

Wollongong West Public School

Annual Report



2016



3477

Introduction

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

Michelle Barnes

Principal (relieving)

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Message from the Principal

It is with great pride that I present the 2016 Annual School Report for Wollongong West Public School.

Our school has achieved many critical milestones in our pursuit of excellence in education over the past year. Progress made by our school in providing the highest quality education for the children of West Wollongong is outlined in this report.

I sincerely thank our passionate and committed staff, supportive and hard-working parent body and our engaged and dedicated students who work together each day to make Wollongong West Public School the warm, welcoming and high-performing learning environment that we are.

I am very much looking forward to an inspiring, rewarding and successful 2017.

School background

School vision statement

At Wollongong West Public School our vision is to empower students to be successful learners, confident and creative individuals and active and informed citizens. Our school will promote equity and excellence through quality teaching and learning. Our core values will foster a culture of responsible, respectful and safe learning.

School context

Wollongong West Public School is a vibrant and dynamic primary school that has served the Wollongong West community for 90 years. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all.

Our school celebrates and values our diverse and rich community, with 8% of students being Aboriginal and 42% of students learning English as an Additional Language/Dialect. We warmly welcome an increasing number of refugee families to our school.

Standing proudly at the base of Mount Keira, our school has beautiful gardens, spacious sporting grounds, an indoor swimming pool and plentiful outdoor learning areas including a permaculture garden, passionately cared for by students, parents and teachers. Our modern classrooms, incorporating rich technology, are stimulating and future-focused learning environments.

The elements of quality teaching are embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong creative arts, sporting and environmental education programs.

Our staff include experienced and expert teachers who actively engage in high calibre professional learning to deepen pedagogical knowledge and understanding.

Our school treasures our passionate and supportive wider community – encompassing our Parents & Citizens Association, broad parent body and local community members, including Aboriginal Elders.

It is our engaged learners, committed staff and active wider community that ensures Wollongong West Public School delivers high calibre teaching and learning programs in a high quality learning environment.

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.

In the domain of Learning, our efforts have primarily focused on the attainment of student learning outcomes across all areas of the curriculum with a focus on literacy, numeracy and wellbeing.

This year, the analysis of internal and external student assessment data enabled evidence-based decision-making to inform the allocation of student support and the implementation of targeted learning programs in literacy and numeracy. Embedding formative assessment into classroom practice was also a focus for 2016.

The implementation of new and incoming New South Wales (NSW) syllabus documents for the Australian curriculum was a focus for 2016, with the school now fully implementing the English, Mathematics, History and Science syllabus documents.

The incorporation of future-focused learning principles into programs was also a priority for 2016. Coding and robotics programs were introduced and a Bring Your Own Device program devised.

Wellbeing for all stakeholders in our school community was an integral component of our work in 2016. Our school devised a school-based Wellbeing Framework, to meet localised needs, reflective of the Framework developed by the Department of Education.

In the domain of Teaching, our efforts have focused largely on the development and maintenance of a high-calibre professional learning culture. This has seen the design and implementation of a targeted Professional Learning Schedule. The schedule outlines professional learning opportunities including lesson observations, teacher-to-teacher feedback, collaborative planning practices and reflective practices.

Internal professional learning has focused primarily on embedding How2Learn pedagogy into classroom practice and the implementation of new and incoming syllabus documents.

External professional learning has included Language, Learning and Literacy (L3) Kindergarten and Stage One, leadership development, technology for learning, early literacy acquisition and wellbeing, including supporting refugees and students who have experienced trauma.

In the domain of Leading, our efforts have focused on the development of leadership capacities and capabilities of staff, students and parents.

All teaching staff have designed a personal Performance and Development Plan, aligned with school and DoE priorities. The provision for self-evaluation and review was embedded into our Professional Learning Schedule to enable goals to be achieved and to ensure the document remains relevant, meaningful and current. Teachers were encouraged to lead programs in their specific areas of expertise, lead professional learning and participate in training to develop their leadership skills. 2016 saw the successful implementation of Learning Management and Business Reform (LMBR) into our school. Rigorous school planning and the regular monitoring of the achievement of milestones, ensured the school remained focused on its vision and priorities, and provided leadership development for the school executive team and project co-ordinators.

