



# Parramatta West Public School Annual Report



2016



2843

## Introduction

The Annual Report for 2016 is provided to the community of Parramatta West 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.

This year has seen the ongoing challenges of increasing student numbers and the accompanying staff changes. The school has responded positively and the growth has provided increased opportunities for students.

2016 was a year in which we focused on and gained increased parent participation in school, the community and their children's learning. The P and C has continued to play an important and active role in the school, running the uniform shop, the home reading program and numerous fund raisers. The community Action Team was very active and the celebration of our multicultural community in Term 4 was a wonderful event that made me proud to be the principal. We have also had increased parental input into our evaluation plans which will impact on 2017.

Academically the children had a good year, with those who remain at the school making excellent progress. The school is developing new support structures for those children who need additional support, and this will continue and increase into the future.

Social / emotional learning was a focus during the year, with children and parents participating in Life Skills sessions, whole school implementation of the "friendly schools plus" program, the employment of a Student Support Officer, and the introduction of parent / child "Hang Outs" through our work with Uplifting Australia. These programs combined to assist children to feel connected to the school community, reduced behavioral problems and increased self-awareness.. The work with Uplifting Australia will be further expanded in 2017.

More details on the above programs can be found in further sections of this report.

Anthea Donaldson

Principal

### School contact details

Parramatta West Public School

Auburn & Young Sts

Parramatta, 2150

[www.parramattw-p.schools.nsw.edu.au](http://www.parramattw-p.schools.nsw.edu.au)

[parramattw-p.School@det.nsw.edu.au](mailto:parramattw-p.School@det.nsw.edu.au)

9635 9347

## School background

### School vision statement

PARRAMATTA WEST PUBLIC SCHOOL IS A COMMUNITY WHERE LEARNERS THRIVE AND BECOME ACTIVE MEMBERS OF SOCIETY.

- COMMUNITY – engaged students, supportive parents & passionate teachers
- LEARNERS – learning is a lifelong process and everyone in our community is a learner.
- THRIVE – success, growth, positive, challenging, innovative approaches
- ACTIVE – making a difference to the things our community values.
- SOCIETY – the students of today are the citizens and leaders of tomorrow.

### School context

Parramatta West Public School is a highly multicultural school with a total enrolment in 2016 of 708 students in 29 mainstream classes and 3 support classes. The students come from approximately 50 different cultural backgrounds including a growing number of refugees.

With such a mix, the students all socialise well and support each other. There is a high turnover of students every year, as well as approximately 14% of students applying for exemptions to take overseas holidays each year. These movements have a negative impact on student learning. The school has support teachers for English as a Second language learners, Reading Recovery and learning. These teachers work with the mainstream teachers to ensure that all students receive the best possible education.

The school is growing at a steady pace, which is impacting on the play space available, school organisational structures and the need to employ new teachers each year.

The majority of students starting school in Kindergarten each year have limited experience with the English language, and there are new arrivals throughout the school with no English. These children take time to adjust and to become comfortable learning in their new language. Reading comprehension and problem solving in mathematics are severely impacted by limited skills in the English language. These areas continue to be a focus for all students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

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.

#### Learning

The learning culture of the school is sustaining and growing. In 2016 the feedback from parents tells us that they are having more learning conversations with their children. The school has programs to meet the needs of our students with differing needs and students strive for success. The journey towards students being more independent learners and taking responsibility for their learning is ongoing. 2016 has seen a major focus on student wellbeing, and the school has evidence to demonstrate sustaining and growing in this area. The programs in place in the school demonstrate a planned approach to the social, emotional physical and spiritual wellbeing of all students. There has been a decline in behavioural issues, and revised learning support team processes ensure that all children's needs are addressed. In curriculum and learning the school is also excelling. There is an excellent partnership between class teachers and support staff which ensures that everyone works collaboratively to provide the best educational environment for the

students. Programs are research based and in line with the what works best document. Extra curricular activities are numerous and varied, providing opportunities for students with varied interests and skills. In assessment and reporting the school is sustaining and growing. Teachers have participated in professional learning in assessment for learning and in using data to inform their teaching programs. The report format was reviewed and teachers now write explicit information on what children can do and what they are working on next in language that parents can easily understand. Meetings are held with non English speaking parents to explain the reports. In student performance measures, the school is sustaining and growing overall. While the school is excelling in value added scores for Kindergarten to year 3, year 3 to 5, and year 5 to 7, our low SES students do not make equivalent progress to the high SES students. The numbers of students performing in the top two bands in NAPLAN are similar or just above (yr 5) similar schools. The school also performs the same or above (yr5) similar schools in the numbers at or above minimum standards. The school will be focusing on extending the top students, and ensuring that those in the lower SES bands are supported effectively.

