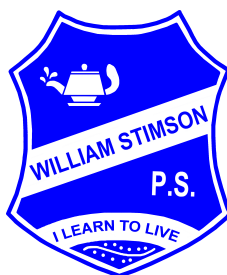


# William Stimson Public School

## Annual Report



2018



4563

## Introduction

The Annual Report for **2018** is provided to the community of William Stimson 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.

Melissa Vallorani

Rel. Principal

## School contact details

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9604 3822

## Message from the Principal

During 2018, our school celebrated many achievements for students, staff and parents and carers. We are proud of the expertise and effort each member of the learning community brings to their role in our school. Our teaching and administrative staff work together to ensure that high quality practices support the education of all students. Highlights for 2018 include continued improvement in the quality of teaching in all classrooms, leading to increased academic achievement for students, ongoing recognition of our students in the area of performing arts and continued success on the sporting field.

The 2018–2020 School Plan has focused on developing Resilient Lifelong Learners, Excellence of Teaching and Leadership and Successful, Collaborative Partnerships within and across our learning community.

This document provides a summary of our work for 2018.

I am incredibly proud of all our achievements and the work we do to support and improve our student outcomes.

Melissa Vallorani

Rel. Principal

## Message from the school community

William Stimson Parents & Citizens (P&C) Association made a valuable contribution to school in 2018. Our group of active parents and carers participated in the P&C's activities to support the school in a wide range of areas. The P&C met 12 times in 2018. Many dedicated parents and carers gave time to be involved in various P&C events and activities including: Mother's Day and Father's Day stalls, afterhours Disco & BBQ, Christmas Stall, contribution of Easter eggs for our Easter Hat Parade, contributed to Year 6 fundraising and the donation of prints and cake for the Year 6 Formal. The P&C voluntary fundraising contribution continues to raise significant funds to support the school. In 2019, the P&C, in consultation with the school, will continue to maintain the voluntary contributions and support the school in working towards achieving the milestones set out in the School Plan for 2018–2020.

## Message from the students

We have had an interesting year as the 2018 Leadership Team. We have experienced some great moments together and done a great job at representing our school throughout the year.

This year has given us many opportunities to gain skills that will help us in the future. We have learnt to be kind to others, be good role models, cooperate and respect our peers and most importantly step out of our comfort zone. At the beginning of the year, the thought of speaking at an assembly made all of us cringe as it was not something we would usually do. Very quickly, we gained the skills to become clear and confident communicators and these are skills that will continue to help us in years to come. We have built some great friendships along the way and have appreciated the support of our peers throughout this journey.

During our year of leadership, we have fulfilled many important responsibilities for our school. As a team we have attended the ANZAC service, played important roles at the district Public Speaking Competition, supported fundraising campaigns run at the school for the wider community, run fortnightly assemblies, assisted with the running of the Spelling Bee and Easter Hat Parade and helped Miss Lavorato run the Book Week Parade. Mrs Waller has guided us along this journey in running the SRC and we are grateful for her keeping us informed and on track with our responsibilities.

We have had a great year and feel that we have fulfilled our pledge to be student leaders. We all wish the best for next year's student leaders and are certain that they will also do our school very proud. We would like to remind them that being a leader is not just about wearing a badge, it's about carrying out the many responsibilities with maturity and resilience to ensure that they can be the best role models possible. We wish the best of luck to all of our peers as they continue to support, uplift and lead our fellow students in achieving their personal best.

## School background

### School vision statement

*Our school is a transparent, future-focused community, committed to providing inclusive, student-centred learning opportunities.*

*Our students are curious, creative learners who are intrinsically motivated and strive to be resilient, respectful and informed global citizens.*

### School context

William Stimson Public School is located in South Western Sydney in the Fairfield Principal Network. The school has approximately 540 students, including a 7 class Support Unit, catering for students with severe physical, intellectual, multi-categorical disabilities and autism. 83% of students come from diverse language and cultural backgrounds.

Collaborative and consultative leadership drive the school's strategic directions and school plan. The school has a strong focus on developing consistent, high quality educational practices using evidenced-based research to enable staff to put students at the centre of their learning. Teaching teams are structured to collaboratively develop learning intentions, success criteria and provide effective feedback to guide student learning.

William Stimson PS prides itself in offering a wide range of extra curricula activities for students to enhance their skills in areas of personal interest. The school values positive community relationships and has an active and supportive Parents and Citizens' Association. The school is highly regarded in the broader community and staff and parents have high expectations for student achievement.

## 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.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

The results of this process indicated that: Our staff, after spending a considerable amount of time developing and deepening their knowledge of the School Excellence Framework, are on track in using it authentically as a tool to inform, monitor, guide and evaluate the progress and impact of the teaching and learning strategies we are employing in our setting.