Our students were also provided with many leadership opportunities. Our process for the election of student leaders has been refined, with a new policy currently being written. Our Student Representative Council was an avenue for children to voice their feedback and to inform future school decision-making.

Our parent body has had many opportunities to be leaders within the community through P & C involvement, supporting school initiatives and participation in community events. Avenues are provided for the wider school community to engage with the school, provide feedback to the school and to inform future practices of the school through our annual review process, P & C meetings, participation in the Tell Them from Me survey and informal communication throughout the school year. The introduction of digital communication with our wider community strengthened relationships and community engagement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further enhancements to 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 Teaching and Learning

Purpose

To provide excellence in teaching by engaging in meaningful, effective and inclusive practice.

To ensure quality learning opportunities where students are engaged and active learners.

Overall summary of progress

Our whole-school focus on implementing quality teaching and learning programs saw the school achieve improved outcomes for students, as evidenced by improved Year Five and Seven NAPLAN results in both achievement and growth and also internal data, as measured on both the literacy and numeracy continuums. This was achieved through the introduction of data-informed decision making practices guiding the design of school, classroom and support programs. Team planning and reflective days, provided opportunities to enable consistent teacher judgment to guide assessment and reporting practices and to facilitate collegial discourse.

All new NSW syllabus documents for the Australian curriculum were embedded in classroom programming and was reflected in our school Scope and Sequence. The introduction of coding and robotics programs has ensured new and emerging technologies are incorporated into our future-focused curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers are engaged in data-informed decision-making practices.	Stage teams using PLAN and SMART data analysis to inform class programming. Whole school support resource allocation informed by PLAN and SMART data. Term planning days enabled consistent teacher judgment to guide school-based assessment and reporting processes. Stage Formative Assessment Plans devised and implemented. How2Learn Modules Four and Five implemented and evidenced in classroom practice. L3 Kindergarten and Stage One professional learning and pedagogy embedded in support programs.	\$8000 Team Planning Days \$1600 How2Learn Professional Learning \$1200 Formative Assessment Professional Learning \$6952 L3 Professional Learning
A rich, personalised and future-focused curriculum is evidenced in 100% classrooms.	Full implementation of the NSW History and Geography syllabus documents for the Australian curriculum. Stage 2 and 3 Enrichment Classes launched. Coding Club introduced. Robotics lessons introduced. BYOD policy devised for implementation in 2017. Launch of project, One Child at a Time, to inform the design of Individual Learning Plans.	\$800 History and Geography Syllabus Implementation \$1800 Consultancy Fees– <i>One Child at a Time</i>

Next Steps

In 2017, an Instructional Leader position will be created to guide quality teaching and assessment practices in Kindergarten – Year Two classrooms, with a focus on literacy. The Instructional Leader will lead data-informed decision-making practices, with the purpose of improving student learning outcomes in the early years.

In 2017, data talks will be introduced each fortnight, where the Instructional Leader will meet individually with class and support teachers to analyse work samples, plot students on the literacy continuum and put in place interventions to support student growth.

An Assessment and Reporting Schedule will be developed that outlines practices and expectations that will empower teachers in making evidenced-based decisions for teaching and learning. Past NAPLAN assessments will be added to the Assessment Schedule for Stage Two and Three students to provide additional evidence for informed decision making.

A Visible Learning project will be launched in 2017 in collaboration with two local primary schools. A focus for 2017, will be understanding the effect sizes of interventions and embedding lesson intentions and success criteria into classroom practice. A Visible Learning Leadership team will lead this project across the Community of Schools.

In 2017, the school will complete the next three modules for How2Learn, linking this learning with the Visible Learning project to inform classroom practices.

Support Teachers, including Learning and Support Teachers and English as a Second Language/Dialect Teachers, will be trained in L3 to provide targeted support for students, founded in consistent pedagogy across school programs.

In 2017, coding and robotics lessons will expand across the school from Kindergarten – Year Six. A Bring Your Own Device (BYOD) program will be launched for Stage Three in Term One and Stage Two in Term Two. A Maker-Space area will be created to enhance future-focused learning programs.

A policy, containing selection criteria for Enrichment Classes will be created. 2017 will see these classes operating in Stages One, Two and Three each term.

The *One Child at a Time* pedagogy, will inform the design of Individual Learning Plans and Personalised Learning Plans. Reviews and adjustments to plans will occur termly.



