and commit to their learning, the families who continue to influence and support the students' learning each day and who collaborate with us to support and meet the needs of the students and the Community Club, our P&C, who provide support to our school through fundraising and in so many other ways. Thank you to the support staff who provide support for our students and teachers doing jobs well beyond their call of duty and of course our teachers who help the students to achieve academic, sporting, cultural and life-long learning. Thank you for your continued professionalism, excellence and dedication.

I look forward to continue '*learning together*' with our students, staff, parents and community.

MariaDichiera

Message from the school community

Wow what a great year it has been in the role of President for the P&C, a big change from being Vice President two years in a row. This year we opened a few extra doors and did a few things different to previous years. It wasn't about us just raising funds for our school but helping build strong relationships with the wider community.

We had our 2016 student leaders (Team Bluey) take part in The World's Greatest Shave raising \$1038 for the Leukaemia Foundation. That was a great effort and the community support was just amazing. We also worked alongside our Assistant Principal Mrs Azzopardi in our school becoming a White Ribbon school, again bringing the community together and raising funds for White Ribbon. We had a very successful cake stall, we had the support of local businesses to make this day extra special. Our school and community came together once again to promote respectful relationships beyond our school, in our everyday lives.

We listened and were the voice for our community. Concerns were noted and raised at monthly P&C meetings working with our principal Miss Dichiera providing explanations, clarifications and solutions where possible.

We were fortunate enough to have two elections (state and council) which the P&C saw as a great opportunity to hold a bbq and cake stall for both elections. We raised just over \$1,800.

We also held a Cadbury drive which is always a big hit. This fundraising event raised just over \$2,000. We held our yearly Easter, Mother's Day and Father's Day Guessing competition and again we had amazing prizes from local businesses that wanted to support our school, not to forget our Mother's Day and Father's Day Gift stalls for the students. It was a brilliant effort from all P&C members choosing great gifts. Thank you to all the parents that lent a hand.

The P&C was able to purchase school library bags for the newly enrolled 2017 Kindergarten students costing \$830. We were also able to make a substantial donation to the school to the total of \$5,500 to upgrade our PA system in the school hall.

A big thank you to all the parents, wider community members and to the staff of William Dean Public School for all your efforts and time in assisting us with events. For a small school seeing our community spirit supporting our school is absolutely spectacular.

I am very honoured to have been the President this year and I have learnt a lot. I look forward to been part of 2017 P&C and for the role I will take to help our school grow. I will try will continue my support by working together with the P&C members to explore different ventures. We already have a number of projects in the pipeline for 2017.

I personally would also like to thank all P&C members. With four regular members, we did an amazing job, working together and having the team spirit to complete every task we set ourselves to do!

Gina Svinos P&C President

School background

School vision statement

At William Dean Public School we believe in 'Learning Together' within a caring, safe, supportive and cooperative environment. We are committed to supporting students to achieve academic excellence and we encourage acceptance and harmony through the development of a sense of belonging and community. We are inclusive of the whole school community in the preparation of our students for responsible, active citizenship.

We all want students to:

- Be the best that they can be
- Achieve their goals
- Have a love of learning
- Develop positive social, emotional and physical practices
- Be supported in their individual needs

School context

William Dean Public School is situated in Western Sydney and serves primarily students from the Dean Parka Area. The school community has the responsibility to educate the citizens of tomorrow as lifelong learners in a spirit of co-operation with the community. Our school motto is 'Learning Together' which underpins all we do academically and socially. At William Dean Public School we are safe, respectful learners. The school has a commitment to the development of strong literacy and numeracy skills. We cater for the needs of all students providing both support and extension programs. Technology is integrated into all subjects. As of 2015 every student will have access to a technology device to use as part of their learning.

William Dean Public school is a member of the Plumpton Education Community which is a strong collaboration of schools designed to increase academic outcomes for all students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

During 2016 William Dean Public School undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. To prepare for the validation process the school plan team led staff to compile seven sets of evidences across all domains and elements of the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** the school is **Delivering**.

- **Learning Culture** – As evidenced in all the Sets the on balanced judgment demonstrates that we are at **sustaining and growing**. The development and use of the Reading and Writing Milestones and the WDPS Key Principles of Teaching and Learning set clear practices, guidelines and processes for teachers to use when developing effective learning programs. Teachers are committed to developing engaging activities to foster learning and are involving the wider community to strengthen the understanding of the relationship between student engagement and learning. Reflection sessions also assist in regularly reviews of student progress and foster collaboration amongst staff to ensure sharing of ideas and continuous implementation of positive learning environments. Staff are aware of and committed to strengthening and delivering on school learning priorities. Staff PDPs reflect school priorities and the Australian Professional Standards For Teachers. There is a collaborative culture towards professional learning. Staff is willing to share ideas and knowledge with colleagues to ensure that effective programs to support student achievements are implemented. Ensuring that we create opportunities for

increased parent and community engagement through events including Community Breakfast and invitations to class showcasing of learning (e.g. Science and Snack Day and Masterchef) has developed a culture of positive, respectful relationships amongst students, parents and staff.