## Teaching

In the area of Effective Classroom Practice the school is sustaining and growing. Teachers have had professional learning in Assessment for Learning principals, including providing effective and timely feedback to students. Teachers are providing explicit feedback with a future focus on building the language of learning for students. School leaders are providing demonstration lessons and modeling evidence based classroom practice. All teachers have had professional learning in data literacy and use assessment for, as and of learning. Reflection on data is a regular practice in all teams. The leadership team models the use of data to drive school decision making. This leads us to believe that the school is sustaining and growing in data skills and use. In Collaborative Practice we are also excelling. All teams work collaboratively on curriculum, assessment and teaching strategies. There is planned time for sharing lessons, preparation, observation of lessons and feedback. Classroom observations are based on the collaborative curriculum and designed to meet the needs of teachers. All new and probationary teachers are provided with mentors. Learning and development is an area where the school is excelling, as is Professional standards. Professional learning is a major aspect of the Strategic Directions. The school has many early career teachers, most of whom are temporary. The school has created a differentiated plan of professional learning to cater for the needs of all teachers and evaluated progress. A new teacher induction program was developed and implemented in 2016. All teachers developed their professional development plans aligned to the professional teaching standards. There is high quality professional learning delivered by the school staff on evidence based teaching strategies.

## Leading

In Leadership the school is excelling. The school seeks opportunities to develop leaders, and has developed a strong and diverse leadership team. Teachers view leaders as supportive. The school community is involved in a wide range of activities and increasingly in decision making. There has been a growth in parental attendance at events and involvement in the school. The social media platform has broadened communication and helped increase parental understanding of school. In the area of School Planning, Implementation and Reporting we are still sustaining and growing. The school plan is at the core of the school activity, with continuous improvement the goal. There is still a need to involve the school community more in reflecting and evaluating progress. This is a high priority for 2017. In the area of School Resources the school is excelling. The school provides a budget based on the school plans, and distributed to teams to manage in order to achieve the outcomes and meet the needs of the students. Staffing, from beginning teachers to leadership development and succession planning is designed to meet the future needs of the school. In Management Practices and Processes our evidence suggests that the school is excelling. There are processes in place to enable staff, students and parents to provide feedback on school functioning. Software programs within the school ensure data and staff meeting minutes are stored and shared with school staff. Bilingual school learning support officers ensure that non English speaking parents are able to participate in school events and can provide input and feedback. Community forums enable parents to have input into school evaluations and plans. The student voice is captured through the SRC, through the student leadership team and through their participation in the Community Action Team. The Tell Them From Me surveys are used with parents, students and teachers.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Quality Leadership and Professional Learning Practices.

### Purpose

To provide research based quality professional learning for teachers and leaders that enables curriculum implementation and ensures effective teaching pedagogy across the whole school.

### Overall summary of progress

Strategic Direction 1 in 2016 covered teacher professional learning in school wide pedagogy, supporting individual teacher professional learning and the professional development plans of all teachers.

Teachers attended weekly professional learning and applied for appropriate courses which covered their personal learning goals. All professional learning was evaluated and assessed for impact.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)                   | Progress achieved this year  | Funds Expended<br>(Resources)  |
|---|--|--|
| Teaching programs and lesson observations reflect school wide pedagogy. | 94% of staff have assessment for learning principals evident in their planning and programming. Lesson observations taking place as part of the PDP process show that school wide pedagogy of assessment for learning and growth mindsets is being implemented to some degree in all classrooms. 76.3% of staff are using learning intentions or WALT's throughout their programs across all key learning areas. 68.5% of staff are confident in creating success criterias with their students. | Funds supporting this direction come from teacher professional learning. |
| 100% teachers have an effective Professional Development Plan.          | 100% of teachers have PDPs. 85% of staff found the PDP process effective in supporting their growth as teachers, and 70% found it assisted in maintaining their accreditation.   |  |

### Next Steps

Teachers found the long professional learning sessions helpful for consolidating ideas. In 2017 professional learning sessions will be developed in blocks to enable building on knowledge, skills and concepts. End of year evaluations by teachers have provided future directions and staff learning needs for 2017.

Further professional learning in Assessment for Learning and Growth Mindset principles will be integrated into curriculum based professional learning.

## Strategic Direction 2

Quality learning

### Purpose

To empower students to succeed through visible, meaningful and purposeful learning.

### Overall summary of progress

Strategic Direction 2 in 2016 showed a significant improvement in students' inferential reading results. The amount of literature students are reading across the school year has increased dramatically and has impacted on their sustained reading and engagement. Through regular staff professional learning for beginning teachers, reading pedagogy has become more consistent across classrooms with practical applications of strategies more apparent.

In 2016 teachers engaged in regular professional learning in data literacy and learnable intelligences. These sessions have improved teacher's capacity to reflect on teaching practices and assess in more effective ways by looking for trends and growth.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year  | Funds Expended<br>(Resources) |
|--|--|-------------------------------|
| 100% of students from years 3&5 exhibit positive growth in all aspects of the value added component of NAPLAN. | In the value added measure of growth from year 3 to 5 our students are excelling. This growth has increased significantly over the last three years. Students who remain at the school from years 3 to 5 perform at an even higher level.  |                               |
| Student survey data and school assessments show improved skills and outcomes mapped against PLAN data.         | In the area of student growth from Kindergarten as mapped against PLAN to year 3 our students are excelling.<br><br>Evaluation results indicate that teachers have a developing ability to use data and understand its importance. Results indicate that teachers have improved their ability to reflect on their teaching practise, assess in more effective ways and look for trends and growth. |                               |

### Next Steps

Staff and students across the school will continue to engage with the school wide reading challenge to build engagement and sustained reading skills. The impact of this will be improved comprehension, measured through whole school assessment data and PLAN.

