

Guildford West Public School Annual Report



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Introduction

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

Ms Kerry Weston

Principal

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Message from the Principal

2016 saw many exciting opportunities for our students at Guildford West Public School as well as many changes. I began my appointment as Principal at the end of Term 4, and the school officially farewelled Mrs Cassimatis. I would like to extend my thanks to Mrs Cassimatis for her years of service at Guildford West Public School.

In 2016, students were given a variety of opportunities to participate in extra-curricular activities including PSSA sport, K-2 and 3-6 dance group, choir and debating. At all times, students were encouraged to do their best and demonstrate good sportsmanship when working with their teams or groups.

Our school wide Positive Behaviour for Learning Program, "On Track" ensures that appropriate behaviours and school expectations are taught explicitly to all students. As a KidsMatter school we work tirelessly to build a positive school culture that nurtures the mental health, wellbeing, education and relationships of its students, staff and wider community. Students participated in explicit lessons about resilience and bullying. The Positive Behaviour for Learning Program will continue to be implemented in the new year.

In 2016 we continued to work with our parent community to build positive relationships between home and school. There were many opportunities for families to participate in events with the school throughout the year, including Family Fun Day, Harmony Day, Games Day and Carols at the Park. It is always an exciting time when Guildford West Public School students, parents and teachers come together and celebrate our diverse and wonderful school community.

2016 is the second year of our school's three year plan and the school continued to focus on our strategic direction areas of increased student engagement, quality leadership and professional learning culture and enhanced community partnerships and systems.

I look forward to continuing to work with the students, parents and staff of Guildford West Public School in my role as Principal. The rest of this report provides more details about the various programs that the school has run, the results that we have been able to achieve, and the future directions.

Ms Kerry Weston

Principal

Message from the school community

Welcome to Guildford West Community. At Guildford West we embrace families as the first educators of children and acknowledge that families continue to influence their children's learning and development during the school years and

long afterwards. At Guildford West we are committed to the education of the whole child – including their Social and Emotional learning in conjunction with their academic learning. Research shows that kids become better learners when parents are involved in their education. We believe that effective partnerships are based on mutual trust and respect and a shared responsibility for the education of children at our school.

As a parent, you are the most influential factor in how your child views school and the community they are a part of. Family involvement with student learning significantly contributes towards children becoming capable, resilient and happy adults.

Taking part in your child's learning takes many forms: Googling information for projects, listening to that speech over and over, breakfast time spelling quizzes, serving at Breakfast Club, helping out with class reading groups, volunteering to go on school excursions, Cross Country volunteer and the list goes on.

Regardless of the age of your child, never be afraid to ask teachers or staff how you can get involved.

School background

School vision statement

In order to provide equity and achieve excellence every student and every teacher at Guildford West Public School will think creatively, communicate effectively, have a growth mindset and good interpersonal skills. We will be self-regulated learners who question, reflect, persevere and use digital tools effectively and ethically. We will be informed global citizens who show empathy and compassion towards others.

School context

Guildford West Public School has a current student enrolment of 465. This includes 67% of students from a Language Background Other Than English. 38% of our students come from an Arabic speaking background, 4.3% come from a Pacific Islander background, 2.6% from a Turkish speaking background, 2.6% from a Persian background, 2.2% from a Chinese speaking background and 14.3% from other language backgrounds, including Vietnamese, Hazara, Hindi and Thai. Our school population also includes a relatively small number of 9 indigenous students. Our student mobility rate has continued to increase over the last few years.

Our school has a Multi-categorical (Autism) Support Unit with 4 classes. One Assistant Principal, 3 permanent teachers and 3 permanent SLSOs work within the unit at Guildford West. The school also has a strong integration program for students with special needs and there are currently 4 SLSOs employed in various capacities.

Our school is a KidsMatter school and we implement a whole school PBL program, "On Track". A school expectations matrix was developed and communicated to the school community. Teachers have developed and teach lessons to our students to ensure that expectations are understood. A consistency matrix has also been developed and is implemented alongside the student matrix.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

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>

In the domain of Learning our school focus has been on wellbeing, learning culture, curriculum and learning. Our school has developed a strategic approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all our students. Time has been set aside to explicitly teach behaviour expectations through our Positive Behaviour for Learning (PBL) program and resilience and respect through our "Bounce Back" program. Attention to individual learning needs has been another element of progress. Students with learning needs are identified early, parents are increasingly involved in planning learning directions and support and adjustments are made to enable access to the curriculum.

In the domain of Teaching our school focus has been on collaborative practice for teachers. Staff are provided with opportunities to plan, teach and refine strategies. Teachers are supported to analyse data to inform their teaching programs. Staff have formed teacher Learning Communities where they take an active and reflective approach to developing their teaching practice utilising formative assessment techniques. Participation in an Instructional Rounds Group highlights a teaching culture focussed on supporting students to achieve their best.