- **Wellbeing**—Our on balance judgement of this element using the other Sets of evidence, demonstrates that we are at **delivering**. The implementation of playground and social programs including 'Playing Together Time' and the 'K–2 Playground' Program indicate that we are able to identify student needs and explicitly teach skills that lead to positive wellbeing and successful social interactions. These explicit programs demonstrate the school has been able to identify aspects and factors contributing to wellbeing. Expected behaviours and attitudes are embedded in teaching and learning programs creating a positive learning environment, leading to improved student outcomes. EBS4 behaviour data used to monitor contributing factors indicates that there has been a significant decrease in negative behaviour incidents in the playground. The school's referral process to the Learning Support Team illustrates that the school has clear policies and processes that identify, address and monitor student learning needs. Supporting student needs is a collaborative process involving all stakeholders utilising departmental and external expertise. Quality practices that are now embedded in teaching that provide students with opportunities to succeed and thrive.
- **Curriculum and Learning** – The set of evidence collated clearly supported the on balanced judgement that we are at **delivering**. Teachers identify what students need to know, understand and do and differentiate learning to meet the needs of the individual. Teachers work collaboratively with team members, Support staff, departmental personnel and external agencies to identify and address students' needs to promote learning.
- **Assessment and Reporting** – The on balanced judgement demonstrates that we are at **delivering**. The school analyses internal and external assessment data to identify areas of strength and areas that require further development to monitor, track and report on student and school performance. There are a number of strategies used by teachers to monitor, track and report on students' performances.
- **Student Performance Measures** The evidence set provided supported an on balanced judgement that we are at **delivering**. Explicit planning of the outcome to be achieved with clear learning intentions and success criteria, can achieve value added results for the students. Evidence was provided to demonstrate that while a child may be below stage expectations, he can show significant growth with differentiated activities and an incentive such as personal goal setting.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**, the school is at **sustaining and growing**.

- **Effective Classroom Practices and Data Skills and Use** The on balance judgement demonstrates that the school is at **sustaining and growing**. Reflection sessions allow teachers to regularly review teaching and learning programs and student performance data to evaluate teaching practices and modify future teaching to ensure that students needs are catered for. These evidence Sets also demonstrate that teachers know their students and how they learn and understand content and skills to be taught.
- **Collaborative Practice** The on balance judgement for this element is **sustaining and growing**. Stage reflection sessions highlight how teachers work together to reflect on and improve the growth of students in their class by exploring a range of teaching practices that motivate and engage students and address their needs. This process also utilises individual teachers' strengths and expertise. Events including Masterchef and Science and a Snack Day illustrated some of the ways in which teachers collaborate to incorporate parent engagement to provide an authentic audience for students to share their learning.
- **Learning and Development** The on balance judgement is **sustaining and growing**. Evidence strongly indicates the teachers' commitment to share professional development focusing on improving teaching methods. The evidence set demonstrated the impact of a professional learning goal from an individual teacher to the whole school. The school has a financial commitment and support structures for teachers to engage in professional learning that improves their performance and that of their students.
- **Professional Standards** The on balance judgement is **delivering**. The use of the Professional Development Framework to develop PDPs and the timeline implemented, illustrates the school's commitment and the individuals' responsibility for maintaining and developing their professional standards. Teachers professional goals reflect school's priorities and the Australian Professional Standards For Teachers. Teachers use their knowledge of content and current practices to maximise student learning.

The results of this process indicated that in the School Excellence Framework domain of **Leading**, the school is at **delivering**.

- **Leadership** The on balance judgement is **delivering**. Student leadership is developed through the delivery of programs such as Playing Together Time and the organisation of playground equipment. Community Partnership programs highlight the many events at a class, stage and whole school level that encourage community participation and student leadership. The students' participation in The World's Greatest Shave is a testament to their empathy and leadership capability to support a cause that will benefit the wider community.
- **School Planning, Implementation and Reporting** The on balance judgement is at **delivering**. The school regularly refers to the School Plan and Milestones to monitor, evaluate and modify priorities in order to meet the schools vision and strategic directions. The school Plan Team meets in Weeks 3, 6 and 9 of each term to determine achievements and identify required improvements. Growth has been extended by allowing the students

to set individual goals. The acknowledgement of student achievements in the school Newsletters highlights the way in which the school celebrates a wide diversity of student and community achievements.

- **School Resources** The on balance judgement is at **delivering**. An annual process is in place to conduct reviews of teacher performance. This process also ensures that teachers take responsibility for their own professional learning in order to maintain a high standard of teaching and learning. The school has established a collaborative process to allocate funding and resources in order to maintain high quality standards, resources and learning environments. The financial commitment to resources such as XOs and new furniture allow teachers to use learning spaces creatively and flexibly to meet the broad range of student learning interests and needs.
- **Management Practices and Processes** The school's on balance judgement is at **delivering**. The development of school based Milestones for Reading and Writing and the WDPS Key Principles of Learning have established clear expectations for teachers and students. As a result, all staff are able to engage in professional dialogue that leads to consistent teacher judgement and drives future learning. The impact of these documents is evident in the progress made by a student. The financial and professional development commitment to work with Doctor Simon Breakspear has impacted in the way teachers plan for and monitor students. Teachers now define, design, implement and evaluate teaching programs based on expected student growth. Numerous community events demonstrate the way in which the school has increased parent engagement and allowed for opportunities for the school to showcase successful programs and practices.