Strategic Direction 2

School Culture

Purpose

To encourage, promote and sustain a positive and inclusive school environment where a strong sense of pride and identity is shared by all.

To empower the diverse community of Wollongong West Public School to connect, succeed and thrive.

Overall summary of progress

Our focus on whole-school wellbeing, saw the design of a localised Wellbeing Framework, that provides clear, consistent and evidenced-based procedures for managing wellbeing. One Child at a Time pedagogy guided the design of Individual Behaviour Plans and approach taken to supporting students with complex needs.

Plans have also been devised to refurbish the internal and external areas of the school.

2016 brought the introduction of the Leading Management and Business Reform (LMBR), which transformed the administration and financial aspects of the school. Digital communications were introduced between the school and parent body through the introduction of an app and use of emails. Links were created with external organisations as well as other primary schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Wellbeing initiatives promote an engaged, empowered and inclusive whole-school community.	<p>A localised Wellbeing Framework was devised to reflect state priorities and localised needs.</p> <p>A consultant guided the school to create One Child at a Time to engage learners in personalised and inclusive learning opportunities.</p> <p>An Attendance Policy was devised, and procedures followed to address attendance rates of all students.</p> <p>Rock and Water programs were introduced.</p> <p>A wellbeing program, with a focus on mindfulness was introduced.</p> <p>Executive was released from class to implement Wellbeing Programs.</p> <p>Community events, such as working bees, playgroups, Aboriginal community morning teas and a Movie Night promoted a sense of community and inclusivity.</p> <p>An Aboriginal Community Engagement Officer was employed to enhance relationships between our Aboriginal families and our school.</p> <p>Professional learning was undertaken to empower teachers to further support refugee students and students who have experienced trauma.</p>	<p>\$10000 Refugee Playgroup</p> <p>\$1200 Non-violent Crisis Intervention Training</p> <p>\$800 Positive Behaviour for Learning Training</p> <p>\$1200 Trauma Professional Learning</p> <p>\$8000 Executive Release</p>
More efficient and effective school-wide systems are in place for conducting business.	Successful transition to the Leading Management and Business Reform.	\$8000 LMBR Training

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
More efficient and effective school-wide systems are in place for conducting business.	<p>Structures were put in place to streamline school communication and payment procedures.</p> <p>Digital communication with our families through emails and a school app was introduced.</p> <p>Our school website was redesigned to be more user-friendly and to further promote our school to the wider community.</p> <p>Links were formed between our school and outside organisations, such as a robotics organisation and a refugee support group.</p> <p>An audit of internal learning spaces was carried out to inform a future school refurbishment.</p>	\$8000 LMBR Training

Next Steps

In 2017, our newly-devised Wellbeing Framework will be launched to provide a consistent, transparent and evidenced-based approach to wellbeing. Clear procedures for managing student needs will be introduced, including modified bell-times and playground boundaries. Wellbeing records will be transferred to LMBR.

Our playgroup will be extended to provide for all members of our diverse community, such as our Indigenous and refugee community.

A school refurbishment will see an alternate location for our administration area and Before and After School Care service. A sensory room, maker-space area and Aboriginal Community Room will also be created.

Community events, such as our 90th Birthday Celebrations and Halloween Carnival, will enhance community relationships and school promotion.



Strategic Direction 3

Leadership at all Levels

Purpose

To promote collaborative, strategic and dynamic leadership within our school.

To foster leadership capacities and capabilities across the whole school community.

Overall summary of progress

Our school implemented a full cycle of the Performance and Development Framework for the first time in 2016. Teachers were actively working towards the achievement of personalised goals through participation in focused professional learning opportunities that included lesson observations, teacher-to-teacher feedback, self evaluations and formal meetings.

School executive led extensive community consultation to modify our School Plan and Milestones documents mid-year. Evidence of impact was collated and analysed to inform school reporting and future planning.

