

Liverpool West Public School

Annual Report



2016



4161

Introduction

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

Patricia Bull

Principal

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Message from the Principal

The Liverpool West School Community continues its ongoing commitment to 'School Excellence' by providing quality educational opportunities for all students which are underpinned by high expectations and inclusive strong partnerships and relationships.

This year has seen continued change across the Public Schools NSW system in the implementation of school planning, evaluation and reporting. This annual school report reflects these changes with a significant focus on reporting how school equity funds have been used to support students with disabilities, students requiring English language proficiency and students from Aboriginal and low socio-economic backgrounds.

The school's three strategic directions were collaboratively planned and informed by the collection and analysis of 2015 data. Staff routinely monitored progress towards achieving our goals by amending and evaluating processes, products, practices and resources throughout the year.

Our school community is working collaboratively to support our School Vision. Some of the significant 2016 major achievements include:

- Introducing the whole school Positive Behaviour for Learning initiative
- Evaluation of whole school assessment and reporting
- Acknowledgement of high Quality Teaching practices through staff achievement of Teacher Accreditation and Achievement of Performance and Development Plans
- An increase in students and staff accessing 21st Century flexible classrooms and learning tools, including iPads and laptops
- 100% of Aboriginal students attaining minimum standards or above in NAPLAN Numeracy
- Student positive responses exceeding NSW school averages in the Tell Them From Me Student Survey in the areas of student engagement, social engagement and intellectual engagement
- Ongoing implementation and support for our innovative Refugee Transition class
- Increased parental and student support K–6 provided through the engagement of additional Community Liaison Officer and additional School Learning Support Officers
- Ongoing Parent Workshops to support parents with helping their children at home
- Implementation of the Learning Management and Business Reform (LMBR)

I would like to thank Mrs Carol Pattinson for her 38 years of support to the Liverpool West Public School community. She contributed many hours helping in our canteen, supporting children in classrooms and as our School Crossing Supervisor. I wish her all the best for the future.

As leader of this highly complex, multicultural community I want to sincerely thank all staff, parents, students and community members for supporting the students through our school programs and initiatives.

Patricia Bull

Principal

School background

School vision statement

Students equipped with essential knowledge and skills become confident, responsible, cooperative, informed citizens and successful lifelong learners.

School context

Liverpool West Public School is located in South Western Sydney. The school has an enrolment of 620 students, including 30 Aboriginal students and a diverse population of 39 different nationalities. 19% of students are new arrivals and/or from refugee backgrounds.

The school comprises students from Preschool to Year 6, including four support classes. The school receives equity funding to support students from: Low Socio-Economic Backgrounds; Aboriginal Backgrounds; as well as students with English as an Additional Language or Dialect and students requiring Low Level Adjustments to support learning.

All teachers are committed to developing and implementing quality teaching and learning programs, based on ongoing assessment and evaluation. All lessons are aligned to the NSW Quality Teaching Framework with a strong focus on high expectations. All teachers have met the professional requirements for teaching in NSW Public Schools and are fully supported by a strategic professional learning model.

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 elements of the School Excellence Framework. This 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.

This intensive and comprehensive evaluation took place over a series of staff meetings where staff were placed into teams that focused on gathering and analysing evidence of school practices, procedures, programs, initiatives and achievements. The evidence collected was judged, compared and analysed by staff using the descriptors in the School Excellence Framework. Staff then identified areas of improvement and future development required.

In the domain of learning, the school is delivering, but is moving towards sustaining and growing in many areas. Our school's focus in this area is to improve our students' academic performance in literacy and numeracy. A part of this focus is to improve the results of students in equity groups by ensuring they have equitable access to the curriculum. The school's context continues to change with a significant number of new arrival and refugee students enrolling, making this goal extremely challenging, as these students have limited English proficiency. As a result, RAM equity funds were used to employ additional teachers and school learning support officers to ensure that students' wellbeing and learning needs were catered for. In addition to this, the school continued to enjoy strong partnerships with organisations such as STARTTS and the Saint Vincent de Paul Society's SPARK program, both providing essential additional counselling, wellbeing, learning and homework support to our students. Our evaluations also concluded that further development and implementation of the Positive Behaviour for Learning program and our New Arrivals Transition class for our refugee students needed to continue to be priorities.