Future Directions

1. In order to improve our value added results the school will need to explore Growth MindSet including what is a growth mindset classroom and what learning looks like in a growth mindset classroom. We will need to continue to implement research based teaching practices that result in higher levels of outcomes achieved in external and internal performance measures.
2. Further focus will be required on developing processes that ensure that staff are able to demonstrate the knowledge, skills and understanding expected of competent and effective teachers as stated in 'Australian Professional Standards For Teachers'. The process will need to include practices and collection of evidence that will enable teachers to maintain Accreditation on a five-year cycle.
3. The External Validation process has identified that the school needs to put in place procedures that use the School Excellence Framework (SEF) as the tool for regular reviews of the School Plan and Milestones. The School Plan's progress needs to be measured against the SEF and the Purpose, People, Processes, Products and Practices in the School Plan need to be modified accordingly in order to strive for continued improvement.
4. The school will need to develop processes that further encourage leadership practices in teachers. This could include explicit processes for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
5. The process explored in the professional sessions 'Roadmap to Deeper Learning' needs to be implemented to ensure that learning intentions are very specific and evidence based with clearly defined success criteria to enable growth measures will need to be implemented in all areas of learning.

Strategic Direction 1

Quality Teaching and learning

Purpose

To develop learning programs that engage learners with a differentiated, challenging and relevant curriculum with a focus on developing individual strengths, a love of learning and high achievement so that all members of our community are empowered with the tools to make informed choices

Overall summary of progress

The school's work with Dr Simon Breakspear and introduction to weekly 'Reflection Time' for stage teams, allowed staff the opportunity to develop short term targets and regular review of student progress. These sessions also fostered collaboration amongst staff to ensure sharing of ideas and continuous improvement of positive learning environments.

As a result of Professional Development Plans, all teachers committed to rigorous professional learning that reflects the needs of the students. Teachers participated in a wide range of professional learning experiences and there were many opportunities for teachers to share new found knowledge and successful teaching strategies that reflect current teaching practices and research.

There were a number of opportunities for parents to attend information sessions that provided strategies to support student learning beyond the school environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Increase the number of Yr 3 & Yr 5 students achieving proficient level in NAPLAN by 5% from 2014	<p>There were no Year 3 students in Band 1 in reading in Naplan in 2016.</p> <p>All teams created focused Mathematics targets using pre and post teaching assessments to track student growth</p> <p>Reading Milestones were used to ensure students were achievement expected stage appropriate reading levels</p>	<p>QTSS funding of \$ 9,182,</p> <p>\$50, 000 was allocated for teacher release</p> <p>(this funding applied to all improvement measures in Strategic Direction 1)</p>
<ul style="list-style-type: none">Raise the number of Yr 5 students achieving stage expected growth in Numeracy by 10%	<p>Students performed better in the numbers, patterns and algebra aspects of Mathematics in NAPLAN</p>	
<ul style="list-style-type: none">Increase the number of students achieving stage expected clusters on the Literacy and Numeracy Continuum and school based milestones by 10%	<p>School data demonstrated that more students are achieving expected clusters on the Literacy and Numeracy continuum.</p>	

Next Steps

The school will continue to implement reflection time in 2017. Staff will use the additional time to monitor student progress and collaboratively plan future teaching strategies to support growth in all students.

The introduction of Early Action For Success will provide K–2 teachers with additional strategies to ensure differentiated programs meet the individual students' needs.

Strategic Direction 2

Successful learners and responsible and productive citizens who value healthy lifestyles

Purpose

To create confident, effective communicators who value a healthy lifestyle, respect the beliefs of others and interact successfully in our diverse society; behaving ethically and with sensitivity towards current issues

Overall summary of progress

All classes continued to implement the Bounce Back Program. A number of students were identified as requiring additional support in their learning and were referred to the Learning and Support Team.

During Term 3 and 4 there was extensive evaluation of playground practices and rules. As a result, clearer guidelines were developed and communicated to staff and students.

The wellbeing team led the review of the anti-bullying plan and the student discipline policy. After consultation with staff, parents and students these documents have been finalised and will be placed into practice from 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All teachers are able to produce evidence of practices that support students' academic, emotional and social needs and promote positive wellbeing	All staff used data to support differentiation to meet student needs. Learning and Support processes were used to consult with parents/caregivers, discuss and refer students to the Learning and Support Team with evidence based information.	NIL
<ul style="list-style-type: none">At least 80% of students on Individual Education Plans (IEP) achieve their learning goals	<p>Students requiring IEPs were identified and progress reviewed on a regular basis. Implementation and review process required an initial meeting with parents and at least one review meeting throughout the year.</p> <p>All students with IEPs made progress towards achieving their goals</p>	<p>Low level adjustment funding \$150,407</p> <p>Integration Funding \$23,000</p> <p>Socio-economic background funding –Additional SLSO funding \$24,000</p>
<ul style="list-style-type: none">At least 15% of school community members participate in the development of the new wellbeing and discipline policies	<p>A Wellbeing team was established to review student behaviour data on a regular basis and to review the anti-bullying plan as well as the discipline policy.</p> <p>Once the documents were in their final draft a consultative process took place by distributing the documents to all staff and uploading them to the website. Community members were invited to provide feedback in relation to the documents.</p>	Nil

Next Steps

The 2017 Wellbeing team will meet on a regular basis to monitor data that identifies patterns of misbehaviour including areas and times.

The school will continue to follow up with sessions for the community from a qualified psychologist to provide strategies that provide positive wellbeing.

Regular Learning and Support team meetings will ensure that students with additional needs are continually monitored and programs are adjusted according to their needs.