In the domain of Leading, the school leadership team has creatively utilised resources that are available to implement the school plan. The school has developed a process to support all staff with their performance and development. The leadership team has effectively led initiatives across the school and supported staff to build capabilities and create a dynamic school learning culture.

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

Strategic Direction 1

Increased student learning and engagement

Purpose

Purpose:

To improve student outcomes through the engineering of high quality learning tasks that are guided by embedded formative assessment practices and which provide for explicit and purposeful feedback.

This is because our findings indicate that we need to continue to develop quality tasks informed by effective formative assessment practices.

Overall summary of progress

In 2016 evidence of planned formative assessment was a focus of all program supervision. There were regular scheduled collaborative planning days that has resulted in the development and refinement of programming templates for English and Mathematics. These templates have mandated the inclusion of Learning Intentions and Success Criteria, opportunities for formative assessment and planned differentiation. Teacher peer observations scheduled between monthly Teacher Learning Communities (TLC) has ensured the implementation of and reflection on formative assessment practices.

This year there was a continued focus in teacher professional learning on formative assessment. Implementation of Dylan Wiliam and Siobhan Leahy's 'Embedding Formative Assessment' package through monthly scheduled meetings of Teacher Learning Communities (TLC). The number of TLC was increased to four to reduce the number of participants (within the recommended range of 8–12) and cater for the availability of part-time staff. All teaching staff participated in TLCs, with four teacher leaders (non-executive) facilitating the process.

This model of professional learning incorporated and supported authentic classroom implementation, with between-module tasks, classroom observations and shared reflection between buddy teachers and within the TLC.

The focus of learning and teaching program supervision was evidence of planning for and utilisation of formative assessment techniques to inform teaching. Planned formative assessment practices were evident in most learning and teaching programs and as a result, programming templates were refined to promote the inclusion of planned techniques. All programming for English and Mathematics includes learning intentions and success criteria.

As a result of professional learning in formative assessment, teachers are more informed and confident in the use of learning intentions and success criteria, have an increased repertoire of formative assessment techniques and there has been increased use of students as resources for one another.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching and learning programs contain evidence of planned differentiation and formative assessment practices.	Working towards all teaching and learning programs showing evidence of planned differentiation. Continuing to develop proformas to assist in consistency of programming.	
70% of students have achieved expected growth relative to their starting point each year utilising the Literacy and Numeracy Continuums.	85% of K–2 students have made 12 months or greater growth in Reading Text on the Literacy Continuum. 100% of students in Years 3–6 have now been plotted along the Literacy Continuum for PLAN.	

Next Steps

Ensure all classes are supported by specialist teachers during guided reading sessions.

Develop consistent understanding of continuum markers in the Literacy and Numeracy continuum through the professional learning schedule.

Increase rigour and consistency in the assessment, collection and analysis of student writing through the professional learning schedule.

Improved application of formative assessment practices with a focus on using assessment information to improve student outcomes.

To further enhance differentiation, including professional learning for all staff.

Strategic Direction 2

Quality leadership and professional learning culture

Purpose

Purpose:

To establish a culture of collaboration that fosters mentoring and strategic professional learning opportunities, which build leadership capacity and best practice in pedagogy.

This is because our findings indicate that our teachers value collaboration and the opportunity to learn and develop new skills from each other.

Overall summary of progress

Regularly scheduled opportunities for collaboration between teachers have enhanced professional dialogue, confidence and deep understanding of curriculum and pedagogy. TLCs have ensured the school's focus on Formative Assessment has maintained momentum and ensured accountability for the implementation of formative assessment practice. Teachers were supported in the development and implementation of Performance and Development Plans with regular opportunities to discuss and review progress with mentors and executive.

In 2016, Guildford West Public School continued to be involved in the Creating a Path to the Future Instructional Rounds (IR) network. This involved a school team consisting of the principal and three teachers (including members of the school executive) visiting schools within the network to participate in two days of professional learning focussed on an identified problem of practice. The school team was responsible for investigating designated concepts and synthesising findings to present to other members of the IR network during the two days. A significant component of the two days is the actual instructional rounds, where observations relating to the problem of practice are made in a number of classrooms, before observation notes are synthesised and findings are extrapolated to provide feedback to the host school.