There will be a continued focus on the development of Self Directed Learners through differentiated professional learning and a focus on student understanding of the language of self direction.

## Strategic Direction 3

### A Positive School Community

#### Purpose

To create a connected school environment where the social and emotional well-being of the community is a priority.

#### Overall summary of progress

2016 has shown an increase in parent participation in the school, and a significant drop in anti social behaviour of students. Through the implementation of a variety of social emotional programs and support structures for students in need, the school is making steady progress towards improved outcomes for all students. Acknowledging and celebrating the community cultures is resulting in the creation of a welcoming and positive school community.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year   | Funds Expended (Resources)   |
|---|---|--|
| Students in all equity groups making expected growth in learning outcomes.  | Performance for low SES students within the school is steadily improving and reducing the gap compared to high SES students.<br><br>Performance for LBOTE students within the school is similar to other schools and is showing small gains.  | Funding for this area comes from equity funds in language proficiency, disability and low SES. |
| Increased parental knowledge of priorities, involvement and engagement in school and student learning.                  | There has been a growth in parental involvement in all aspects of school life. Data was gathered from parent forums held at the end of the year. Parents are very happy to be involved in school evaluation. Parents feel that they know more about their children's learning than previously, but are still keen for more information. They like the assessment data going home in maths.  |  |
| Tell Them From Me surveys, Friendly Schools Plus surveys and School Wellbeing data indicate improved student wellbeing. | The Tell Them From Me survey data shows that our students are socially, institutionally and intellectually engaged at levels above NSW Government Norms, and well below government norms for early signs of disengagement.<br><br>School data shows a 33% drop in unsafe behaviour from 2015–2016, and a 50% drop in students being not responsible and not respectful.<br><br>Results from the three year Friendly Schools Plus research project show a reduction in bullying at the school. |  |

#### Next Steps

The school is continuing to develop programs to support students in all equity groups and develop teacher skills in working with all students.

There is a growing group of enthusiastic and involved parents who are working with the school to further develop strategies in increasing parental engagement in and understanding of the school and the community. In 2017 this will involve increased school community events, opportunities for parents to connect with their children's learning, and more opportunities to develop community understanding.

Increasing the numbers of children who feel both confident in their skills and challenged by the level of work will be a priority in 2017.



| Key Initiatives                                     | Impact achieved this year   | Resources (annual)   |
|---|---|--|
| <b>Aboriginal background loading</b>                | Half of the ATSI students left during the year. Students achieved 1/3 of their PLP goals. New student needs assessed for 2017. Student engagement and attendance identified as a priority for 2017.   | • Aboriginal background loading (\$5 652.00)                 |
| <b>English language proficiency</b>                 | Overall results indicate that feedback systems between EAL/D staff and classroom teachers should be face to face as well increased opportunity for observation and demonstration lessons with EAL/D staff. Increased orientation to EAL/D processes is needed for beginning teachers as well as an increase in mathematical language support through EAL/D. There has been a significant improvement in transparency and connection to classroom learning with 92% of classroom teachers aware of content and focus areas in EAL/D and 92% of teachers aware of their students' progress in EAL/D lessons. Results also show that 96% of staff are feeling more confident to cater for the needs of low English language learners.  | • English language proficiency (\$469 404.00)                |
| <b>Low level adjustment for disability</b>          | 92.9% of all classes received support from LaST this year. Teachers stated that support from LaST & SLSO's made a significant difference to individual students skills as concepts were broken down so students were able to grasp the skill and content. 85.2% of teachers felt they received adequate feedback about the students receiving LaST support in their class and the support they received was effective.<br>100% of students on the Parent Reading program improved by four or more levels this year. 100% of parents involved in this program thought it was extremely worthwhile and saw improvements in all students that they were reading with.<br>100% of MacqLit students improved their reading levels by five or more levels. WARP testing showed that students improved their fluency by 155%; 118%; 132%; 91% & 48%. MacqLit has been very successful this year and it is recommended that it continues next year. | • Low level adjustment for disability (\$165 240.00)         |
| <b>Quality Teaching, Successful Students (QTSS)</b> | In the second half of the year the school was able to employ two experienced teachers to work with teachers in the areas of mathematics and reading comprehension. Plans have been made to enable all executive staff to have a day off class to support their stage / year group in 2017.  | • Quality Teaching, Successful Students (QTSS) (\$56 780.00) |
| <b>Socio-economic background</b>                    | All students able to participate in school events. Speech Therapist evaluations show language structures and vocabulary improved across the school. Low performing students given additional support with literacy.   | • Socio-economic background (\$49 600.00)                    |
| <b>Support for beginning teachers</b>               | Teachers with mentors developed skills in teaching, programming and reporting to parents. Accreditation reports were prepared by second year teachers. In 2017 all  | • Support for beginning teachers (\$21 539.35)               |