In teaching, the school is sustaining and growing as we work towards improved consistency in teacher judgment when assessing and identifying the future learning needs of our students. Teachers with expert knowledge were released from class to model, mentor, observe and provide advice to other staff. Writing assessment was a focus across all years of learning with all stage teams spending a significant amount of time in collaboratively analysing student writing samples, identifying areas of strength and weakness, and developing plans to address identified areas of need. A whole school professional learning focus on comprehension and the literacy continuum continued and a whole school data wall to track student performance was created. Student assessment data has indicated that our students need to improve their vocabulary knowledge and this will be a focus in the primary years in 2017.

In the leading domain the school is sustaining and growing as we continue to develop strong, effective relationships between staff, parents and the community. The Parent Community Café provided parents and community members the opportunity to have input and provide feedback on school plans and future directions. Our Community Liaison Officers, community service providers and other government departments were regular attendees at the Parent Community Café and were influential in ensuring that excellent support, communication and important services were in place and available for our students and their families. As our school continues to learn and use the new Learning and Management and Business Reform (LMBR) systems we will continue to focus on liaising with the school community and develop improved school budgets and programs that are linked with our school plan and provide strategic and targeted support to our students, staff, parents and community.

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

Literate and numerate students demonstrating 21st century capabilities

Purpose

To ensure students are equipped with essential knowledge and skills to become informed, confident, successful, responsible, caring, collaborative, critical and creative thinkers who enrich their own lives and contribute positively to our global society and its future.

Overall summary of progress

In 2016 various targeted programs and strategies were employed to improve student performance in reading and numeracy. As a result of an increase in refugee and new arrival students a Refugee Transition Class was created to support their successful transition into life in an Australian school and increase their English proficiency. The refugee and new arrival students have begun to successfully integrate socially and academically into mainstream classes. Additional support staff and existing expert teachers have been used to provide more individualised reading and numeracy support to students. Access to technology has increased across the school with every classroom having access to either iPads or laptops. The students have benefited from the ongoing implementation of Reading Eggs and the recently introduced Mathletics online interactive Mathematics program that has engaged students in learning at home as well as school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All stages monitor student progress against the literacy and numeracy continuums using PLAN data (2 stages as at 12/2014).	PLAN data was entered for all students Kindergarten to Year 6., with a focus on the literacy aspects of Speaking, Comprehension, Writing and numeracy aspects of Place Value and Multiplication and Division.	Stage planning and professional learning days \$18,000 from social economic background funds.
80 % of Year 2 students attaining at or above expectation on the literacy continuum, (30.9 % as at 12/2014).	41% of Year 2 students attained at or above literacy continuum expectations. This cohort included an increased number of refugee and new arrival students. The results indicate improvement is required in the aspects of vocabulary knowledge and writing. Writing assessments were implemented and analysed by stage teams on a regular basis to inform teaching and learning plans.	Additional teaching and SLSO Staff \$357,644 from social economic background funds.
60 % of Year 2 students using early arithmetic strategies at or above expected end of year level (11% as at 12/2014).	Staff received training in the Targeted Early Numeracy program and implemented daily, short focused lessons and practice based on student need. 65% of Year 2 students achieved at or above the minimum expectation in early arithmetic strategies. This is a 54% increase since 2014.	Casual relief for targeted Stage 1 teachers \$1,200
80 % of Year 2 students attaining at or above expectation on numeracy continuum, (60.6 % as at 12/2014).	46.3% attained at or above Year 2 numeracy continuum expectations.	Teaching Resources \$20,000 socio economic background funds
60 % of mainstream students showing growth in Year 5 NAPLAN Reading and 54% in Numeracy (Currently 43.5 % and 41.3%).	In Reading, 58.2% of students achieved greater than or equal to expected growth and 56.4% in Numeracy. This is a 21.7% increase in Reading and a 5.6% increase in Numeracy in comparison to 2015.	2 Speech Therapist \$92,600 socio economic background funds Teaching resources \$131,000 socio economic background funds
Performance of Aboriginal and NESB students is equal to all students.	In NAPLAN Numeracy 100% of Aboriginal students attained minimum standards or above. In NAPLAN Reading 75% of Aboriginal students achieved at or above minimum standards. These results are	Additional Aboriginal SLSO Support \$37110 from social economic background funds.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Performance of Aboriginal and NESB students is equal to all students.	positively comparable to those that include all students.	
20% increase of positive student responses regarding learning using 'Tell Them From Me' survey.	Student responses in the Tell Them From Survey were very positive. In the areas of student engagement, social engagement and intellectual engagement the student responses were more positive than NSW school averages.	\$0
Evidence of 21st century learning skills in lessons.	Coding classes and lunch break coding clubs were introduced and trialed to challenge targeted students and improve their problem solving skills.	Coding Professional Learning \$5000
Increased use of technology tools to support 21st century learners (32 Ipads, 32 laptops utilised in 2014).	90 additional iPads and laptops have been purchased and are being integrated into daily lessons.	\$120,000 expended through socio economic background funds. Costs Included: iPads, laptops, docking and storage stations.