In Term 1, Guildford West Public School hosted the Instructional Rounds. The problem of practice was 'To what extent is formative assessment impacting on the learning and engagement of our students?'. The findings showed evidence of the use of learning intentions and success criteria in classrooms and limited examples of effective use of formative assessment to inform teaching and improve learning. Most importantly, the findings provided the areas of need for future development including increased opportunity for peer to peer talk and peer assessment, the need to ensure that success criteria match learning intentions, increased reference to learning intentions and success criteria throughout lessons and greater use of formative assessment to modify teaching and student learning. A further finding suggested an increased need for the development of tasks to promote deep understanding.

Subsequent IR visits throughout the year included Sefton Infants School in Term 2, Burwood Public School in Term 3 and Granville East Public School in Term 4. The problems of practice respectively focussed on the development of confident self-identities and resilient behaviour for successful self-expression and respectful and cooperative interactions; the types of thinking required by students in their learning, and the development of students' skills in learning to write and writing to learn. The focus of research for the school IR team for each of these was:

On reflection, the benefits of our school's involvement in IR may have been significantly enhanced had we developed a specific action plan addressing the findings of the IR hosted by our school and made the time within the regular professional learning schedule or possibly some other avenue, to share the learning of the IR team with the wider school community.

In addition to staff development days, whole staff professional learning meetings were scheduled weekly throughout the year. Embedded within this schedule were monthly TLC meetings and regular professional learning on the Kidsmatter modules led by two members of the executive trained as facilitators. Additional staff meetings included the Wellbeing Framework, emotion regulation and Oliver training led by the teacher librarians.

Elements of professional learning were differentiated for the needs and interest of teachers through Differentiated Agile Learning sessions, where teachers formed groups to engage in action research on a range of topics including investigation into increasing engagement in the playground, differentiation and classroom use of technology.

Stage teams, the Support Unit team and the team of support and specialist teachers also met on a weekly basis for professional learning tailored to the specific needs of the team, moderation of student work samples and additional requirements including updating of PLAN and reporting.

A number of teachers also participated in the Online Behaviour Support Course (formerly known as the Online Behaviour Management Course) which included a number of mandatory face to face sessions after school with the trainer.

The school executive attended the Primary Executive Support Group (PESG) conference and two of the after-school seminars offered each term. Members of the executive also participated in the High Impact Learning sessions with Simon Breakspear, along with colleagues from the local community of schools. Members of the executive also received training in coaching training along with colleagues from the local community of schools.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased percentage of teachers have the opportunity to collaborate and value collaboration as an learning strategy.	Over 90% of teachers indicate that opportunities for collaboration are valued and impact positively upon their teaching and student learning. Collaborative planning days are scheduled each term for all teachers. TLC leaders reported high levels of engagement in collegial discourse during monthly TLCs.	
All teachers have individual Performance and Development Plans aligned to the Australian Professional Standards for Teachers.	100% of teachers have developed and evaluated Performance and Development Plans. 4 teachers gained accreditation at Professional Competence.	
All teaching and learning programs have evidence of the integration of ICT General Capabilities.	Teachers collaboratively planned to embed quality ICT skills and General Capabilities in their learning and teaching programs. Majority of classes implemented Switched on with ICT program.	

Next Steps

Continued scheduling of termly collaborative planning

Continued scheduling of monthly TLC meetings, with Formative Assessment catch up sessions for new teachers

Implementation of Switched On ICT program in all classrooms with further professional learning; liaising with Western Sydney University for teacher professional learning and Stage 3 student aspirational program

Continue to implement the Performance and development process with all staff ensuring plans are linked to the Australian Professional Standards for Teachers.

Strategic Direction 3

Enhanced community partnerships and systems

Purpose

Purpose:

To build a positive school culture that nurtures the mental health, wellbeing, education and relationships of its students, staff and wider community.

This is because our data indicates that our students and wider community require our support to become valuable and empowered global citizens.

Overall summary of progress

During 2016 a broad range of opportunities occurred and were trialled to meet the needs of our dynamic and changing community. Along with regular events that are welcomed by the community. These included a Meet the teacher morning tea, Best Start Workshop with feedback on student outcomes and mini sessions on literacy and numeracy so that parents can assist with moving children through the continuums at home, School Readiness – a preschool session designed to inform parents of the vital markers for success for starting school ie social skills (independence, cooperation vs academic milestones)

During 2016 we trialled a 'Coffee Matters' session, a monthly opportunity to talk with school management informally about anything. The trial was met with success with positive feedback being received by parents in attendance.

Community Partners were able to deliver parenting programs such as Magic 123, Triple P in Arabic, Reading for Life,. Guildford West and DEC staff customised and delivered a Home Reading workshop, Beginners Conversation English to parents and due to overwhelming commitment of parents a second term offered as continuation of the Beginners English.