In the domain of **Learning**, there is demonstrated commitment within the school community that **ALL** students experience growth and succeed. Through establishing student learning goals, learning conversations and our assessment and reporting processes, parents, staff and students work in partnership to support a focused improvement agenda. The school collects and analyses information to ensure students make successful transitions into kindergarten and high school. Teachers differentiate curriculum delivery to ensure the needs of all students are met, with most students able to articulate what and why they are learning as well as what they need to do next to enable continuous improvement. Teachers regularly use formative assessment strategies to inform teaching practice and meet student learning needs. The school utilises systematic and reliable assessment data to evaluate student learning over time. Our school has a strong commitment to student wellbeing and supporting the growth of the 'whole child'. Our focus includes supporting the cognitive, physical, social and emotional development of **ALL** students. The leadership team uses evidence-based approaches to regularly review the impact of how well we are meeting the needs of our students. There is a strong sense of belonging and connectedness to the school from all stakeholders, as is reflected in the Tell Them From Me survey suite.

In the domain of **Teaching**, **ALL** staff are provided the time to collaboratively plan teaching and learning programs to suit the diverse range of learners in their classes. Teachers use learning intentions and success criteria to provide explicit and timely feedback to improve student learning outcomes. Teachers engage in collecting specific data sets to have

informed discussions with their team leaders. These discussions help build skills in analysing and interpreting the information in order to measure and evaluate the impact on student learning outcomes. Consistent teacher judgement practices are used regularly to promote comparable judgements of student learning. Clear performance and development practices exist where all staff are supported to reflect on their practice and monitor and plan for and monitor their own professional development to improve their performance. Planned, strategic and targeted professional learning strengthens teachers' understanding of effective strategies in the teaching of literacy and numeracy.

In the domain of Leading, there is a focus on continuous improvement of teaching and learning through the provision of planned professional learning that follows a process of theory, demonstration and support, practice, observation and coaching / mentoring. The leadership maintains a clear focus on distributive leadership to sustain a culture of effective evidence-based teaching to ensure **EVERY** child makes measurable growth and improves. The School Plan reflects the values, ideas and aspirations of all stakeholders in the school community. School resources are used strategically to ensure effective learning environments are created that meet the needs of our learners. A range of strategies and services are utilised to support communication and community engagement. There has been an increased focus on ensuring there are consultative opportunities for all stakeholders to voice their opinions on school practices. Feedback and suggestions are taken on board to improve systems and processes.

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/sef-evidence-guide>



## Strategic Direction 1

### Resilient Lifelong Learners

#### Purpose

To ensure a student-centred learning environment that motivates and engages students to be their best while positively contributing to the community.

#### Overall summary of progress

- Introduction of Health Checks (Student Progress Meetings) and rigorous PLaSPs (Personalised Learning and Support Plans) process K–6 – resulting in consistent and timely monitoring of student progress at regular intervals
- Differentiated curriculum visible in all programs with targeted intervention structures developed K–6 – resulting in consistency of data collection and analysis
- K–6 student learning goals and student led opportunities – resulting in student voice driving teaching and learning in classrooms
- Review and adjustment of whole school behaviour and support structures and processes reflective of student need – resulting in a consistent approach K–6 in addressing behaviour and support

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Increase the proportion of students achieving proficiency in line with the Premier's Priorities &amp;hellip;</b> <ul style="list-style-type: none"><li>• At least 35% of Yr3 and 5 students achieving in the top 2 bands for writing (NAPLAN)</li><li>• At least 35% of Yr3 and 5 students achieving in the top 2 bands numeracy (NAPLAN)</li><li>• Increased targeted interventions for students across a range of wellbeing areas including learning, behaviour, and social and emotional support.</li></ul>	<ul style="list-style-type: none"><li>• 2.0 FTE – Additional Wellbeing Team members</li><li>• \$8 521 (Equity – Aboriginal Funding)</li><li>• \$13 454 (Literacy and Numeracy Funding)</li></ul>	<ul style="list-style-type: none"><li>• Year 3 students demonstrated that 25% of our cohort are performing in the top two bands for writing.</li><li>• Year 5 students demonstrated that 5% of our cohort are performing in the top two bands for writing.</li><li>• Year 3 students demonstrated that 28% of our cohort are performing in the top two bands for numeracy.</li><li>• Year 5 students demonstrated that 23% of our cohort are performing in the top two bands for numeracy.</li><li>• Significant increase of targeted interventions for students across a range of areas including learning, behaviour, social and emotional support.</li></ul>

#### Next Steps

##### Students –

- continue to build skills in self-regulation and responsibility
- strengthen their ability to set learning goals, and
- have an active voice in their learning.

##### Staff –

- demonstrate enhanced capabilities to explicitly teach literacy and numeracy skills and strategies and incorporate this knowledge into their teaching practice
- continue to develop a deep understanding of differentiated learning to support all learners, and
- create a shared understanding in consistency of data.

##### Parents / Carers –

- enhance skills to support their child in all areas of learning, and
- continue to develop a deep understanding of student directed learning.