|  |  |   |
|--|--|---|
| <p><b>Support for beginning teachers</b></p>                         | <p>beginning temporary teachers will also have mentors.</p>  | <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$21 539.35)</li> </ul>                          |
| <p><b>Targeted student support for refugees and new arrivals</b></p> | <p>Evaluation results indicate that 84.6% of staff find the use of Bilingual SLSO support highly effective with a further 15.4% somewhat effective. All staff are providing SLSOs with guided instruction. 73% of staff have used a bilingual SLSO for translating purposes with 95% finding this service highly effective. 96% of staff are happy with their allocated amount of SLSO time within the classroom. Future direction shows the need for more formalised planning time for SLSOs in conjunction with classroom teachers. All refugee students are participating in school based programs, with refugee parents connecting regularly with Bilingual SLSO officers.</p> | <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$115 607.00)</li> </ul> |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 322        | 350  | 382  | 402  |
| Girls    | 244        | 274  | 303  | 336  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 96   | 95.3 | 94.4 | 95.9 |
| 1         | 94.4 | 95.6 | 94.7 | 94.9 |
| 2         | 94.4 | 95.7 | 94.6 | 95.1 |
| 3         | 95.7 | 96.7 | 94.1 | 96   |
| 4         | 95   | 96.7 | 94.1 | 94.3 |
| 5         | 95.3 | 95.8 | 93.7 | 95.2 |
| 6         | 95.3 | 95.9 | 93.2 | 93.6 |
| All Years | 95.2 | 95.9 | 94.2 | 95.1 |
| 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

School attendance is monitored weekly and discussed at executive meetings. Parents are required to send in absence notes when a child has been away from school. Teachers request these if they are not sent in. Parents of students with poor attendance are contacted and support structures put in place if necessary. Referrals to home school liaison officers are put in place if poor attendance continues. A growing number of children take long overseas holidays which seriously impacts on attendance and learning.

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 1     |
| Assistant Principal(s)                | 5     |
| Classroom Teacher(s)                  | 28.75 |
| Teacher of Reading Recovery           | 0.95  |
| Learning and Support Teacher(s)       | 1.2   |
| Teacher Librarian                     | 1.2   |
| Teacher of ESL                        | 4.4   |
| School Counsellor                     | 0     |
| School Administration & Support Staff | 7.47  |
| Other Positions                       | 1.5   |

\*Full Time Equivalent

There is one Aboriginal teacher at the school.

### 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             | 21         |

### Professional learning and teacher accreditation

Teacher professional learning covers whole school focus areas as detailed in the school plan, as well as professional learning to cover individual learning needs of teachers as expressed in their professional development plans.

The total amount expended on professional learning in 2016 was \$60,960.

In 2016 there are still a number of teachers who were teaching prior to 2004, and who are therefore not yet required to undertake the accreditation process. These teachers have professional development plans and are assessed as being effective teachers.

Of the remaining teachers, 11 are working towards their

accreditation as proficient, and 21 are maintaining their accreditation at proficient as stated in the Australian Professional Standards for Teachers.

The school development days and whole school weekly afternoon staff meetings during 2016 focused on the following: online educational programs, Growth Mindsets, assessment, data analysis, Assessment for Learning, Life Skills, Friendly Schools Plus program, learnable intelligences and self directed learners, using Facebook with the community, Textual concepts, STEM, CTJ and whole school data, envision maths., CPR and anaphylaxis training, and aspects of using technology in the classroom.

All staff members participate in school development days.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Parramatta West Public School does not require parents to pay any voluntary contributions.

The school holds money in trust for the Deputy Principal's Network. This amount was \$148,909.79 at the September rollover date.

Teacher Professional Learning is a tied grant, so does not appear below as a separate item.

| <b>Income</b>                  | <b>\$</b>           |
|--------------------------------|---------------------|
| <b>Balance brought forward</b> | <b>579 317.93</b>   |
| Global funds                   | 413 883.16          |
| Tied funds                     | 431 226.06          |
| School & community sources     | 165 992.76          |
| Interest                       | 7 360.54            |
| Trust receipts                 | 63 801.80           |
| Canteen                        | 0.00                |
| <b>Total income</b>            | <b>1 661 582.25</b> |
| <b>Expenditure</b>             |                     |
| Teaching & learning            |                     |
| Key learning areas             | 7 189.73            |
| Excursions                     | 25 445.51           |
| Extracurricular dissections    | 125 973.32          |
| Library                        | 7 753.21            |
| Training & development         | 0.00                |
| Tied funds                     | 306 720.23          |
| Short term relief              | 111 418.00          |
| Administration & office        | 88 252.37           |
| School-operated canteen        | 0.00                |
| Utilities                      | 41 828.89           |
| Maintenance                    | 31 643.98           |
| Trust accounts                 | 65 419.64           |
| Capital programs               | 59 219.02           |
| <b>Total expenditure</b>       | <b>870 863.90</b>   |
| <b>Balance carried forward</b> | <b>790 718.35</b>   |

The information provided in the financial summary includes reporting from 6 September 2016 to 31 December 2016.

|                                       | 2016 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 0.00                    |
| <b>Revenue</b>                        | 911 884.07              |
| (2a) Appropriation                    | 860 030.42              |
| (2b) Sale of Goods and Services       | 3 849.48                |
| (2c) Grants and Contributions         | 46 543.44               |
| (2e) Gain and Loss                    | 0.00                    |
| (2f) Other Revenue                    | 0.00                    |
| (2d) Investment Income                | 1 460.73                |
| <b>Expenses</b>                       | -468 398.28             |
| Recurrent Expenses                    | -468 398.28             |
| (3a) Employee Related                 | -224 070.75             |
| (3b) Operating Expenses               | -244 327.53             |
| Capital Expenses                      | 0.00                    |
| (3c) Employee Related                 | 0.00                    |
| (3d) Operating Expenses               | 0.00                    |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 443 485.79              |
| <b>Balance Carried Forward</b>        | 443 485.79              |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The budget is set by the school leadership team to provide the required resources to cover operational costs and implement the school plans.