Other Community programs developed with Guildford West staff focused on the Social and Emotional Learning (SEL) of children. Youth off the Streets provided a transition program for year 6 students acting as an Early Intervention before High School, and a SEL program for Stage 2 students focusing on engagement and inclusion was trialled. An after school program Together Kids looked at Life Skills for students in years 4–6. A 17 week Transition to School program offered for Kindergarten students starting in 2017.

In 2016 – GWPS was invited to host the Cumberland Child Protection Interagency launch for Child Protection Week, in attendance police, family agencies, Mr Guy Zangari, DEC. Included a community breakfast, colouring in competitions, prizes etc.

Other community events included a Women's Wellness workshop (relaxation, meditation and aromatherapy), our very first EID Breakfast celebration –attended by broad section of community. Breakfast Club continued 3 days per week with support of P&C, Kelloggs and Parmalat (Pauls milk) and the volunteering services of student body. A fun Easter Hat parade with large community attendance and involvement, Family Fun Day, Visits to and from UWS for Stage 3 students as part of First Foot Forward program. Boronia Multicultural Services hosted a supported playgroup for preschool children during Term 3 and 4. Education week marked 60 years of education and growth at Guildford West since 1956. Orientation for Kinder students and families was once again well received. Our annual Thank You morning tea – recognised the many volunteers that make programs and learning possible.

Teachers participated in five staff development days across the year. The Term 1 Staff Development Day took place on Day 1 of the school year. In addition to general administrative content staff, agenda items included the Code of Conduct, Child Protection and Bounce Back (social and emotional learning).

The Term 2 Staff Development Day, teachers engaged in further exploration of the history syllabus, formative assessment and Kidsmatter modules.

In Term 3 the focus of staff development was assessment for learning and an introduction to the new geography syllabus incorporating the development of a rich task through collaborative planning of a geography lesson.

The Term 4 Staff Development Days were gazetted for the final two days of the year. However, staff overwhelmingly agreed to the option of participating in 14 hours of professional learning outside of school hours. Consequently, the staff engaged in a full-day teacher professional learning program one Saturday at the Museum of Contemporary Art. Through

guided tours and workshops, teachers explored avenues for developing creative thinking and incorporating literacy and an Aboriginal perspective into the appreciation and creation of art works using a range of media.

In response to teacher concerns in relation to the management of student behaviour, the second staff development day for Term 4 was spread across two after-school sessions with trained facilitators completing the Managing Actual and Potential Aggression (MAPA) course.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Annually increasing of parents attending workshops and learning opportunities.	There has been an increase of parents attending workshops and learning opportunities. There has been a significant increase in the variety and number of workshops and learning opportunities offered.	
Decreased student behaviour and welfare incidents, referrals and crises.	<p>We continue to address student behaviour and wellbeing through the implementation of Positive Behaviour for Learning (PBL) and teacher training in KidsMatter. Individual behaviour plans were developed and implemented for identified students.</p> <p>Liaison with the Youth off the Streets program enabled all Stage 3 students to participate in the Rock and Water program.</p>	

Next Steps

The Community Engagement Officer is continuing to liaise with external and community organisations to co-ordinate an increasing range of initiatives and programs for parents. This includes programs offered in Arabic and English language classes for Arabic-speaking parents.

All teachers trained in the implementation of the Wellbeing Framework.

Development of a school Code of Conduct that all students and parents must sign with an expectation of student compliance and parental support.

Continue to review and monitor Wellbeing Policy.

Implement other Wellbeing programs including Uplifting Australia and Life Skills.

Relaunch the PBL program including staff professional learning.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>Aboriginal Education</p> <p>The support of Aboriginal students at Guildford West Public School is included in all aspects of teaching and learning. In 2016 personalised learning plans (PLP) were developed, evaluated and modified in consultation with classroom teachers, parents and students.</p> <p>Art, History and Geography lessons included a focus on Aboriginal perspectives and were implemented across all stages alongside the '8 ways of learning' for Indigenous students, as well as quality teaching strategies being embedded in class programs.</p> <p>NAIDOC Week was recognised with various classroom activities and a cultural experience by visiting Aboriginal Artists who have a specifically designed program for school students. Our formal school assemblies include acknowledgment of Aboriginal ownership of land.</p> <p>Best Start and NAPLAN data was used to identify any Indigenous students requiring support with literacy and/or numeracy. This support was provided through the Learning and Support Teachers and the School Learning Support Officers (SLSO).</p>	<p>\$2284.44</p>
<p>English language proficiency</p>	<p>EAL/D Program</p> <p>The English as an Additional Language/Dialect (EAL/D) students were supported to access the curriculum and improve outcomes as evidenced in PLAN and the ESL Scales progression and EAL/D teachers supported students through in-class support, withdrawal of Phase 1 students and the sharing of resources with classroom teachers.</p> <p>67% of our students are from a language background other than English (LBOTE) representing 36 different language backgrounds. The EAL/D teachers provided intensive language programs for students at the Beginning and Emerging phases of English language proficiency. These students were explicitly taught in targeted small groups to address their specific English language needs. New arrivals and refugee students have also been supported in accessing the curriculum utilising the EAL/D teacher in intensive withdrawal programs and accessing extra-curricular activities like excursions and school camps. Social support has also been provided by a Community Engagement Officer/translator who was employed 2 days per week to assist with the Hazaraghi students and financial support has been provided where needed to ensure that</p>	<p>\$30844.16</p>