Strategic Direction 3

Positive relationships for success

Purpose

To foster and develop a learning community that is stimulating and sustainable with a culture of trust and respect. This learning community will be innovative, prepare students for the future and celebrate school and student achievements regularly

Overall summary of progress

Throughout 2017 the school continued to strengthen positive relationships with the wider community. Of special note were major community events including a fundraiser for 'Shave for a Cure', White Ribbon Day and the Christmas concert. These events were very well attended with each event attracting over 80 percent of families.

Many efforts were made to ensure that external agencies were contacted to support students and families with specific needs. The school collaborated with several new agencies.

There were a number of opportunities for new families to become informed about the school via information sessions and invitations to special events.

Additional awards and recognition of student achievements were implemented to ensure students were publicly acknowledged for their efforts and achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Establish new links with external agencies and educational services that provide support to students and their families	<p>External agencies including Western Sydney Referral Services, and the local Police Youth Liaison Officer were consulted to support and deliver information to students and their families.</p> <p>Speech pathologists and Occupational Therapists were also consulted to ensure that students received the recommended support at school.</p>	Low level adjustment funding (as in Strategic Direction 2)
<ul style="list-style-type: none">At least 15% of community members engage in sessions that influence the implementation of innovative practise that support students to be lifelong, active citizens	<p>Throughout the year there were numerous occasions where the community was invited to the classroom and at Stage events to provide the opportunity for parents and caregivers to observe current teaching practices and engagement from the students. Events included Kindergarten's MasterChef day, Stage 2 Science Fund Day and the Education Week open classrooms. During the Education Week open classroom session each student in the school was given a book to take home and share with family members.</p>	Employment of Community Engagement Officer with Socio Economic Background funding \$19,000

Next Steps

The school has a strong commitment to continue strengthen relationships and partnerships with the wider community.

The Community Engagement Officer will continue in her role to engage community members in a range of initiatives and to promote the school to the wider community.

The school will endeavour to seek support from the wider community and local businesses to support students. Future projects include establishing a weekly Breakfast Club, partnership with Bunnings to re-establish a vegetable garden and local employees, local high school representatives speaking to senior students and community members about high school programs and expectations.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Personalised Learning Plans were created for every Aboriginal and/or Torres Strait Islander student.</p> <p>During NAIDOC week students participated in a range of activities that recognise and celebrate Aboriginal culture and traditions.</p> <p>All Aboriginal students participated in the 'Earth, Wind and Fire' Indigenous workshop for free. All other students had the fee subsidies.</p>	<p>Aboriginal Background Funding</p> <p>\$9,836</p>
English language proficiency	<p>In 2016, the school's funding for English language proficiency support was provided as flexible funding. The funding was used to employ a staff member three days per week to continue the English As an Additional Language/Dialect program as in previous years. The teacher, in collaboration with the classroom teacher developed programs that assisted students with limited English to develop skills to allow them communicate effectively with peers and teachers.</p>	<p>EAL/D funding</p> <p>\$49,356</p>
Low level adjustment for disability	<p>The Learning and Support teacher provided in class support for students with additional needs. Programs were developed in collaboration with classroom teachers.</p> <p>An active Learning and Support Team met fortnightly to review and monitor referrals for students requiring additional support.</p> <p>Individual Education Plans were developed in consultation with classroom teachers, LaST, parents and students and were reviewed on a regular basis</p>	<p>Low Level Adjustment Funding</p> <p>\$150,407</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS funding was used to provide additional professional learning time for all teachers in the form of weekly reflection sessions.</p> <p>During these sessions teachers set teaching and learning goals and provided and reviewed data that highlighted student progress. This provided an opportunity to adjust learning programs to support all students' growth on a regular basis.</p>	<p>QTSS funding</p> <p>\$9,182</p>
Socio-economic background	<p>Additional staff was employed to provide weekly reflection time for staff (please see QTSS section for School Learning and Support Officer time was allocated to support students in reading and numeracy.</p> <p>Additional administration time was allocated to support school projects and administration roles.</p> <p>The employment of a Community Engagement Officer continued to strengthen links with the wider community.</p> <p>Additional resources were purchased.</p>	<p>\$156,832</p>

Targeted student support for refugees and new arrivals

The needs of the refugee and New Arrival students were assessed on arrival and programs developed to support their acquisition of language and social interaction

New Arrivals funding
(1 day per week from Week 3 of Term 3)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	131	120	123	135
Girls	141	134	130	129

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	94.1	94.2	93.9
1	94.1	93.8	92	93.4
2	93.6	93.1	92.4	93.4
3	92.7	93.7	90.1	92.9
4	96	94	92.9	91.9
5	94	96.2	90.8	92.9
6	94	93.4	94.6	92.9
All Years	94	93.9	92.3	93.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Overall attendance is reflective of state expected percentages; this is due to rigorous processes put in place by the attendance coordinator. Regular review of attendance data by the coordinator and Home School Liaison officer ensured that students not meeting the required attendance rate were quickly identified, contact was made with the families and reviewed on a regular basis

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	0
School Administration & Support Staff	2.52
Other Positions	0.09

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

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Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

All staff participated in professional learning throughout the year. Professional learning occurred during and after school hours. There was a wide range of professional learning experiences including at team level, whole school sessions, attendance and out of school courses and online courses. Majority of teachers that attended out of school professional learning presented new found knowledge and skills at a whole school level.

Of particular note was extensive professional learning with Dr Simon Breakspear. All executives and seven staff members participated in a three day professional learning course exploring ways to identify learning targets, design and implement appropriate teaching and learning practices and monitor student progress during the course of the teaching.