In 2016 the casual staffing budget was high due to significant staff illness.

## Financial summary equity funding

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

|                       | 2016 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 4 409 764.21            |
| Base Per Capita       | 38 200.02               |
| Base Location         | 0.00                    |
| Other Base            | 4 371 564.19            |
| <b>Equity Total</b>   | 689 629.65              |
| Equity Aboriginal     | 5 652.34                |
| Equity Socio economic | 49 686.96               |
| Equity Language       | 469 050.28              |
| Equity Disability     | 165 240.06              |
| <b>Targeted Total</b> | 548 429.77              |
| <b>Other Total</b>    | 252 120.05              |
| <b>Grand Total</b>    | 5 899 943.68            |

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

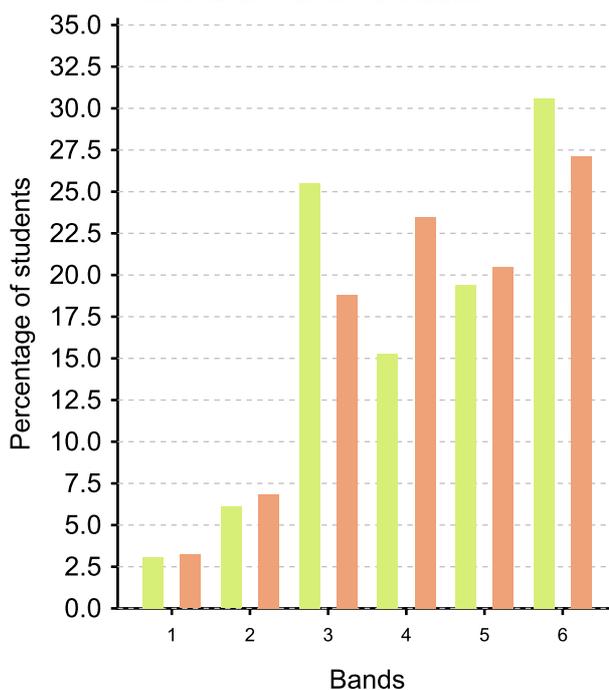
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students who are new arrivals to Australia and who have not been learning English for over one year, as well as some students in the support classes were exempt from sitting the test. Two students were absent from all or some of the tasks, and one student was withdrawn by the parent. All other students sat the tests.

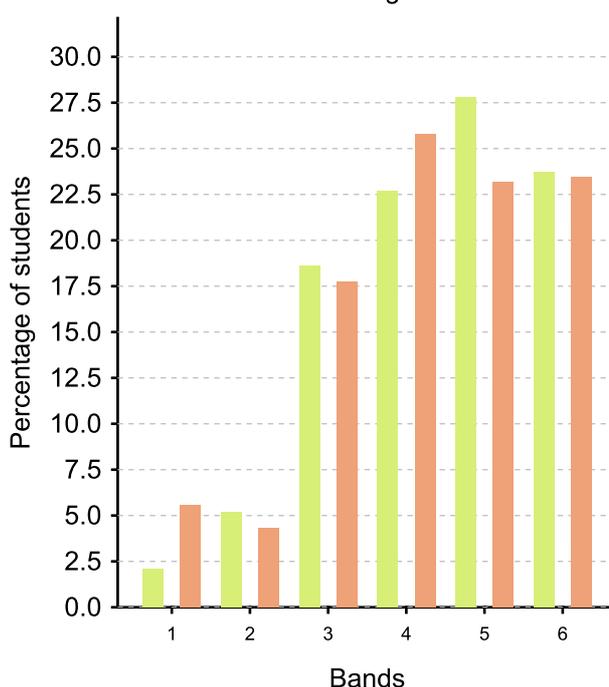
The majority of students at Parramatta West come from a language background other than English. This makes reading comprehension and writing difficult for them to master. However, the students are making good progress. The school programs operating in the early years are beginning to have an impact as can be seen from the graphs which show a trend towards the upper bands. As the school is able to provide additional support programs we hope to see this trend into the year 5 students.

There were 70 students who sat the Year 5 NAPLAN in 2016. Of these, only 47 were students at the school when they sat the tests in 2014. The trend results of the students who remained at the school for this two year period were significantly higher than the total cohort. For example in the Reading test, the average score for all students was 494.4, approximately equivalent to the NSW Department of Education average.