Next Steps

- Increase opportunities for staff to collaborate on and interrogate student literacy and numeracy performance data so that teaching can be tailored more to individual student needs.
- Continue to refine the Refugee Transition Class, student enrolment procedures and support for refugee students transitioning into mainstream classes.
- Students accessing flexible learning spaces to promote the 21st Century Learning skills of collaborating, communicating, critical thinking and creative thinking, therefore enhancing student self-regulation.

Strategic Direction 2

Excellence and consistency in evidence based teaching practice

Purpose

To ensure our teachers are reflective and responsive as they deliver to students, a comprehensive, differentiated inclusive curriculum, driven by evidence-based pedagogy and high educational expectations.

Overall summary of progress

Teachers in Kindergarten to Year 2 completed their L3 (Language, Learning and Literacy) professional training and are delivering differentiated teaching and learning, supporting each student's needs. TEN (Targeted Early Numeracy) professional learning was provided to Stage 1 teachers who required training and as a result all students were assessed against the numeracy continuum. Problem solving was a priority in numeracy and a whole school problem solving process has been collaboratively developed with input from all staff and is now being trialed with the aim of improving student knowledge of mathematical language and problem solving ability. Teachers in Years 3 to 6 engaged in professional learning on using the literacy continuum with a focus on teaching and assessing the comprehension and writing aspects. All students in Kindergarten to Year 6 are now being assessed regularly and their literacy continuum levels recorded on PLAN.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of teaching staff at 4 or above against school designed rubric in implementing formative assessment components: Success Criteria, Self-monitoring and Feedback.	Formative assessment professional learning has been provided to all staff and classroom implementation was supported and monitored by Team Leaders during team teaching and lesson observations. Teachers are designing relevant learning intentions and are developing success criteria for their lessons to clarify expectations with their students.	Casual relief for Team Leaders \$18,780
9% increase of overall English ratings A–C between Years 1–3 2014 and Years 4–6 2017.	57% of Year 3 and 4 students achieved a Sound (C) grade or above in English.	\$0
Increased number of students achieving the top three skill bands in NAPLAN in literacy and numeracy by at least 10%.	In NAPLAN Reading there was a 15.2% increase in Year 5 and a 3.9% increase in Year 3 of the number of students in the top three skill bands in comparison to 2015. In NAPLAN Numeracy there was a 3.8% decrease in Year 5 and a 2.4% decrease in Year 3 of the number of students in the top three skill bands in comparison to 2015.	Casual relief to release Year 3–6 teachers for professional learning \$16,000
29% improvement of current Year 2 students reaching or exceeding year expectations in PLAN comprehension by 2017.	24% of Year 2 students achieved expectations in the literacy continuum aspect of comprehension. This Year 2 cohort included students with limited English proficiency, and highlighted future support required for vocabulary development, which has impacted on expectations. A whole school Comprehension Data Wall was created and updated by stage teams on a regular basis. The data wall enabled quality staff collaboration that focused on developing individual student-focused strategies to improve comprehension performance.	Casual relief to release Stage 1 teachers for L3 professional learning \$12,800
90% positive teacher Responses within highest levels re "Tell Them From Me" Survey currently 56.6%.	In 2016, Tell Them From Me teacher responses had improved in the aspects of Teaching Strategies and Overcoming Obstacles to Learning in comparison to 2014.	\$0
100% of current staff increasing	All staff evaluated their current progress in relation	Additional beginning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
by one career stage against a focus area from Standards 1–Know students & how they learn (Australian Professional Teaching Standards).	to the Australian Professional Standards for Teachers and used this to inform their goals on their Performance and Development Plans. Three teachers have submitted their documentation to be accredited at the Proficient Teacher stage as a result of Beginning Teacher Support and regular Early Carer Teacher meetings.	teacher release \$8,549

Next Steps

- Increase the opportunities for stage and staff teams to collaborate and analyse student learning so that expertise can be shared and consistency of teacher judgement can continue to improve.
- Engage in the Early Action for Success program in 2017 to improve literacy and numeracy teaching and learning in Kindergarten to Year 2.
- Employ a Learning and Wellbeing leader to focus on literacy teaching and learning in Years 3 to 6, with a focus on comprehension and vocabulary knowledge.
- Review formative assessment practices to include learning intentions, success criteria and feedback.