Procedures for the selection of student leaders were revised. Opportunities for students to further develop leadership skills were provided through a Leadership camp, participation in the GRIP workshop and activities at the school-level, such as leading playground clubs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers are engaged in high-calibre professional learning opportunities.	<p>The Professional Learning Schedule was modified mid-year to enable professional learning to be linked, relevant and reflective of state and school priorities.</p> <p>A full cycle of the Performance and Development Framework was undertaken for the first time for teachers.</p> <p>A small group of teachers attended external GROWTH coaching training.</p> <p>Supervisors and teachers participated in lesson observations, with the provision for meaningful feedback.</p>	<p>0.315 QTSS Funding</p> <p>\$3000 GROWTH Coaching Professional Learning</p>
School decision-making is informed by the analysis of evidence of impact and guided by the School Excellence Framework.	<p>Whole-school evaluation against the School Excellence Framework, guided a mid-year modification to the School Plan and Milestone documents.</p> <p>Executive collected and analysed Evidence of Impact to inform planning and reporting processes for 2016–2017.</p>	<p>\$3600 Executive Planning Days</p>

Next Steps

A two-hour flexible time for professional learning has been created in the school weekly timetable to provide release for teachers to participate in professional learning opportunities. The Professional Learning Schedule will be systematic, explicit and relevant, linked to school and state priorities and reflective of all components of the annual Performance and Development Framework. The schedule will incorporate opportunities for collaborative planning and reflective practices. Coaching practices will be incorporated into the schedule which provides for teacher-teacher lesson observations, followed by the opportunity for meaningful feedback. All teachers will have the opportunity to participate in individualised professional learning across schools.

In 2017, our school will work collegially with two local primary schools to deliver on professional learning with our Visible Learning project.

A collegial approach will be undertaken for school planning and reporting, with a focus for 2017 for the school Leadership Team being the collation and analysis of evidence of impact to inform school decision-making. Relentless engagement with the School Excellence Framework will guide the work of the school executive team in 2017. The school executive team will consult extensively with the Wollongong West Public School community to devise the School Plan for 2018–2020.

A Student Leadership Policy will be devised that outlines procedures for the election of Student Leaders. A Student Representative Council Action Plan will be devised for 2017 to provide structure and purpose to Council initiatives.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>An Aboriginal Community Engagement strengthen relationships between our school and Aboriginal families.</p> <p>Aboriginal community picnics and morning teas were held as a Community of Schools initiative.</p> <p>Local Aboriginal elders and high school students taught our students Indigenous games.</p> <p>All Aboriginal students are working towards their learning goals as outlined in their Personalised Learning Pathways (PLPs) that were reviewed and modified each semester.</p> <p>A whole-school incursion, Aboriginal for a Day, was held, where students participated in cultural activities.</p> <p>Personalised and meaningful Acknowledgement of and Welcome to Countries were written in collaboration with our Aboriginal families.</p> <p>The Bush Tucker Garden was cleaned up, and through collaboration with our local Aboriginal community, lessons were provided for all children to be educated about the significance of plants in the garden.</p>	<p>\$6201 Employment of Aboriginal Community Engagement Officer</p> <p>\$3000 Incursion</p>
English language proficiency	A specialist teacher and School Learning Support Officer (SLSO) were employed to support students learning English as an Additional Language/Dialect (EAL/D) in the classroom. This provided for individual and small group support for the achievement of individual learning goals.	\$26182 Employment of EAL/D Teacher and Arabic SLSO
Low level adjustment for disability	A specialist teacher and SLSO were employed to support students with additional learning needs in the classroom. This provided for individual and small group support for the achievement of individual learning goals.	\$19732 Employment of Learning and Support Teacher and SLSO
Quality Teaching, Successful Students (QTSS)	Teacher release was provided to implement the Performance and Development Framework, including the provision of lesson observations and teacher-to-teacher feedback.	0.315 Teacher Release
Socio-economic background	<p>I-pads were purchased to support the learning of all students.</p> <p>Financial assistance was provided to support families to meet the costs of schooling.</p> <p>Planning days were provided for teachers for the collaborative development of programs catering for the personalised needs of students.</p> <p>Students participated in the Uni4Certain</p>	<p>\$7543 I-pad purchase</p> <p>\$3000 Student Assistance</p> <p>\$8000 Planning Days</p> <p>\$1200 Uni4Certain Program</p>