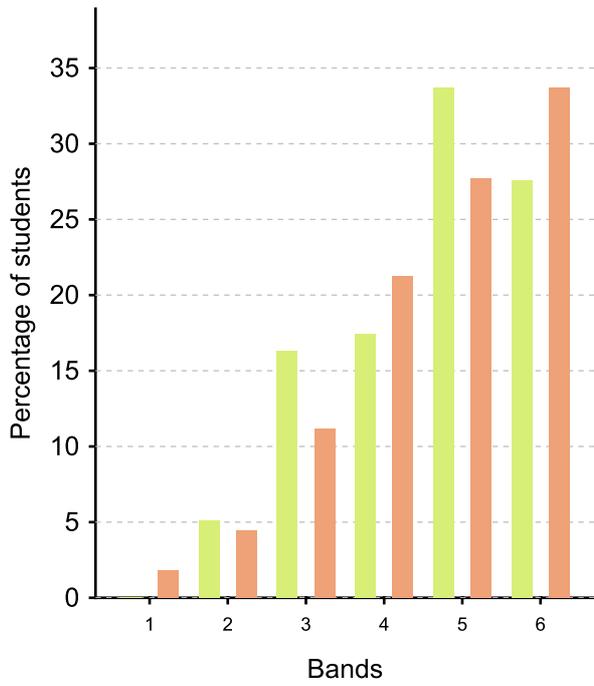
**Percentage in bands:**  
Year 3 Grammar & Punctuation



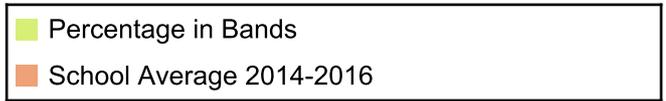
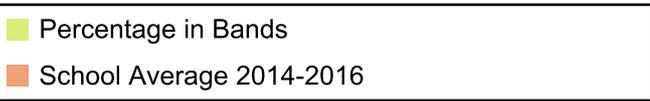
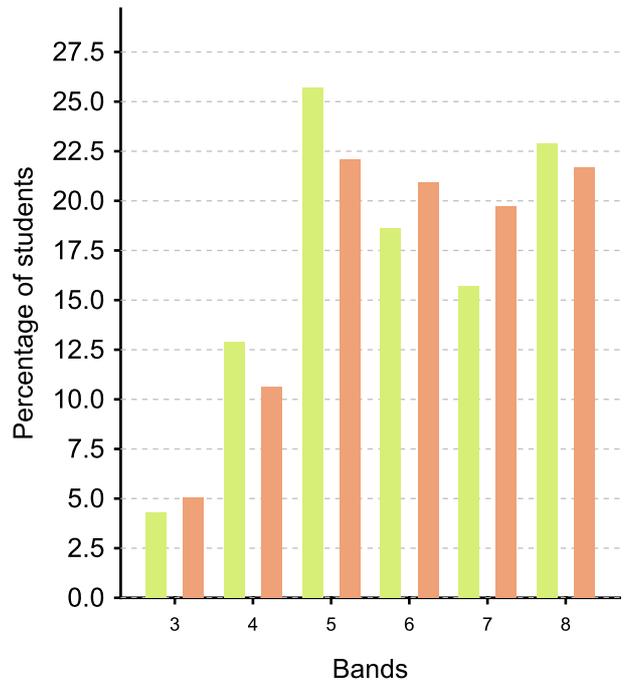
**Percentage in bands:**  
Year 3 Reading



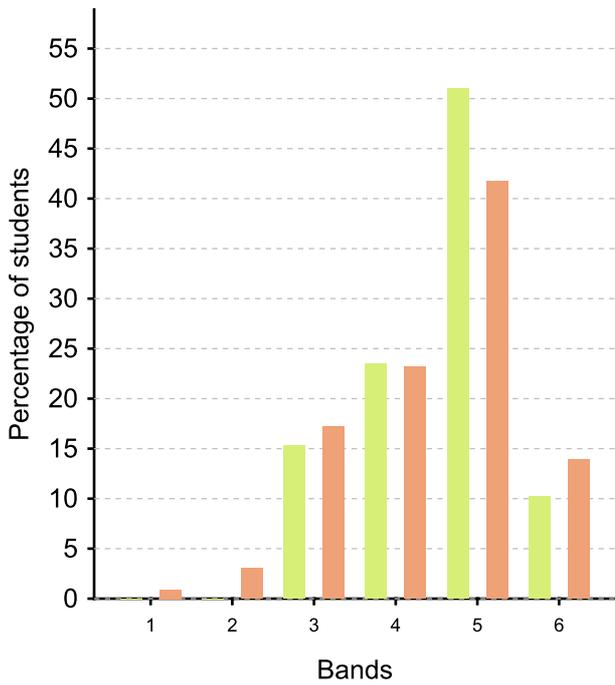
**Percentage in bands:**  
Year 3 Spelling