<p>English language proficiency</p>	<p>students feel connectedness with the school community.</p> <p>Support was also provided to students in class where collaborative planning and team teaching with the class teacher was utilised to support the diverse needs of English language learners. EAL/D programs maximised student engagement by utilising iPads as a tool for learning.</p>	<p>\$30844.16</p>
<p>Low level adjustment for disability</p>	<p>In 2016, 121 students were referred to the Learning and Support Team for strategies on how to best cater for the needs of individual students in the areas of social, emotional, physical and academic development. Classes were able to access additional teacher support by utilising the expertise of both the Learning and Support teachers and the EAL/D teachers to best cater for the individual needs of students. Many classes were also supported by the School's Learning and Support Officers (SLSOs).</p> <p>Our school employed two Reading Recovery teachers to best meet the needs of students in Year One who needed additional one on one support in reading.</p> <p>The school utilised three full-time teachers and two part-time teachers to support students that had been identified with needing additional support in Literacy and Numeracy.</p> <p>Teachers worked collaboratively to ensure appropriate adjustments were made to class programs to support all students with their learning.</p>	<p>\$68789.00</p>
<p>Socio-economic background</p>	<p>Community Engagement Officer (CEO) employed three days a week resulting in increased opportunities for parents and community members in regards to learning, social interaction, wellbeing and a less formal avenue for communication within the school. She has facilitated networking with community agencies including access to grants and programs for students and parents. Communication with our school community has been enhanced and the school promoted through the development of social media platforms, a Community Corner page in the school newsletter, the publication of photos of school events and face to face communication.</p> <p>The CEO has coordinated Breakfast Club, ensuring that all students have the opportunity to eat breakfast before the commencement of the school day.</p> <p>The CEO has liaised with the Parramatta Holroyd Family Support group to ensure a 17 week transition to school program for 4 and 5 year olds and an after-school Social Skills program for targeted students.</p> <p>All teachers participated in professional</p>	<p>\$238556.04</p>

<p>Socio-economic background</p>	<p>learning on Formative Assessment and Teacher Learning Communities were established and are ongoing.</p> <p>4 School Learning and Support Officers were employed to support the establishment of Early Stage One classes for Semester 1, ensuring a smooth transition to school. In Semester 2 this resource was shared across the school to support individual student needs as determined by the Learning Support Team.</p>	<p>\$238556.04</p>
<p>Support for beginning teachers</p>	<p>Beginning teacher and beginning teacher Mentor time scheduled into release timetable to facilitate successful orientation and individualised and targeted professional learning.</p> <p>Teacher release and support provided towards completion of accreditation process at proficient standard.</p>	<p>\$44214.00</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	253	242	249	241
Girls	210	202	206	195

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	95.1	93.6	94.9
1	94.4	95.3	94.8	92.2
2	95.3	95.6	94.2	92.3
3	95.4	96	93.7	92.4
4	95.7	93.9	94.8	92.1
5	95.4	94.6	94.2	93.9
6	94.3	94.9	94	92.9
All Years	95.2	95.1	94.2	92.9
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

All students are encouraged to attend school daily. In 2016, students who achieved 100% attendance were presented with an award at the Presentation Day Assembly.

Information was provided to families regularly in the school newsletter outlining the importance of regular attendance. When a student's attendance was of a concerning nature their parents were notified through a letter. Staff would make a telephone call to ensure that appropriate support was provided so that students were attending regularly. The Home School Liaison Officer was also available to offer support where necessary.

Class sizes

Class	Total
KG	20
KC	20
KB	20
1/2M	21
1T	19
1R	19
1N	20
2N	23
2W	23
3/4S	29
3/4R	29
3/4M	29
3/4B	29
4/5H	29
5/6R	30
5/6G	30
5/6A	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.75
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	2.1
Teacher Librarian	0.8
Teacher of ESL	0.8
School Administration & Support Staff	7.22
Other Positions	0.18

*Full Time Equivalent

In 2016 no staff member was of an Indigenous background.

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	33

Professional learning and teacher accreditation

Professional Learning is a high priority at Guildford West Public School.