Strategic Direction 3

An engaged school community leading school improvement

Purpose

For parents and community members to be empowered and involved in contributing to the school as informed decision makers and to collaboratively develop and implement improvement plans to support the welfare, learning opportunities for all students.

Overall summary of progress

The school continued to build and strengthen its partnerships with parents and the community. The Parent Community Cafe continued to have regular productive attendance rates from parents and community members. Several agencies such as TAFE, Anglicare, Liverpool Police and SPARKS attended the Parent Community Cafe and presented topics such as cyber safety, local community services and supporting children who speak English as a second language at home. Parents also provided feedback on school plans and provided suggestions on how school funds could be spent to further support our students. Our continued partnerships and support from organisations such as STARTTS, SPARKS, Anglicare, Food Bank and Australian Schools Plus have provided essential resources and expertise that made a crucial difference to our students' wellbeing and success. Our three Community Liaison Officers including one from an Arabic background and one from a Balkans background were highly effective in communicating with parents, making them feel welcomed and included in school activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
12 parents/carers with enrolled students are actively involved in the P&C (1 parent in 2014).	Unfortunately the school P&C has folded, however, due to community needs a Parent Community Cafe was created.	Parent Community Cafe incidental resources \$500
80% of P&C members represent Aboriginal and/or ethnic groups from the school community (0% in 2014).	The Parent Community Cafe is held weekly and is regularly attended by parents and carers from a variety of cultural backgrounds. This cohesive group has built strong partnerships within and across the school and wider community.	\$0
20 parents/community members are listed as volunteer helpers in the classroom (1 parent as at 3/2015).	The school had 4 regular parent volunteers in classrooms in 2016. Parents have indicated they lack the confidence to support in children's learning, so Parent Community Cafe sessions that focused on building parent capacity to support in reading and numeracy were held and attended by 30 parents.	\$0
80% parent representation from all predominate cultural groups involved in school evaluation and planning (zero in 2014).	A broad mix of parents from a range of cultural groups regularly attend the Parent Community Cafe and provide feedback on school programs and initiatives.	\$0
Increased positive responses from parents through the "Tell Them From Me" survey in comparison to 2015.	In the 2016 Tell Them From Me survey, the parents indicated an improvement in their own ability to support their children's learning at home.	\$0

Next Steps

- Further engage parents in the school community through the development of a parent gardening group that will establish school gardens.
- Develop additional strategies and consult further with the AECG to improve Aboriginal parent and carer involvement in the school and their child's education.
- Seek additional opportunities to engage and support the transition of parents and carers of our students who have recently migrated to Australia and speak English as a second language..



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Strategic Direction 1</p> <p>100% of Aboriginal students attained greater than expected growth in Year 5 NAPLAN Reading and Numeracy. All students had individualised Aboriginal Learning Pathway plans developed and were able to engage in cultural activities each week in the Gulyangarri group.</p>	<p>\$7,200</p> <p>Costs Included: Aboriginal SLSO, Aboriginal garden, resources for Cultural activities.</p> <p>*Additional funds were allocated to Aboriginal initiatives from Socio–Economic Background funds to cover the additional SLSO costs.</p>
English language proficiency	<p>Strategic Direction 1</p> <p>58.1% growth in NAPLAN Reading and 56.8% growth in NAPLAN Numeracy for Year 5 LBOTE students.</p> <p>EALD student results were closely monitored by EALD support teachers and students were supported in class and in small targeted groups.</p>	<p>\$37,560</p> <p>Costs Included: Additional EAL/D teacher and SLSO support, teaching resources.</p>
Low level adjustment for disability	<p>Strategic Direction 1</p> <p>Learning and Support Teachers (LaST) and School Learning Support Officers (SLSOs) provided targeted support to students. Some of this support included:</p> <ul style="list-style-type: none"> • Transitions into Kindergarten, Support Unit, high school and new classes. • Development of personalised plans for learning and/or behaviour support. • Direct targeted teaching support in classrooms and in small withdrawal groups. • Playground support with a focus on safety and social skills learning. • Micro–Skills behaviour management professional learning and support. 	<p>\$118,143</p> <p>Costs Included: 5 additional School Learning Support Officers (SLSO).</p>
Quality Teaching, Successful Students (QTSS)	<p>Strategic Direction 2</p> <p>Assistant Principals were released from class one day per week to provide demonstration lessons, lesson feedback and mentoring support to classroom teachers with a focus on literacy and numeracy.</p> <p>Expert teachers were also released to provide support and advice to teachers in areas such as behaviour and integrating technology.</p>	<p>\$102,000</p> <p>Costs Included: Additional teacher employed to release Assistant Principals and expert teachers.</p>
Socio–economic background	<p>Strategic Directions 1, 2 and 3</p> <ul style="list-style-type: none"> • Speech Therapy – students in Kindergarten to Year 2 have all been assessed and targeted students have received support aimed at improving their expressive and receptive language skills. Speech therapists also engaged in team teaching and presenting demonstration lessons in all classrooms across Kindergarten to Year 6 that developed classroom teacher capacity in supporting students with language difficulties. • Additional LaST support was provided with 	<p>\$1,862,100 (including a \$10,000 Australian Schools Plus donations)</p> <p>Summary of key costs included:</p> <ul style="list-style-type: none"> • 5 Additional SLSOs • 2 Speech Therapists • Additional iPads and laptop computers • Teaching resources • Athletics online learning