Socio-economic background	program, in collaboration with the University of Wollongong.	\$7543 I-pad purchase \$3000 Student Assistance \$8000 Planning Days \$1200 Uni4Certain Program
Support for beginning teachers	Beginning Teachers and their mentors were provided with release time for mentoring practices. Beginning teachers participated in professional learning opportunities, such as Visible Learning and sporting workshops.	\$29382 Teacher release \$1000 Professional Learning Course Fees
Targeted student support for refugees and new arrivals	A specialist teacher and SLSO were employed to support students who were refugees and new arrivals. This provided for individual and small group support for the achievement of individual learning goals.	\$11362 Employment of a specialist teacher and SLSO
Wellbeing	Executive were released to manage school wellbeing. Mindfulness programs were introduced. A school-based Wellbeing Framework was designed.	\$9000 Executive Release \$9000 Wellbeing Programs



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	107	107	124	120
Girls	97	104	120	118

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	94.2	93	92.5
1	94.1	96.1	93.2	93.4
2	96.8	93.9	93.1	91.5
3	96.9	97.1	92.5	92.5
4	96.5	95.5	96.2	92.8
5	95.2	95.8	95	95
6	95.8	93.9	95.4	93.5
All Years	95.9	95.2	94.1	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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	1
School Administration & Support Staff	2.32
Other Positions	1.29

In 2016, no staff members employed at Wollongong West Public School identified as Aboriginal.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Our school has a strong commitment to, and high priority placed upon professional learning. Professional learning funds are allocated to strategic priorities in the School Plan and are typically used to pay for course fees, resources and casual salaries to replace staff attending courses. Professional learning attended during 2016 included:

Teaching and Learning

- L3 Kindergarten and Stage 1
- Reading Recovery
- Formative Assessment
- How2Learn
- Implementing the History and Geography syllabus documents
- Data-informed decision-making
- Visual Literacy
- English as a Second Language / Dialect Network Meetings

Leadership

- GROWTH Coaching
- LMBR Training
- Principal / Assistant Principal / School Administrative Manager Network Meetings

Wellbeing

- Refugee Support
- Temporary Residents' Program
- Supporting Students with Trauma
- Mindfulness in Schools

Technology

- Network Meetings
- Future-focused Learning Environments
- Science, Technology, Engineering, Mathematics (STEM) Showcase
- Robotics Workshop
- Digital Programming
- Using Googleapps
- Utilising Blogs in Teaching

Health and Safety

- Non-violent Crisis Intervention Training
- Anaphylaxis Training
- Emergency Care Training
- Cardio-Pulmonary Resuscitation

Mandatory Training

- Child Protection

In 2016, two new scheme teachers were working towards accreditation. Six new scheme teachers were maintaining accreditation at Proficient. No teachers were seeking or maintaining accreditation at Highly Accomplished or Lead.

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

Income	\$
Balance brought forward	131 919.00
Global funds	213 359.00
Tied funds	314 630.00
School & community sources	78 122.00
Interest	3 344.00
Trust receipts	13 291.00
Canteen	0.00
Total income	754 668.00
Expenditure	
Teaching & learning	
Key learning areas	34 734.00
Excursions	14 606.00
Extracurricular dissections	27 933.00
Library	4 605.00
Training & development	1 195.00
Tied funds	236 660.00
Short term relief	37 895.00
Administration & office	53 735.00
School-operated canteen	0.00
Utilities	24 413.00
Maintenance	19 287.00
Trust accounts	13 967.00
Capital programs	9 545.00
Total expenditure	478 581.00
Balance carried forward	276 086.00

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0
Revenue	298 204
(2a) Appropriation	283 328
(2b) Sale of Goods and Services	5 137
(2c) Grants and Contributions	9 539
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	199
Expenses	-157 270
Recurrent Expenses	-157 270
(3a) Employee Related	-84 841
(3b) Operating Expenses	-72 428
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	140 934
Balance Carried Forward	140 934

	2016 Actual (\$)
Base Total	1 704 819
Base Per Capita	13 152
Base Location	0
Other Base	1 691 666
Equity Total	248 563
Equity Aboriginal	9 201
Equity Socio economic	20 012
Equity Language	128 202
Equity Disability	91 146
Targeted Total	68 092
Other Total	166 713
Grand Total	2 188 189

School performance

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

In 2016, the school sought the opinions of parents, students and teachers about the school. Wollongong West Public School took part in the *Tell Them From Me* survey. This survey was available for students, teachers and parents.