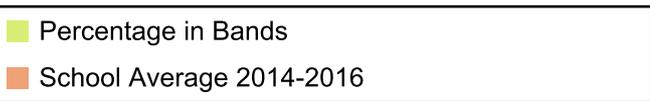
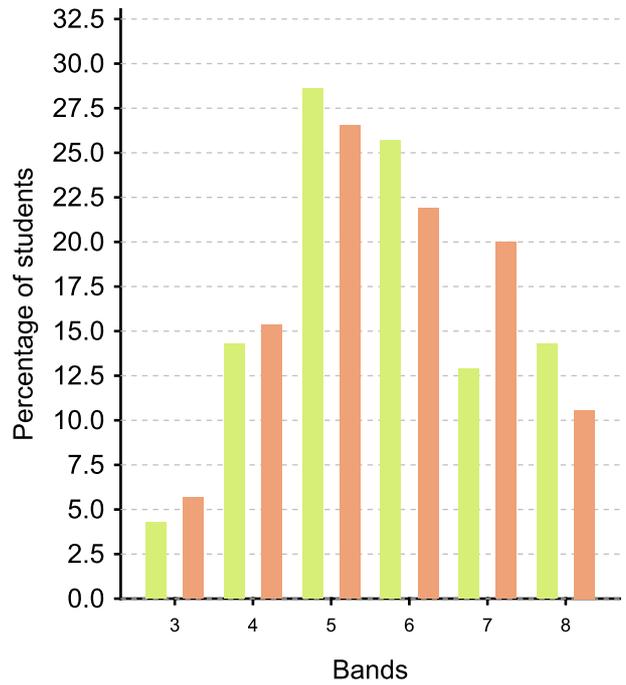
**Percentage in bands:**  
Year 5 Grammar & Punctuation



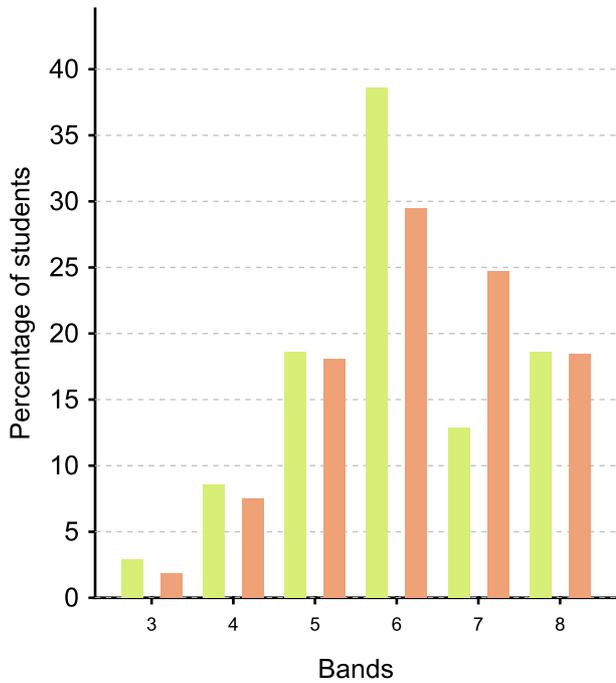
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading



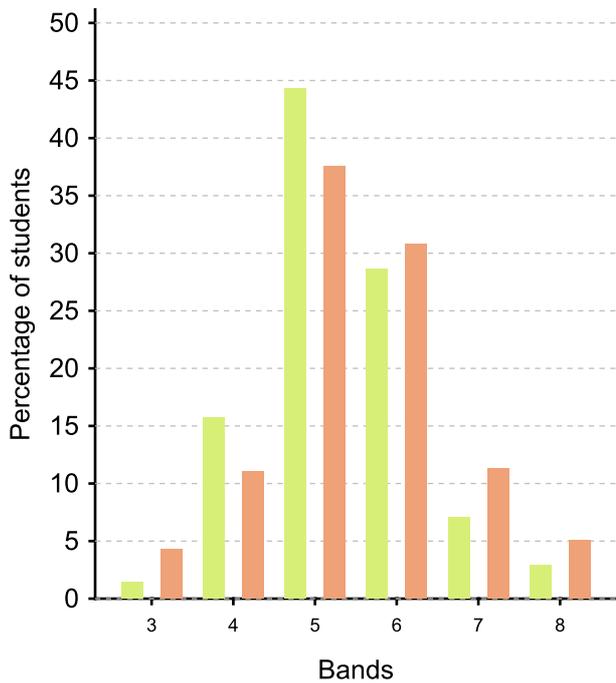
**Percentage in bands:**  
Year 5 Spelling



The reading comprehension difficulties experienced by our non English speaking background students also impacts on their mathematics in the area of problem solving.

The students who had remained at the school since sitting the Year 3 test had an average score of 507.2 – well above the state average. In numeracy the gap is greater, with the students remaining at the school scoring an average 14 points higher than the newcomers. This data confirms that the school programs are being effective at raising outcomes amongst our students.

**Percentage in bands:**  
Year 5 Writing



## Parent/caregiver, student, teacher satisfaction

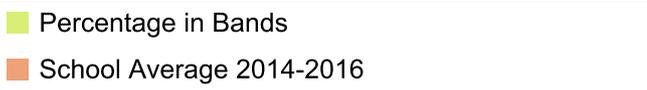
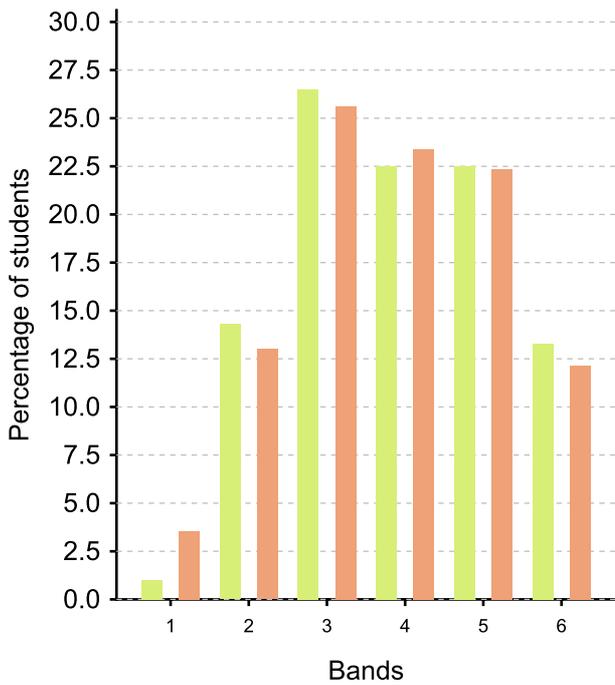
Each year the students, parents and teachers are invited to take part in the Tell Them From Me (TTFM) survey. In addition, teachers are asked to complete school based surveys, and parents participate in community forums at which they are invited to give their opinions on many aspects of the school activities and future directions.