All staff developed a personal development plan and regularly reviewed their progress in achieving set goals.

Mandatory professional learning face to face and online was also completed.

One teacher obtained accreditation at proficient level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	263 341.29
Revenue	2 520 150.33
(2a) Appropriation	2 391 577.85
(2b) Sale of Goods and Services	46 438.21
(2c) Grants and Contributions	79 092.31
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 041.96
Expenses	-2 354 032.81
Recurrent Expenses	-2 354 032.81
(3a) Employee Related	-2 119 294.23
(3b) Operating Expenses	-234 738.58
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	166 117.52
Balance Carried Forward	429 458.81

A full copy of the school's 2016 financial statement is tables at the annual general meeting of the parents and community group. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 866 670.80
Base Per Capita	13 662.65
Base Location	0.00
Other Base	1 853 008.15
Equity Total	366 426.19
Equity Aboriginal	9 836.19
Equity Socio economic	156 831.57
Equity Language	49 351.56
Equity Disability	150 406.88
Targeted Total	21 788.95
Other Total	54 318.65
Grand Total	2 309 204.60

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

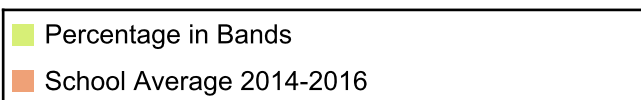
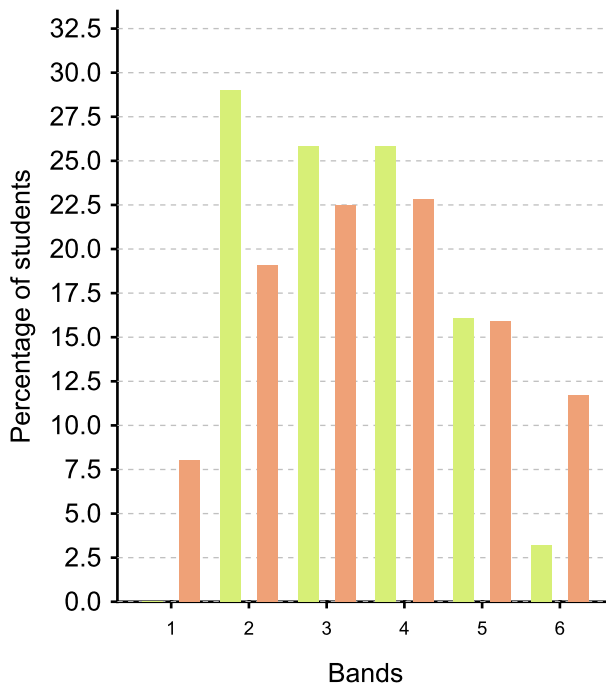
School performance

NAPLAN

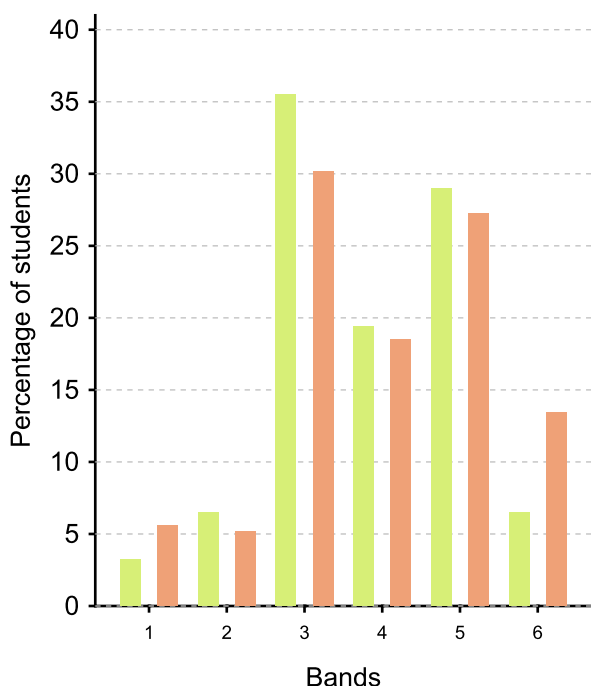
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- There were no Year 3 students in Band 1 for reading.
- There were an increased number of Year 3 students in Band 3 and 4 in reading than in previous years.
- 10% of Year 3 students were achieved Band 6.
- There was an increase in Year 5 students achieving Band 6 in reading.
- 70% of Year 5 students were in Band 5 or above.
- One Year 5 student achieved a Band 8.
- There was a significant increase in the number of Year 5 students achieving Band 8 in spelling.