PERSPECTIVES OF STUDENTS

The *Tell Them From Me* student survey measured indicators based on the most recent research on classroom and school effectiveness. Students in Years Four, Five and Six completed the survey.

69% of students had a high sense of belonging.

77% of students had positive relationships with peers.

90% of students valued school outcomes.

47% of students had positive homework behaviours.

57% of the girls and 40% of the boys had positive homework behaviours.

76% of students had positive behaviour.

66% of students were interested and motivated.

84% of students tried hard to succeed.

24% of students were not confident of their skills and found English or Maths challenging.

PERSPECTIVES OF PARENTS

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes measures, which were scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Parents Feel Welcome 7.7

Parents are Informed 6.8

Parents Support Learning at Home 6.9

School Supports Learning 7.1

School Supports Positive Behaviour 7.8

Safety at School 7.4

Inclusive School 6.7

PERSPECTIVES OF TEACHERS

The Focus on Learning Survey is a self-evaluation tool for teachers and schools, related to dimensions of classroom and school practices. A selection of these elements is outlined below, which were again scored on a ten-point scale.

Leadership 7.5

Collaboration 8.2

Learning Culture 7.9

Data Informs Practice 7.3

Teaching Strategies 7.9

Technology 6.2

Inclusive School 8.3

Parent Involvement 6.9

Challenging and Visible Goals 7.6

Overcoming Obstacles to Learning 7.9

Quality Feedback 7.1

In 2017, in-line with systemic and school priorities, the school will address these findings.



Policy requirements

Aboriginal education

Aboriginal education was a priority for Wollongong West Public School in 2016.

An Aboriginal Community Engagement Officer (AECO) was employed to strengthen relationships between our school and Aboriginal families. Her role included supporting students in the classroom, supporting families in accessing support services, hosting community events and providing a vital link between our school and local Aboriginal elders and the Northern Illawarra Education Consultative Group.

All Aboriginal students at Wollongong West Public School had a Personalised Learning Pathway (PLP)

and worked towards their learning goals as outlined in their PLP, that were reviewed and modified each semester. Regular monitoring of student assessment data, such as growth on the literacy and numeracy continuums, ensured our Aboriginal students continued to make academic gains at a rate comparable to non-Indigenous students. Attendance data was also regularly monitored, with Attendance Improvement Plans being designed and implemented as needed.

Aboriginal perspectives were embedded in school and class programs across all key learning areas.

Aboriginal community picnics and morning teas were held as a Community of Schools initiative, both on school grounds and in our local Botanic Gardens.

An Aboriginal cultural day was held where local Aboriginal elders and high school students taught our students Indigenous games. A whole-school incursion, Aboriginal for a Day, was held, where students participated in cultural activities.

The Bush Tucker Garden was cleaned up, and through collaboration with our local Aboriginal community, lessons were provided for all students to be educated about the significance of plants in the garden.

Personalised and meaningful Acknowledgement of and Welcome to Countries were drafted in collaboration with our Aboriginal families.



Multicultural and anti-racism education

In 2016, Wollongong West Public School celebrated the rich and diverse backgrounds of our community. We welcomed our 30th family from a refugee background to our community and had 45% of students learning English as an Additional Language/Dialect (EAL/D) from 30 language backgrounds. Our strong EAL/D and New Arrival programs ensured our students made ongoing progress along the learning continuum.

Multicultural perspectives were embedded in school and class teaching and learning programs across all key learning areas.

Our school celebrated Harmony Day in 2016 and also recognised the diversity of our families through the "Proud of my Plate" initiative, where families shared

cuisine from their culture with our wider community.

A \$10000 grant was received to establish and maintain a playgroup for the pre-school aged children of our refugee families. This playgroup will continue in 2017, extending to include other cultural groups as well.

Our two Arabic speaking School Learning Support Officers supported our families from a refugee background with settlement into our country and school. They engaged with our students by providing in-class support, liaising with our community by hosting informal afternoon teas and providing an interpreter service as needed.

Our school has fostered a close relationship with refugee settlement organisations, such as Navitas and the Illawarra Multicultural Service, to provide additional support for our refugee families. Upon enrolment at our school, all students with a refugee status received a starter pack, including a backpack and full school uniform. Financial assistance continued to be provided for our refugee families as needed throughout their enrolment. Our school partnered with the charity organisation, Second-Life Stationery to provide stationery packs for all students from a refugee background.