In 2016 we had 5 teachers who were new scheme teachers maintaining accreditation at Proficient and 8 new scheme teachers working towards Board of Studies Teaching and Education Standards accreditation.

Kindergarten teachers continued to implement the L3 Early Literacy program in our Kindergarten classrooms with 1 teacher participating in the training.

100% of staff participated in lesson studies where they collaboratively planned, taught and provided feedback and evaluation to their peers.

All staff participated in school development days including staff who work part time. During our School Development Days our professional learning focus included:

KidsMatter Program – Social and Emotional Learning

The History Syllabus

MAPA Training

Formative Assessment

Staff also participated in weekly school based professional learning which included sessions on:

Formative Assessment

The Literacy Continuum

The NSW Mathematics Syllabus

Technology across the curriculum

Student Engagement

KidsMatter – Social and Emotional Learning

Student Learning and Engagement

All staff undertook courses in Child Protection, Anaphylaxis, Emergency Care and Cardio– Pulmonary

Resuscitation and collaborative planning days each term. Staff also undertook external courses targeting Quality Teaching, Syllabus Implementation and Literacy and Numeracy.

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

Financial summary

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 000 466.99
(2a) Appropriation	976 822.47
(2b) Sale of Goods and Services	13.64
(2c) Grants and Contributions	22 297.25
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 333.63
Expenses	-310 700.80
Recurrent Expenses	-310 700.80
(3a) Employee Related	-180 694.25
(3b) Operating Expenses	-130 006.55
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	689 766.19
Balance Carried Forward	689 766.19

- The money that is being carried forward will be spent in 2017 to upgrade the technology across the school and update furniture in a number of classrooms.
- There will also be money spent of Teacher professional learning including releasing all K–2 Staff fortnightly to participate in L3 program.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 669 357.79
Base Per Capita	25 381.35
Base Location	0.00
Other Base	2 643 976.44
Equity Total	636 334.19
Equity Aboriginal	2 284.45
Equity Socio economic	238 556.03
Equity Language	112 460.86
Equity Disability	283 032.85
Targeted Total	724 764.56
Other Total	97 337.11
Grand Total	4 127 793.64

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

ICAS

Throughout the year students were given the opportunity to participate in a number of activities to foster feelings of belonging, caring for others, personal and academic achievement.

In 2016 this included the successful participation of 42 students in the University of NSW International Competitions and Assessments for Schools (ICAS).

The competitions are designed for all students from Years 3 to 12 and assess their academic ability in aspects of Spelling, English, Writing, Computer Skills, Science and Mathematics. The competitions are conducted annually across Australia and 12 other countries and there are 1.5 million entries worldwide. Those students whose achievements were outstanding were rewarded with certificates of Merit, Credit and Distinction.

20 students sat the English exam and they gained 16 participation, 1 credit and 3 distinction certificates.

9 students sat the Digital Technology exam and they gained 5 participation, 2 merit and 2 credit certificates.

32 students sat the Maths Exam and they gained 29 participation, 1 merit, 1 credit and 1 distinction certificates.

14 students sat the Writing Exam and they gained 5 participation, 3 merit, 3 credits and 3 distinction certificates.

22 students sat the Spelling Exam and they gained 18 participation, 1 merit and 4 credit certificates.

22 students sat the Science Exam and they gained 19 participation, 1 merit, 2 credit certificates.

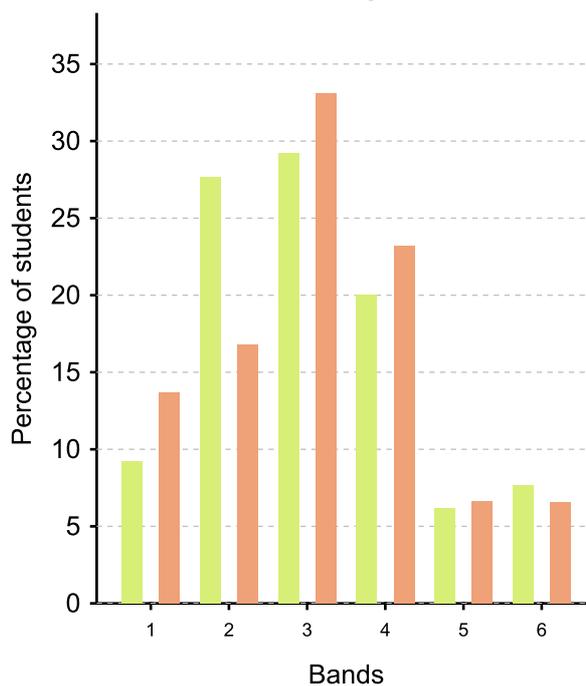
NAPLAN

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.