## Strategic Direction 2

### Excellence in Teaching and Leading

#### Purpose

To create and support a collaborative and energised staff that embraces high-expectations, ensuring quality evidence-based learning that caters for all students, the community and themselves.

#### Overall summary of progress

- Capacity building teaching and leading structures – Instructional Rounds, @COSLead, Literacy Leadership, Curiosity and Powerful Learning – resulting in K–6 leadership consistency, expectations transparent and staff development ongoing
- Collaborative Executive team structures designed to promote collective efficacy – resulting in individualised professional learning and improvement for staff linked to Performance and Development, School Excellence Framework and School Plan priorities
- The development of a staff culture where everyone is a leader and teachers focus on reflective professional inquiry, building on their strengths, changing practice and mindset – resulting in quality leadership opportunities for staff and students

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• All Teachers employ observable evidence-based effective teaching strategies</li><li>• Increased percentage of staff undertaking accreditation at higher levels</li><li>• Increased leadership opportunities for staff, students and the community.</li></ul>	\$40 000  (Professional Learning Funds)	<ul style="list-style-type: none"><li>• Staff are deepening their understandings of what constitutes evidence-based effective teaching.</li><li>• 100% of staff are participating in Collaborative Learning Teams (CLTs) which involves them observing each others practice and giving feedback.</li><li>• Staff have the opportunity to take up a formal mentoring / coaching opportunity – @COSLead.</li><li>• Staff have accessed Professional Learning on Instructional Rounds as a way to develop a collegial approach to collectively improve classroom practice.</li></ul>

#### Next Steps

##### Students –

- empowered to embrace leadership opportunities to plan and lead their own learning.

##### Staff –

- provide authentic opportunities to build leadership skills and capabilities
- continue to build a culture of observation, feedback and reflection, and
- engage in Professional Learning (PL) in quality evidenced-based leading, teaching and learning.

##### Leaders –

- coach/mentor/develop leadership styles in the executive team through consultative leaders and specialists, and
- continue to strengthen leadership capacity through collaborative planning.

##### Parents / Carers –

- continue to build deep understanding of evidence-based programs and practices in parent community.

## Strategic Direction 3

### Successful, Collaborative Community Partnerships

#### Purpose

To promote and enhance strong, meaningful partnerships that support learning, wellbeing and the wider community in a positive and inclusive school culture.

#### Overall summary of progress

- Parents and community members actively engage and contribute to whole school initiatives – resulting in increased participation in community programs and connections with the community
- stakeholders actively engage with networks to expand their capabilities and harness current evidence-based practice – resulting in strengthening of networks which enables the community to access better teaching and learning outcomes for students
- A positive and inclusive vision for the wellbeing of all students in our community is shared and supported – resulting in the Student Wellbeing Framework being evident in all school programs and is integral to student success and recognition

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increased parent /community participation and feedback</li><li>• Visible evidence of school connections with a wider range of community programs</li><li>• Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• 2.0 FTE – Additional Wellbeing Team members</li><li>• \$8 000 (Equity Funding) – PBL Training</li><li>• \$7 500 (Equity Funding) – Positive Schools Conference</li></ul>	<ul style="list-style-type: none"><li>• Increased opportunities for our students and parents / caregivers to have a 'voice'.</li><li>• Consultation across ALL stakeholders in developing a shared language to promote a positive school learning culture.</li><li>• Increased number of parents / caregivers attending learning conversations, community events and celebrations.</li><li>• Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school.</li></ul>

#### Next Steps

##### Students –

- develop a deep understanding of school expectations, school community values and school-wide positive behaviour systems, self-monitor and regulate their own behaviour, and
- embed a culture of mutual respect, social awareness and empathy in students K–6.

##### Staff –

- increase understandings, willingness to share and connectedness through networks to support improved teaching and learning outcomes, and
- to create and utilise consistent language for learning and behaviour across the school.