Other school programs

Literacy and Numeracy

In 2016, students were tracked on the literacy and numeracy continuums. Learning plans were generated to inform class and support programs. Data analysis was conducted by stage and support teams to guide programming.

Formative Assessment plans for literacy and numeracy were devised and implemented and the introduction of consistent teacher judgement practices to inform assessment and reporting in these areas.

Language, Literacy, Learning (L3) pedagogy was implemented across the school for learning in literacy. All Early Stage One and Stage One teachers received training from a school-based L3 trainer. The pedagogy was shared with teachers across the school, and elements of this best practice were embedded in class and support programs to support our senior students.

A consistent whole-school spelling program, *Soundwaves*, was implemented across all stages, with data showing significant improvements in utilising the four types of spelling, especially in our senior years.

Our school continued to refine our implementation of the NSW English and Mathematics syllabus documents for the Australian curriculum through Community of School support, team planning days, lesson observations, the provision of teacher-to-teacher feedback and the purchase of additional teaching and learning resources.

Creative Arts Programs

All children at Wollongong West Public School accessed rich Creative Arts opportunities through classroom programs that addressed the areas of Dance Music, Art and Drama. In addition, numerous opportunities were provided for students to participate in additional opportunities for practising and performing in the Creative Arts.

This year, our school was able to extend our Band program, taught by musicians from the Wollongong Conservatorium of Music. For the first time, our school showcased a Senior Band, comprised of experienced student musicians and a Beginner Band for those learning an instrument for the first time. The band program has experienced a significant increase in profile in 2016, with numerous opportunities for performance and an excursion to the Conservatorium being provided.

In 2016, extra-curricular Art classes were introduced to our school, taught by an experienced and well-known local artist. These classes were initially held at lunch time for our senior students. Strong interest from our younger students saw the introduction of a second class for our Stage One children.

Our choir, consisting of Stage Two students, performed with pride at our inter-school Choral festival and also school events, such as our Presentation Assembly.

Our Stage Three students participated in the dance troupe of the Southern Stars Spectacular – an exhibition that showcases the creative talents of local public school students.

A cross-stage dance troupe was also introduced in 2016, who performed at local events, such as school assemblies.

Sporting Programs

A new scope and sequence of sports was developed and implemented in 2016. The goal of this program was to ensure students participated in sports across all fields and developed fundamental movement skills in throwing, catching, striking, kicking, athletics and dance.

Significant funding from the Australian Sport Commission Sporting Schools grants, supported our sporting program by allowing us to employ trained coaches. These coaches provide expertise in their fields, not otherwise available at our school. The program also gave staff the opportunity to gain valuable professional learning by observing and assisting coaches.

Grants were as follows:

\$2400 Basketball

\$1700 Hockey

\$3400 Tennis

\$4000 Australian Football League (AFL)

A new initiative this year was the introduction of lunch and recess sports, organised by our Stage Three children. These clubs were launched following the participation of all Stage Three students in a Leadership Camp introduced in 2017. Students were encouraged to organise sports for children from Kindergarten – Year 6. This initiative resulted in an increase in participation in sport at play times. Activities included tennis round robins, Infants Sports Club, soccer round robins and a dodge ball competition.

60 students in Stages Two and Three participated in Primary Schools Sports Association (PSSA) sport in Term Three. The Gala Day was a great success, with 61 students participating in Oz Tag and Cricket events. There was increased representation of children at an elite level with four children gaining selection in Area Teams and three children attending Area Carnivals.

Environmental Education Programs

The Wollongong West Environmental Team (Green Team) had a productive 2016, providing opportunities for students to participate in environmental extra curricular activities and encouraging our school community to become involved in maintaining and beautifying the gardens and school playground. The Green Team participated and celebrated many achievements throughout the year.

The school environmental team (Green Team) attended weekly meetings to maintain the school gardens, plant vegetables, establish the Bush Tucker garden and learn about environmental education. The Green Team included students from Kindergarten to Year Six.

Parents from our school community volunteered their time to form the Garden Club. The Garden Club met every Thursday to help maintain school gardens and to assist during Green Team sessions.