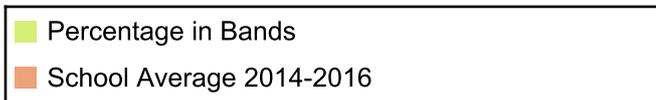
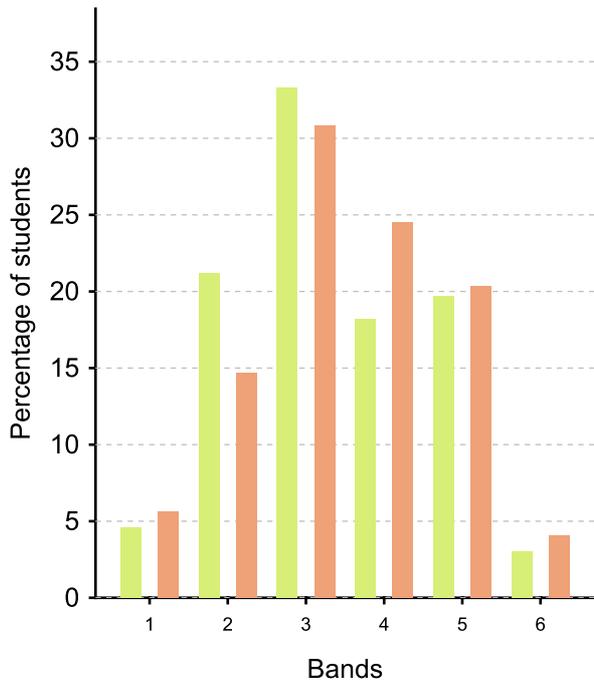
In NAPLAN 2016 our year 3 students had strong results in Reading and Writing. 63% in Reading and 74% in Writing were above the National Minimum standard.

Our year 5 students also showed good results. 59% in Reading and 67% Writing were above the National Minimum standard. 46% also showed greater than or equal to expected growth in Reading.

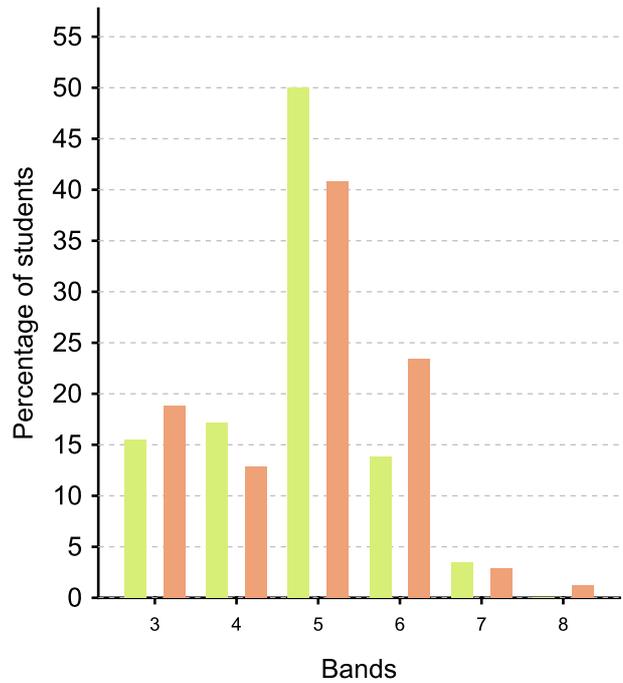
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing

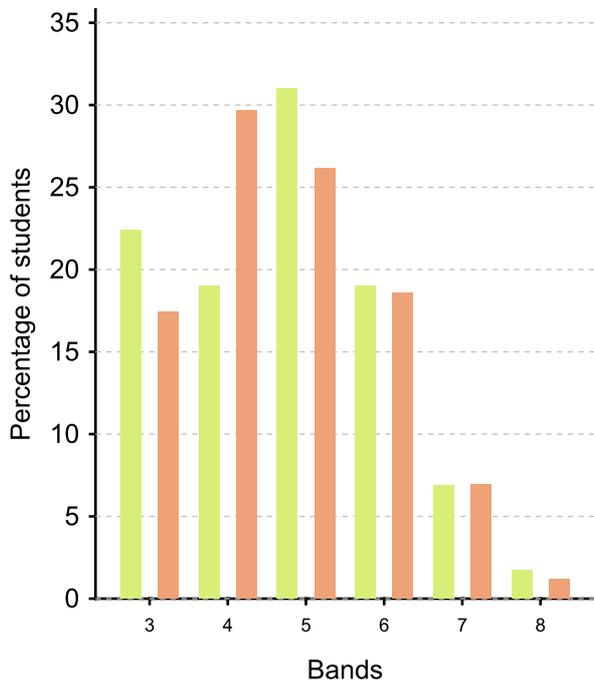


Percentage in bands:
Year 5 Writing

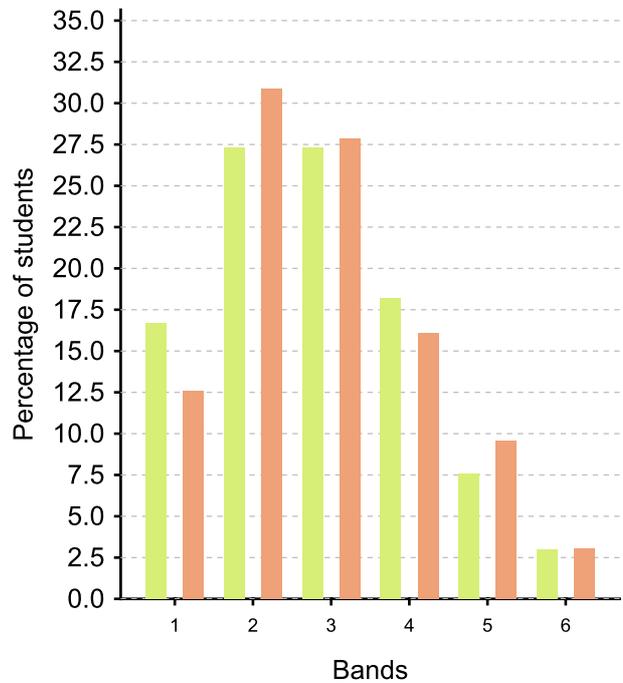


In NAPLAN 2016 our year 3 showed 56% of students were above the National Minimum standard. in Numeracy. In year 5 57% of students were above the National Minimum standard.

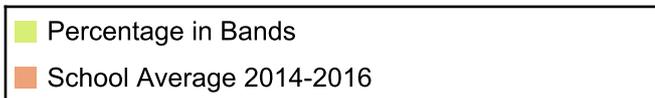
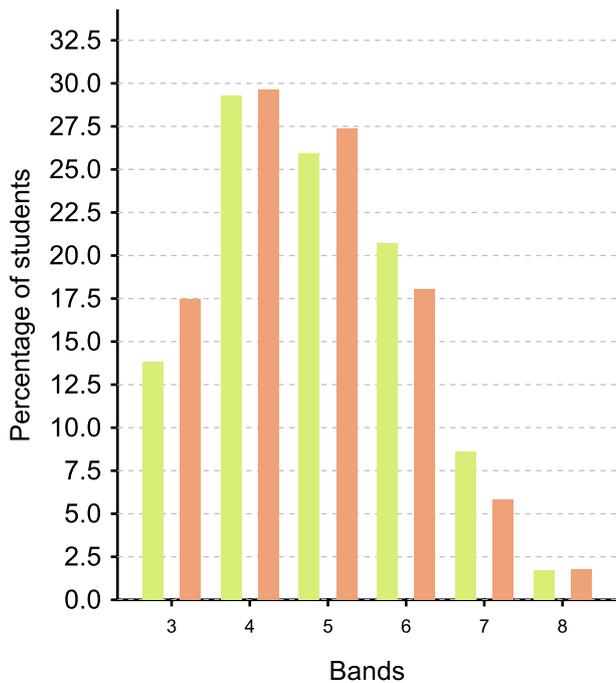
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Guildford West Public School is a culturally diverse community. Over 67% of our students are from language backgrounds other than English. Through our history, geography and literacy lessons students explore many different cultures and religions to develop an understanding and respect for Australia's Indigenous people as well as our culturally diverse communities. This is reinforced by the notion that we 'accept and embrace diversity', as stated in our school wide 'On Track' matrix. Our English as an Additional Language (EAL) teachers continue to support the learning needs of students from language backgrounds other than English. Students new to English are withdrawn from classes for intensive lessons and other students with high literacy needs are supported within classroom programs. Our Anti-Racism Contact Officer, a trained member of staff, has been available to provide mediation for students when necessary. Acknowledgement and celebration of our school's cultural diversity is manifested in our observance of Harmony Day.

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.

Policy requirements

Aboriginal education

The support of Aboriginal students at Guildford West is a priority.

In 2016:

Personalised Learning Plans were developed, evaluated and modified in consultation with parents, and students.

Learning and teaching programs had a focus on Aboriginal perspectives and content were implemented across all grades. Quality teaching strategies utilising the "8 ways of learning" were incorporated into class programs.

Recognition of NAIDOC Week with activities developed and implemented in all classes.

Best Start and NAPLAN data was used to identify Aboriginal students requiring support with Literacy and Numeracy. Support was provided through adjustments to class programs and the support of our School Learning Support Officers.

Multicultural and anti-racism education