##### Parents / Carers –

- deepen understandings of school expectations and values through increased participation and effective communication, and
- investigate engagement of community experts and programs to support students.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Support for beginning teachers</b>	\$41 358	<p>Mentoring, coaching and collaborative practices have been established with a focus on student engagement and providing quality learning tasks.</p> <p>Feedback from the participants indicated that this support strengthened areas of need and improved classroom practice.</p> <p>Network structures across various schools have been identified as of particular support and interest.</p>
<b>Targeted student support for refugees and new arrivals</b>	\$15 701	<p>100% of refugees and new arrivals are supported in their transition to school. Additional support from external agencies has been accessed by the majority of these families.</p> <p>Increased participation and engagement in mainstream classrooms has been achieved through this key initiative for refugee and new arrival students.</p>
<b>Aboriginal background loading</b>	\$8 521	<p>100% of Aboriginal students have Personalised Learning Pathways ( PLPs ) which have been developed through partnerships with their families and local organisations.</p> <p>100% of Aboriginal students have made progress with their goals as identified in their PLP.</p> <p>100% of staff trained in the development of PLPs.</p> <p>Student Learning Support Officers ( SLSOs ) and parent helpers have been trained in MultiLit.</p>
<b>English language proficiency</b>	\$295 697	<p>Employment of 2.4 teaching positions as per FTE.</p> <p>EALD students received additional support as required.</p> <p>100% of staff trained in all aspects of the EALD Learning Progressions.</p> <p>The purchase of quality resources has enabled teachers to differentiate teaching programs in order to cater for student needs.</p>
<b>Low level adjustment for disability</b>	\$155 687	<p>Employment of 1.0 teaching position as per FTE.</p> <p>Literacy, numeracy and social needs for students with disabilities, as identified by teachers and LST referrals, were addressed.</p> <p>Opportunities for staff to engage in professional learning to support student needs were provided.</p> <p>MiniLit Kits, vocabulary resources and quality</p>

<b>Low level adjustment for disability</b>	\$155 687	reading material was purchased ensuring all staff access to quality resources.
<b>Quality Teaching, Successful Students (QTSS)</b>	EFT – 1.09 (Staffing allocation)	<p>This resourcing provided opportunity for mentoring and coaching structures to be established to reflect on evidence-based best practice.</p> <p>Networks of support have been coordinated within and across various schools to provide opportunities for collaboration and sharing.</p>
<b>Socio-economic background</b>	\$200 721	Employed several Student Learning Support Officers ( SLSOs) to assist students in targeted literacy and numeracy programs in order to increase student access to the curriculum and improve student learning outcomes.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	296	295	297	302
Girls	264	246	246	258

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	95.6	93.4	94.1
1	92.4	94.7	95	94.3
2	93.1	92	95.1	94.3
3	93.8	95.7	94.2	94.4
4	93	95	92.9	92.8
5	94.9	92	95.1	92.1
6	93.3	95	93.1	94.1
All Years	93.5	94.3	94.1	93.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

School procedures are monitored closely to support the improvement of non attendance:

- attendance policy and procedure information is provided to all staff at the beginning of the school year
- classroom teachers have the responsibility of contacting parents / carers after 2 days of unexplained absence
- letters are sent home if absences are unexplained
- stage coordinators regularly review attendance data (fortnightly) – follow up and investigation of any inconsistent or poor attendance patterns is actioned

- all communication regarding attendance is documented
- Department of Education resources such as Attendance Policy, facts sheets, Extended Travel applications, etc are provided to parents / carers periodically as well as upon enrolment, and
- Home School Liaison Officer and Deputy Principal review school attendance weekly – follow up and investigation of any students with attendance concerns is actioned.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.44
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	2.4
School Counsellor	1
School Administration and Support Staff	12.46
Other Positions	0.6

\*Full Time Equivalent

William Stimson Public School does not have any staff members that identify as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

### Professional learning and teacher accreditation

Teacher Accreditation in NSW supports the quality training and development of teachers to improve student learning outcomes. The teacher accreditation

process is coordinated and monitored by executive staff as well as aspiring leaders to ensure all teachers subject to accreditation through NESA undertake the process in an informed and supported manner. All staff, participated in Professional Learning (PL) throughout 2018 with the focus on improving student outcomes. In addition to regular team meetings, staff meetings and professional development meetings, teachers have been given the opportunity to develop the quality of their practice through observing others, Instructional Rounds, @COSLead community of schools initiative, team teaching and undertaking the development of their own personalised learning plans. Staff completed compliance training in Emergency Care, CPR, WHS, Child Protection, Code of Conduct and Anaphylaxis.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	459,907
<b>Revenue</b>	7,013,695
Appropriation	6,718,623
Sale of Goods and Services	47,597
Grants and Contributions	241,506
Gain and Loss	0
Other Revenue	0
Investment Income	5,968
<b>Expenses</b>	-7,087,532
Recurrent Expenses	-7,087,532
Employee Related	-6,433,744
Operating Expenses	-653,788
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-73,837
<b>Balance Carried Forward</b>	386,069

William Stimson Public School's financial management processes and governance structures meet financial policy requirements. The balance carried forward will be used to offset class sizes with additional staff members, student resources, Library and complete toilet refurbishment.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,638,418
Base Per Capita	112,649
Base Location	0
Other Base	3,525,768
<b>Equity Total</b>	660,626
Equity Aboriginal	8,521
Equity Socio economic	200,721
Equity Language	295,697
Equity Disability	155,687
<b>Targeted Total</b>	1,428,830
<b>Other Total</b>	391,580
<b>Grand Total</b>	6,119,454

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.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

### Year 3

Year 3 students demonstrated that 37% of our cohort are performing in the top two bands for grammar and punctuation.

Year 3 students demonstrated that 35% of our cohort are performing in the top two bands for reading.