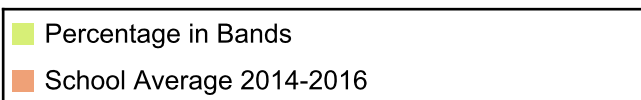
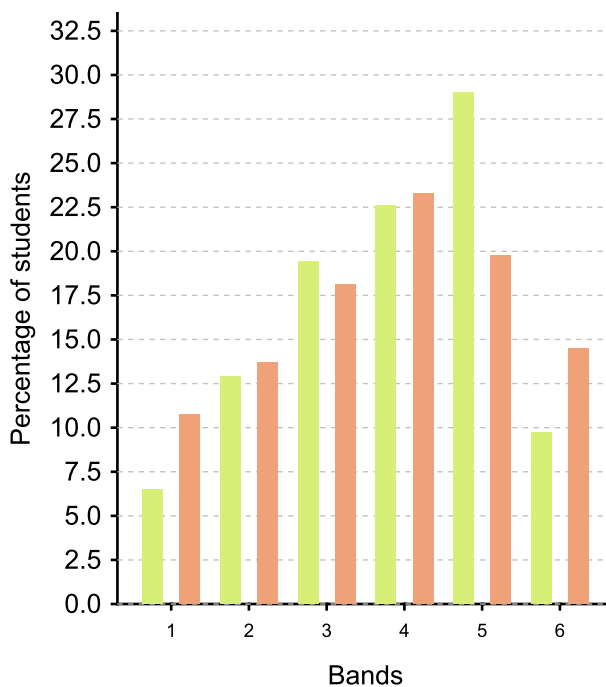
Percentage in bands:
Year 3 Reading



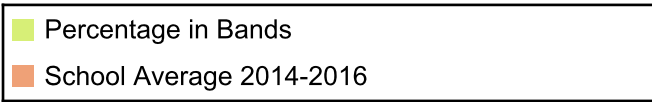
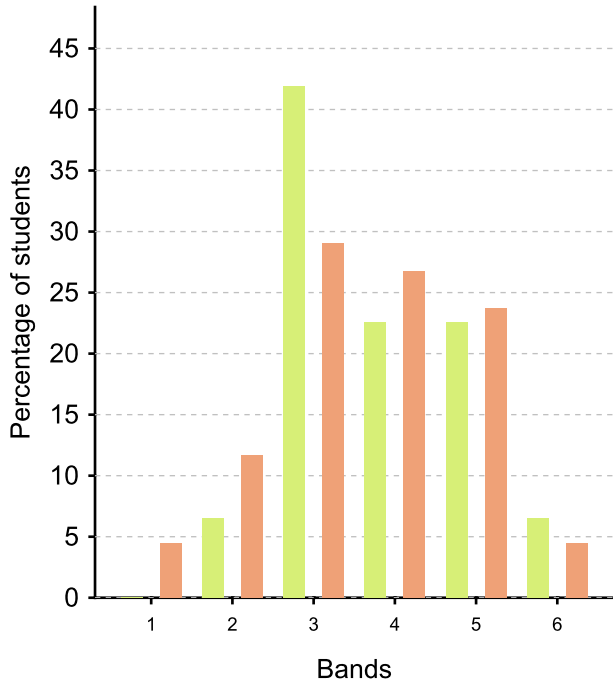
Percentage in bands:
Year 3 Grammar & Punctuation



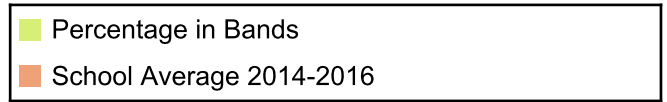
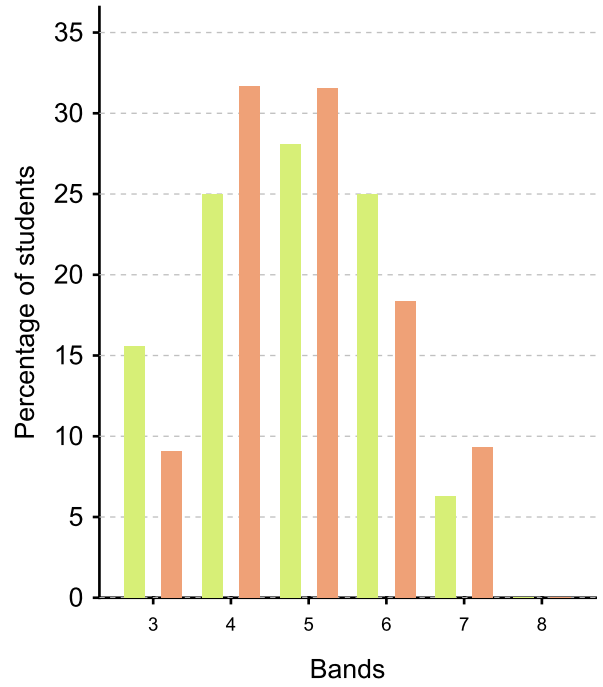
Percentage in bands:
Year 3 Spelling



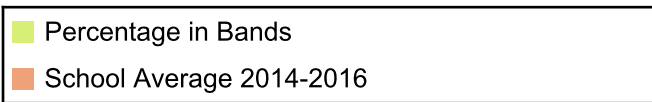
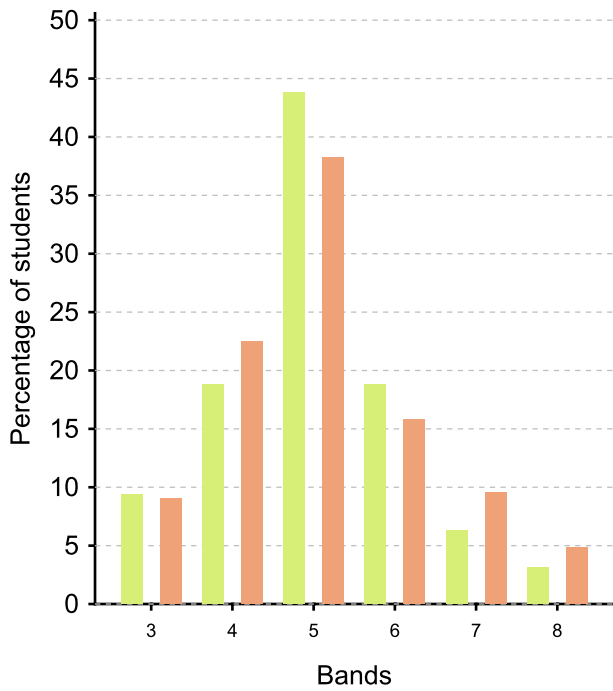
Percentage in bands:
Year 3 Writing