In 2016 the student TTFM survey revealed that more students are involved in extra curricular activities, and there has been an increase in student sense of belonging. All measures of student engagement are above NSW norms. An area for development is in the realm of student challenge. The school will focus on ensuring that all children feel both challenged and supported in their learning.

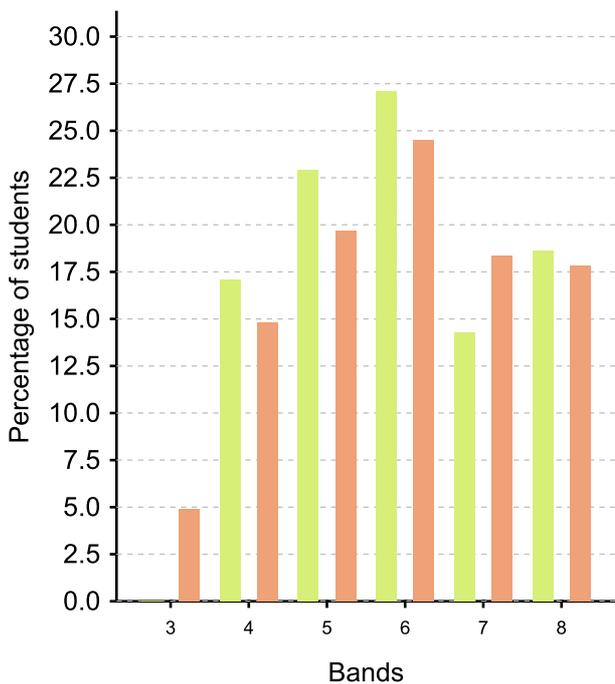
The parent survey indicated that parents are attending more meetings and are more engaged at the school, assisting in classrooms and meeting with teachers. They are also discussing learning at home with their children in greater numbers. Parents are positive about school communication, and are using electronic means to communicate with teachers through email and social media. There is an increase in readership of the school newsletter. At the community forums parents were very positive about the school, and provided constructive ways to further increase and enhance school community links around student learning.

Teachers felt supported by leaders in their teaching progress during 2016, especially in areas of monitoring student progress and creating a safe and orderly school environment. Teachers also support each other and collaborate, share lesson plans and materials and provide each other with feedback. However, teachers also felt overwhelmed by workload and new expectations in 2016. There will be strategies in place to ensure that teachers are better supported, professional learning provides the needed consolidation on ideas, and teachers are provided with strategies and resources to support their personal wellbeing.

Percentage in bands:  
Year 3 Numeracy



Percentage in bands:  
Year 5 Numeracy



The numbers of Aboriginal students sitting the NAPLAN assessments are too low to report on.

# Policy requirements

## Aboriginal education

Parramatta West Public School is very aware and committed to the educational and social wellbeing of our Aboriginal and Torres Strait Islander (ATSI) students. In 2016, all ATSI students attended a weekly ATSI homework Club where they received teacher assistance for the completion of their homework. Parents and older siblings also participated in the homework club. Over the year there, 80% of students stated that now felt more confident in being able to complete their homework. ATSI students also participated in a weekly lunchtime group where they explored cultural aspects and took responsibility for the up keep of our Native Garden. Three ATSI were able to secure Gili Aboriginal Student Scholarships to be used for educational purposes in 2017.

Parramatta West Public School is also committed to ensuring that education is delivered about Aboriginal Australia to all students. Students learn about Aboriginal perspectives specifically through Literacy and History key learning areas. Teachers' programs also include 8 Ways – Aboriginal Perspectives, so that not only content is taught but appropriate learning styles used. Annual events such as NAIDOC day and reconciliation day are acknowledged and discussed on a whole school level.

## Multicultural and anti-racism education

As a highly Multicultural school, Parramatta West is very aware of the need to promote positive relationships amongst our community, both within the school and beyond. All students are taught the school expectations of being Responsible, Safe and Respectful, and learn the meaning of respect in the context of our community.

A high priority for our Community Action Team is the development of community understanding of our representative cultures. In 2016 a celebration of our community was held in Term 4 where 64 cultures were represented in a parade, and the hall was filled with stalls exhibiting artefacts from our main cultural groups. Children and parents had the opportunity to visit the hall and learn more about our community.

The school has a trained Anti Racism Contact Officer who addresses any incidents of racism between students. In 2016 there was one incident recorded.