Year 3 students demonstrated that 46% of our cohort are performing in the top two bands for spelling.

Year 3 students demonstrated that 49% of our cohort are performing in the top three bands for writing.

### Year 5

Year 5 students demonstrated that 16% of our cohort are performing in the top two bands for grammar and punctuation.

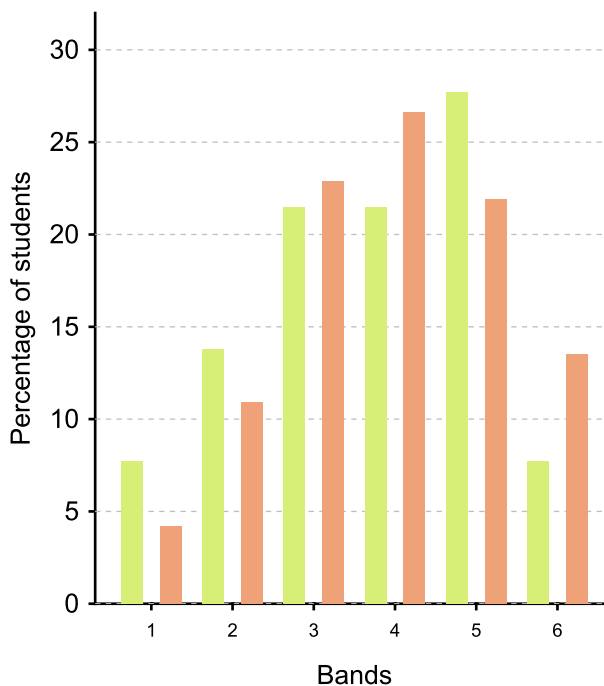
Year 5 students demonstrated that 23% of our cohort are performing in the top two bands for reading.

Year 5 students demonstrated that 33% of our cohort are performing in the top two bands for spelling.

Year 5 students demonstrated that 48% of our cohort are performing in the top three bands for writing.

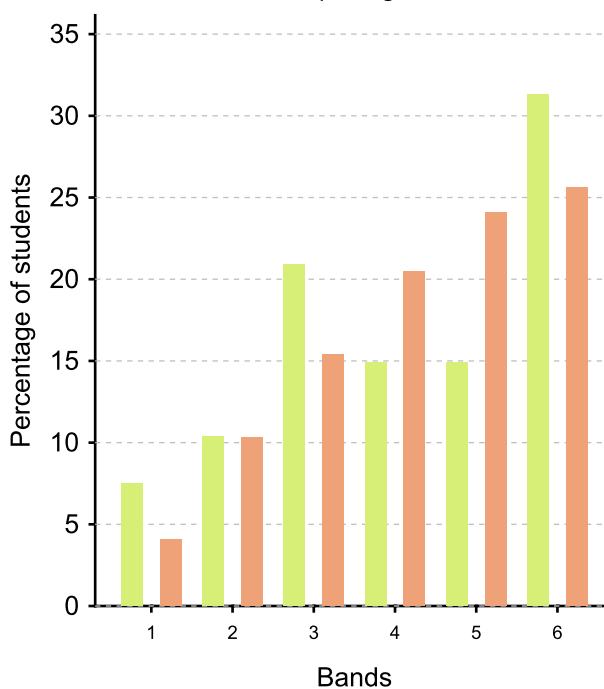
### Percentage in bands:

#### Year 3 Reading



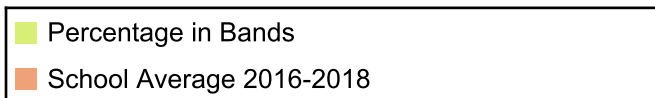
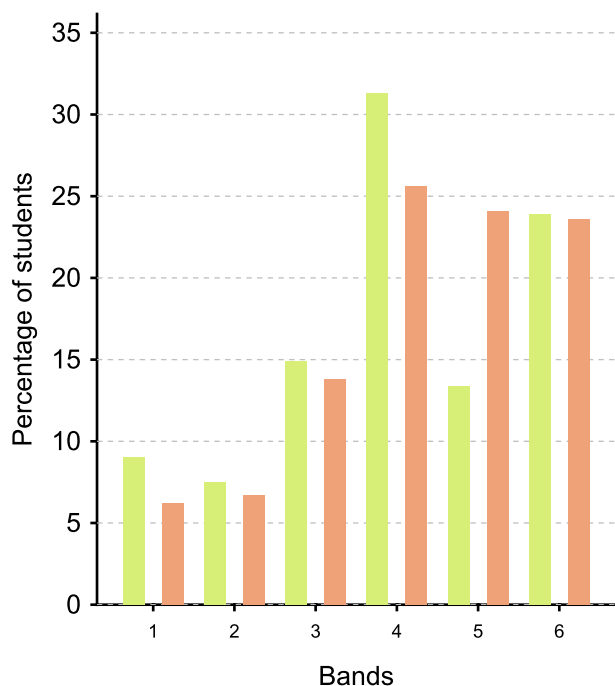
### Percentage in bands:

#### Year 3 Spelling

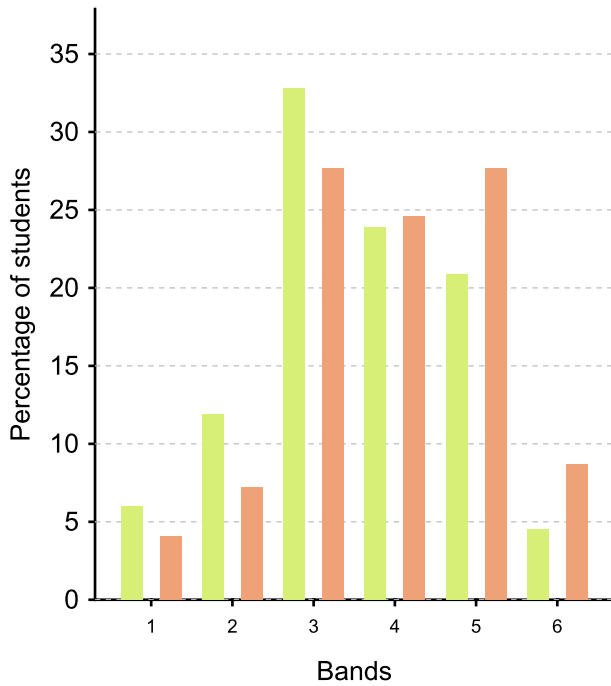


### Percentage in bands:

#### Year 3 Grammar & Punctuation

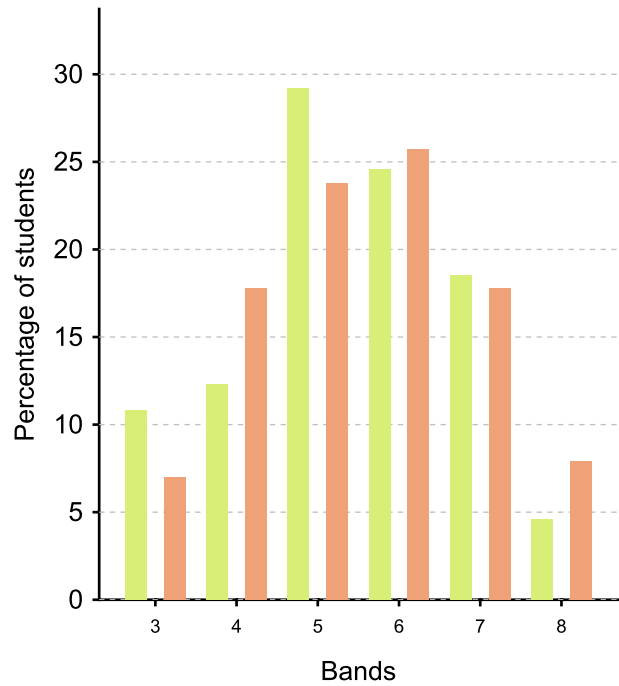


**Percentage in bands:**  
Year 3 Writing



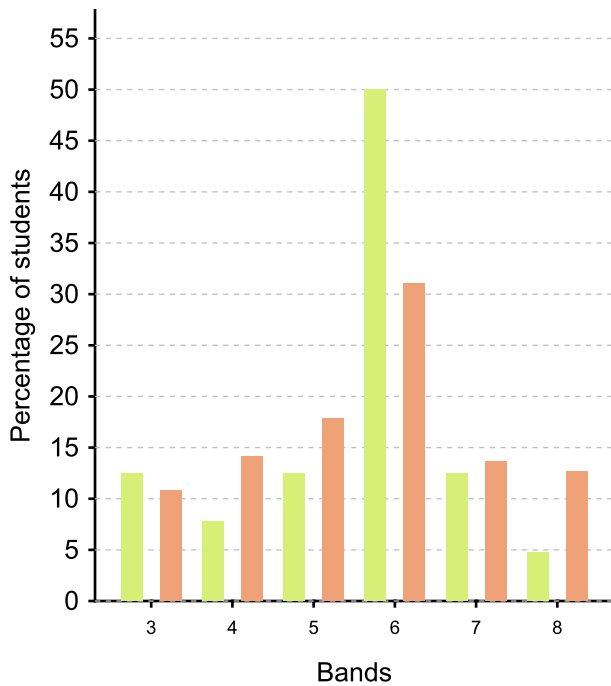
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Reading