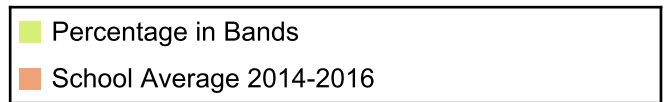
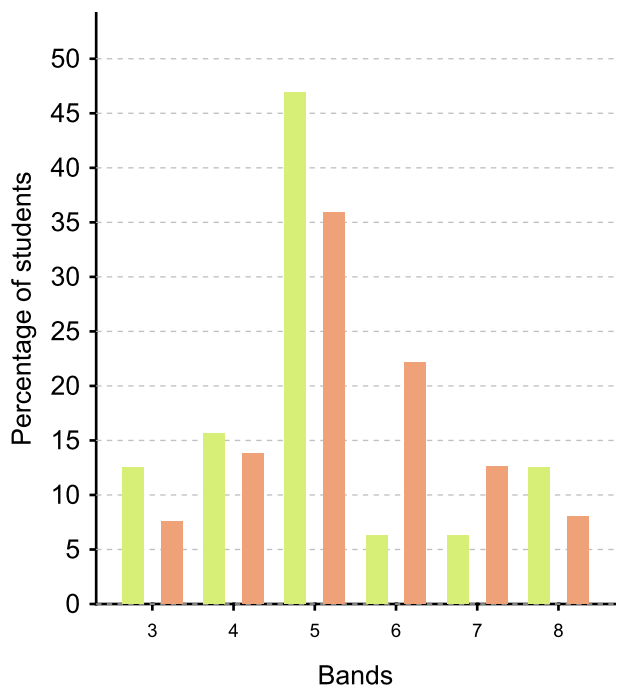
Percentage in bands:
Year 5 Reading



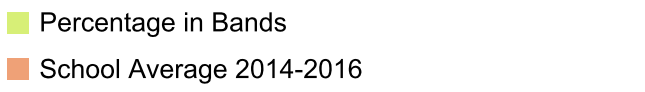
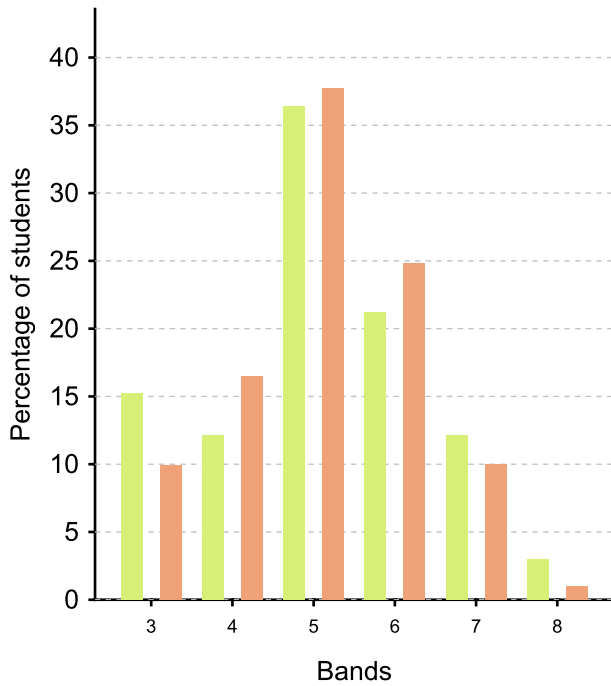
Percentage in bands:
Year 5 Grammar & Punctuation



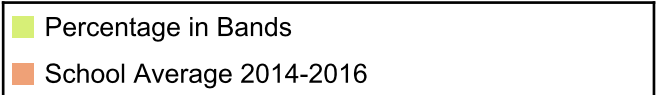
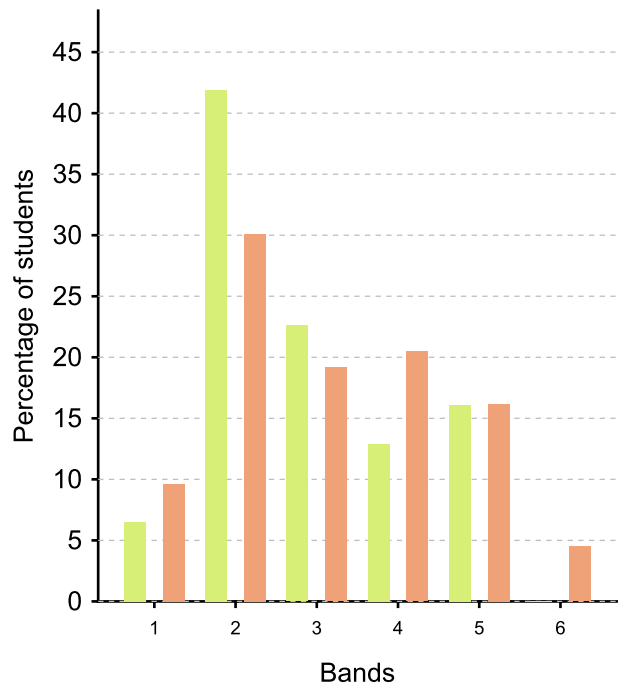
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