The Garden Club and the Environmental Team teachers attended monthly meetings to collaborate and share ideas on how to work together to produce a school permaculture garden. The services of April Sampson Kelly were employed from Permaculture Visions to help design a school permaculture garden.

Garden Club parent volunteers have re-established the worm farm and provided worm farm and seed planting workshops for students during Green Team sessions.

Several classes combined their efforts to clean and mulch the Bush Tucker area.

Students participated in a colouring-in competition to promote and celebrate National Tree Day.

The school adopted five new chickens. Students fed the chickens, collected eggs and maintained the chicken coop.

All students participated in Clean Up Australia Day, increasing student environmental awareness.

Compost and recycling buckets were collected daily from classrooms and the compost was used to feed the chickens.

Parents, students and teachers collaborated to review and update The School Environment Management Policy (SEMP) to include the extension and maintenance of the permaculture garden.

The Garden Club parent volunteers and teachers organised a summer holiday gardening club to improve the chicken coop. Projects included building a chicken run into the orchard, building garden beds to provide fresh plants for the chickens to eat and generally improving the chicken coop environment.

Our vision for 2017 is to work together with students, parents, teachers and the whole school community to begin the construction and planting of the school permaculture garden.

Future-focused Learning Programs

Throughout 2016, technology continued to assist teachers in facilitating learning for our students. It saw the upgrade of all lab computers to the newest Apple Software. All teachers received a laptop upgrade in order to access the new LMBR programs rolled out in 2017.

At the beginning of 2016, five new MacBook Pros were made available for teacher use and four classrooms were upgraded to new Hitachi interactive touch panels. In addition, a Mac Mini computer was also purchased for use in place of a teacher laptop.

Midway through the year saw the procurement of fifteen iPad Mini's for Stage One classrooms to assist teachers in implementing independent skill development. In addition, the school acquired ten PC Minis to install in the library for student use.

In 2016, the school's WiFi was upgraded to the Aruba Network, monitors were purchased and two PC Laptops were added to our laptop fleet for student use.

A number of new programs were introduced throughout the school. Staff and students were introduced to the Google Apps Suite in preparation for the launch of our Bring Your Own Device to commence in 2017. Stage Two and Three Students, in addition to normal in-class coding lessons, were given the option to attend Code Club twice each week at lunch time. Students in the Stage Two Enrichment Program had the opportunity to learn about and use Lego EV3 Robots with the assistance of Project Bucephalus.

Transition to School Program

Wollongong West Public School held a meaningful, thorough and informative transition program in 2016 for our incoming Kindergarten students. Our transition program consisted of three orientation sessions, an individual interview with our Assistant Principal, personalised tours of our school, the allocation of a

Year Five buddy and collaboration between our school and local pre-schools. 95% of incoming Kindergarten children attended our Kindergarten Orientation program, which has been the best attended transition program our school has experienced. Feedback from parents, teachers and children indicated a highly successful transition program was held.

Student Leadership Programs

In Term One, the Student Representative Council (SRC) were elected. The SRC met to decide on the fundraising activities for the year.

The SRC also undertook Peace Keeper training in Term One. The Peace Keepers assisted students with conflict resolution and helped to foster the development of cooperative play skills in all students from Kindergarten – Year Six. The peacekeepers were in the playground every lunch and supported students in making sensible and safe play decisions.

In Term One, the students in Stage Three attended a two day leadership camp at Mount Keira. They participated in various activities designed to build their leadership potential. Following the camp, a number of students showed initiative by organising activities in a variety of sports and a drama club for interested students. Students in both Stages Two and Three demonstrated great leadership and responsibility in conducting these extra curricular activities.

In Term Two, the school leaders attended the school's ANZAC ceremony at the cenotaph in Macabe Park, Wollongong and a student leadership conference at the University of Wollongong. They received training specifically for their role as school leaders. The style, topics, and content of the conference focused on what the students could do immediately. They left the conference with a clear vision, a solid understanding of their leadership role and many ideas for their time as a leader.

In Term Three the SRC held a Pirate Day fundraiser to promote awareness and funds for research into the prevention and cure of Childhood Brain Cancer (CBC). In Term Four, a Dyslexia Awareness Day as part of Dyslexia Empowerment Week, with students and teachers wearing red in support of the initiative.

Term Four, saw a revision to the procedures for the election of our 2017 students leaders to meet school needs.