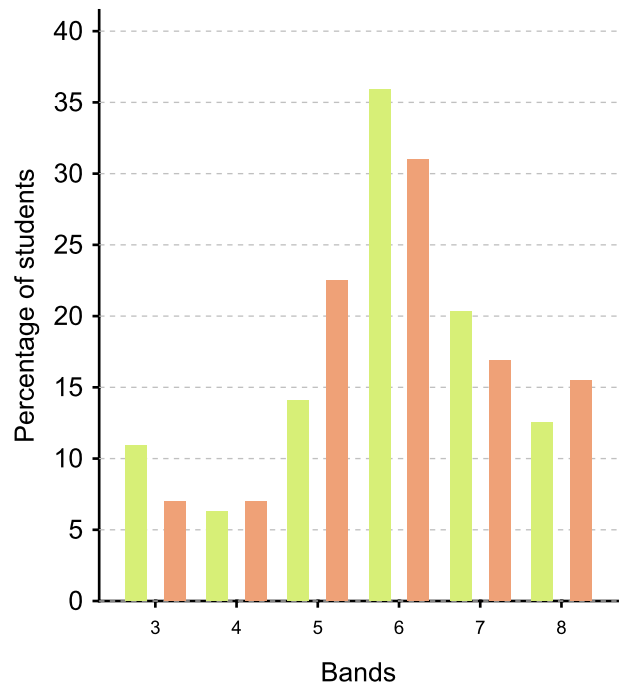
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

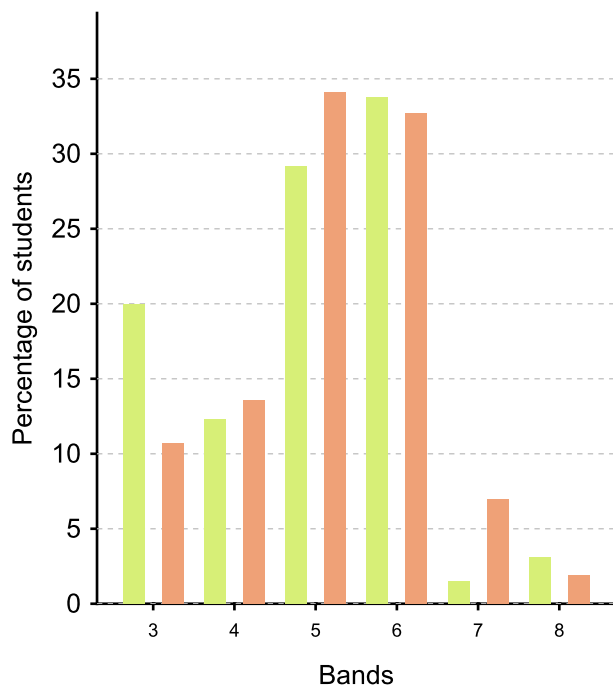
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018



**Percentage in bands:**  
Year 5 Writing

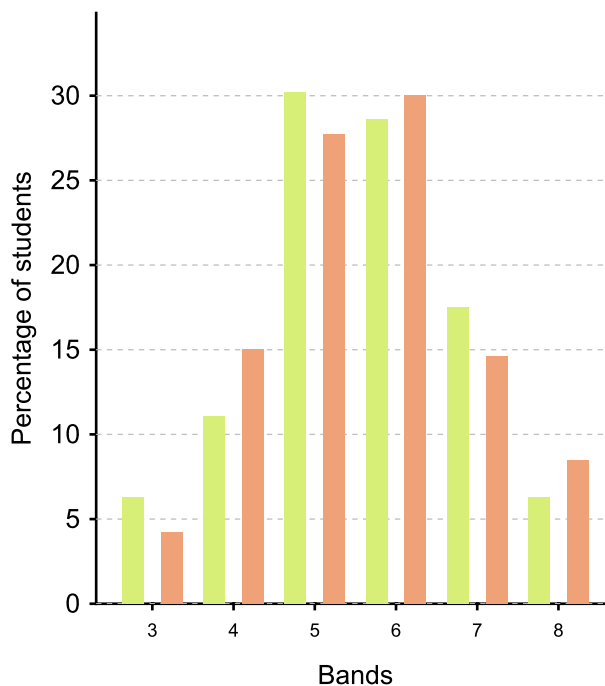


Percentage in Bands  
School Average 2016-2018

**Year 3** – students demonstrated that 28% of our cohort are performing in the top two bands for numeracy.

**Year 5** – students demonstrated that 23% of our cohort are performing in the top two bands for numeracy.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

### Year 3

Year 3 Reading results indicate 78% of students are performing at or above national minimum standard.

Year 3 Writing results indicate 82% of students are performing at or above national minimum standard.

Year 3 Spelling results indicate 83% of students are performing at or above national minimum standard.

Year 3 Grammar and Punctuation results indicate 84% of students are performing at or above national minimum standard.

Year 3 Numeracy results indicate 73% of students are performing at or above national minimum standard.