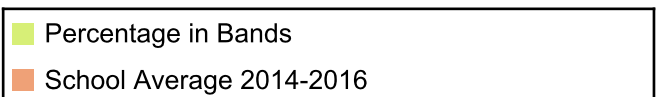
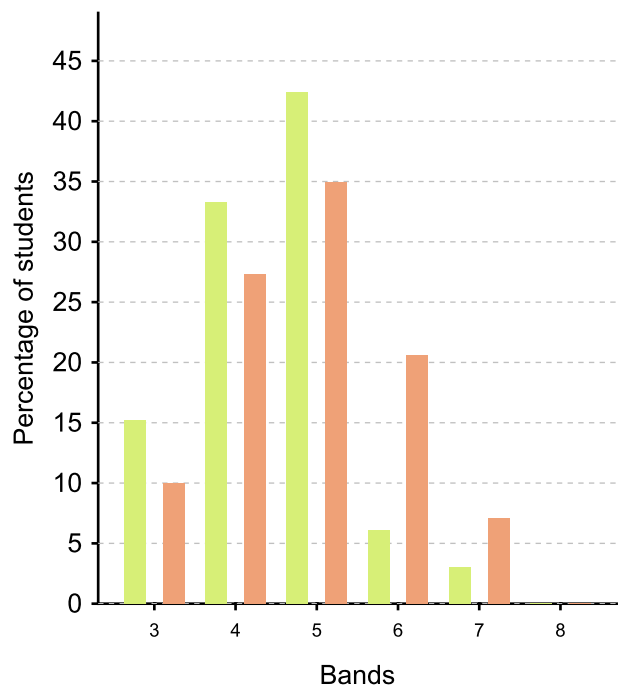


Percentage in bands:
Year 3 Numeracy



- There has been a decrease in the number of Year 3 students in Band 1 in numeracy over the last 3 years.
- The overall trend for Year 3 and Year 5 student was that they performed better in numbers, patterns and algebra than in data, measurement, space and geometry.
- There was a decrease in the number of Year 5 students achieving the top two bands in numeracy.

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year the schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

At the end of 2016 the school planning team in collaboration with staff designed surveys for parents, students and teachers to obtain feedback in a number of areas.

Parents

- Over 90% of parents who returned the survey felt that the school tried to bring out the best in each child.
- Over 90% of parents felt that the school cared about their child's wellbeing.
- Parents indicated that there were many opportunities to be involved in their child's learning.
- Some of the features that parents thought the school was doing well included the effort to create an inclusive environment for all students, great encouragement towards learning and developing a close knit family.

Students

Students in Stage 2

- 88% of students enjoyed coming to school.
- 95% of students felt safe at school.
- 84% of students thought that the topics at school were interesting and challenging.
- A significant number of students enjoyed Mathematics and Art at school.
- A significant number of students felt they improved in Mathematics and spelling throughout the year.
- A number of students wanted to see the fixed equipment opened during Recess and/or Lunch

Students in Stage 3

- 79% of students enjoyed coming to school.
- 86% of students felt safe at school.
- 80% of students thought that the topics at school were interesting and challenging.
- There were a wide range of academic and extra curricula activities that students enjoyed throughout the year.
- There was a wide range of academic and extra curricula activities the students felt they improved in throughout the year with no significant dominant area.

Teachers

- Teachers indicated that collaborative planning processes were effective at the school and that reflection sessions throughout the year have been beneficial.
- Teachers felt that they have an opportunity to have input into decision affecting their work.
- Additional professional learning in the areas of behaviour management, Aboriginal education, technology and accreditation processes have been identified.

- Teachers felt that they had been given leadership opportunities to coordinate events and lead initiatives.

Policy requirements

Aboriginal education

In 2016, William Dean Public School has continued its commitment to improving the educational outcomes of our Aboriginal and Torres Strait Islander students. There were 16 students that identified as Aboriginal and Torres Strait Islander.

Each student of Aboriginal and Torres Strait Islander background had a Personalised Learning Plan and teachers endeavoured to ensure that the goals stated in the plan were met.

The school continued to promote respect for the culture of Aboriginal people through:

- acknowledging the traditional custodians of the land in all assemblies,
- integration of Aboriginal perspectives across all Key Learning Areas,
- acknowledgement of NAIDOC week. Students participated in a range of activities during the week, and
- participation in the 'Earth, Wind and Fire' Indigenous workshop. The students had the opportunity to view artefacts and weaponry and take part in activities including boomerang throwing and Aboriginal face painting. All students also contributed to an art activity on canvas which is now on display in the school hall.

Multicultural and anti-racism education

For all learners of English as their second language to receive quality education they require an environment which supports learning, encourages risk taking and reflects diverse socio-cultural backgrounds.

Teaching and learning programs have continued to promote cultural understanding and celebrate our rich diversity. In 2016 meetings were conducted inviting members of different cultural communities to inform the school how to best serve our multicultural communities. Several recommendations were made that have now been put in place.

Due to global events, there was an increased awareness of multicultural and anti-racism matters. Students have been taught that all students are to be respected and supported and racism and discrimination will not be tolerated in any way. Teaching programs increased understanding of multicultural practices in Australia and the implication of racism and discrimination.