### Year 5

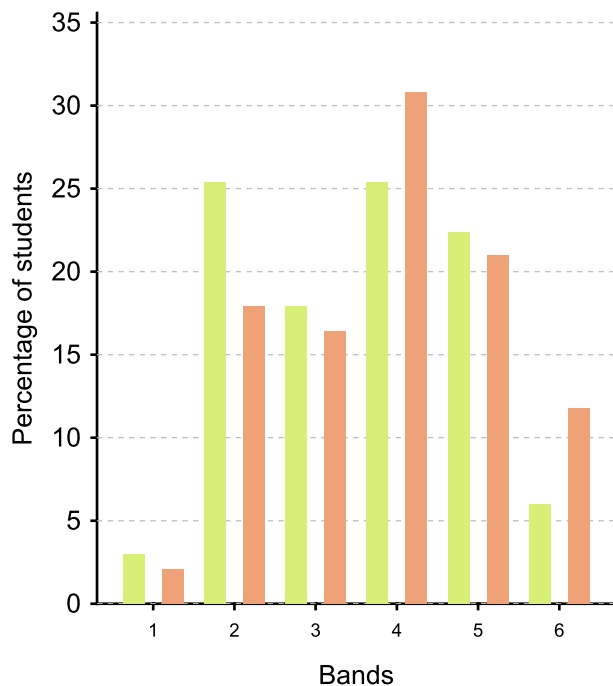
Year 5 Reading results indicate 77% of students are performing at or above national minimum standard.

Year 5 Writing results indicate 68% of students are performing at or above national minimum standard.

Year 5 Spelling results indicate 83% of students are performing at or above national minimum standard.

Year 5 Grammar and Punctuation results indicate 81% of students are performing at or above national minimum standard.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

Year 5 Numeracy results indicate 83% of students are performing at or above national minimum standard.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about the school. In 2018 we surveyed our parent body about school culture and wellbeing.

Parent survey results were as follows:

- 94% of parents surveyed believe the school is continually finding new ways to improve what it does and are proud of the school
- 100% believe the school recognises individuals who are successful, and
- 95% of parents believe the school leaders have a positive impact on the school culture.

Our community also take part in the Tell Them From Me Survey. The following outlines some of our parent responses:

- 81% of parents feel welcome when they visit the school and 80% say they are well informed about school activities whilst 79% believe they can easily speak to their child's class teacher
- 80% of parents talk about the importance of school work with their child, 84% encourage their child to do well and 86% praise their child for doing well
- 91% of parents feel their child is clear about the rules for school behaviour, and
- Parents consider reports (90%), formal interviews (73%) and informal meetings (73%) to be useful communication forms for student progress.

Students took part in the Tell Them From Me Survey. The following outlines their responses:

- 80% of students had a high sense of belonging
- 83% of students feel they have positive relationships at school
- 96% of students value schooling outcomes
- 79% of students feel they have positive behaviour
- 83% of students are interested and motivated
- 92% of students try hard to succeed
- 84% rate classroom learning as effective
- 82% feel classroom instruction is relevant to their everyday lives
- 82% felt they had someone at school who consistently provides them with encouragement to succeed
- 86% of students have positive teacher/student relationships
- 87% of students feel their teachers emphasise academic skills and have high expectations for all students to succeed
- 72% of students expect to go to university

Aboriginal Education continues to be addressed as a perspective of all learning programs at William Stimson Public School. We maintain a whole school awareness of Aboriginal history and modern Aboriginal achievements by integrating them through all curriculum areas.

We have ensured that our Aboriginal students have had their Personalised Learning Plans reviewed and that any additional learning needs are catered for.

A school representative attended the 2018 Aboriginal Conference at Liverpool. This has enabled the school planning group to focus on new directions for Aboriginal Education at our school. From the conference, the group has been able to identify areas of strength in addition to areas that need consolidation or require further input.

Throughout 2019 we will continue to reflect, plan and act ensuring the strong platform we have in place continues to develop and strengthen. A significant component of this is having a school representative regularly attend meetings of our local Aboriginal Educational Consultative Group for Fairfield.

## Multicultural and anti-racism education

Multicultural education has continued to be addressed as a perspective of all learning programs. As 83% of our students have English as an Additional Language or Dialect ( EALD ), the school has a truly multicultural image. This has continued to have a significant and beneficial impact on our school community. All students are aware of the ethnic background of themselves and their fellow students. All students show a healthy tolerance and respect towards each other and come together often as a united community celebrating their collective cultures. Implementation of the Multicultural Education and Anti-racism Policies have included:

- Promoting intercultural understandings through acceptance and respect for diversity
- Creating individual programs for students in developing their English and literacy skill
- Delivering a differentiated curriculum to accommodate the specific learning needs of newly arrived and refugee students, and
- Enhancing clear, open lines of communication with our broader learning community

The role of the Anti-Racism Contact Officer was promoted to develop the understandings of students, staff and parents in the area of racial discrimination ad to deal swiftly and decisively with any emerging matters.

## Policy requirements

### Aboriginal education