Socio-economic background	<p>a focus on the writing aspect of the literacy continuum.</p> <ul style="list-style-type: none"> • All classrooms have direct access to iPads or laptop computers and technology was integrated into the majority of lessons across the school. • The employment of Community Liaison Officers has improved communication and partnerships with parents, carers and external agencies. Some examples of impact include: the development of English language classes, improved student enrollment and transition processes, increased parental involvement in school fundraisers, cultural activities and Toddler Time – prior to school play group regularly attended by infants and their parents. • Little Leapers – prior to school transition program. 	<p>program</p> <ul style="list-style-type: none"> • Outdoor learning equipment • Additional LaST teacher • 2 Community Liaison Officers • 21st Century classroom furniture • Little Leapers – teacher and SLSO
Support for beginning teachers	<p>Strategic Direction 2</p> <p>Beginning teachers received weekly mentoring from Assistant Principals and feedback on lessons and programming. An Early Carer Teacher Group was started and fortnightly meetings were led by expert teachers that focused on induction and accreditation. All beginning teachers also attended a Department of Education, Beginning Teachers professional learning day.</p>	<p>\$9271</p> <p>Costs Included: Casual cover for professional learning and mentoring.</p>
Targeted student support for refugees and new arrivals	<p>Strategic Direction 1</p> <p>A Refugee Transition Class was created to provide a more supportive and individualised transition into life in an Australian school. Newly arrived students are benefiting from a tailored transition program including survival English, road safety, school rules and child protection lessons.</p>	<p>\$65,498 (including a \$10,000 Australian Schools Plus donations)</p> <p>Costs Included:</p> <ul style="list-style-type: none"> • 2 EALD teachers • 1 SLSO

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	305	340	329	328
Girls	260	285	296	296

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	93.9	92.2	93.6
1	92.3	93.3	91.5	91.6
2	93.5	94.2	92.1	92.5
3	93.8	95.2	91.8	92.2
4	94.9	94.9	92.1	91.1
5	92.5	94.4	93.6	91.9
6	94.5	93.4	92.2	92
All Years	93.6	94.1	92.2	92.1
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 procedures were reviewed with staff and parents. School attendance procedures now contain clear guidelines for staff on how and when to follow up on attendance concerns. Excellent levels of student attendance were rewarded at weekly assemblies and special awards were presented to students at the end of the year. Excellent communication between school staff and parents and carers was maintained and frequently encouraged.. Where required, staff implemented individual attendance plans and liaised with external agencies and the Home School Liaison Officer to improve individual attendance rates.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.47
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
Teacher of ESL	3.2
School Counsellor	1
School Administration & Support Staff	9.26
Other Positions	0.9

*Full Time Equivalent

The school has a permanent Aboriginal Education Officer who works alongside the preschool teacher in the Coota Gulla Aboriginal priority preschool. There is also an Aboriginal Student Learning Support Officer who is employed through Aboriginal funds to support students in both academic and cultural development.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	34
Postgraduate degree	66

Professional learning and teacher accreditation

Teachers were heavily engaged in professional learning opportunities on a weekly basis either through school development days, team or whole staff meetings as well as online courses and in-services. Teacher professional learning was aligned to mandatory training such as CPR, anaphylaxis and child protection, the Australian Standards for Teachers, School Excellence Framework and school identified priority areas. All teachers developed and worked towards achieving Performance and Development Plans as part of their

commitment to ongoing learning and improvement in professional practice. 100% of early career teachers who applied for teacher accreditation with BOSTES were successful.

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.

Income	\$
Balance brought forward	746 401.99
Global funds	574 665.65
Tied funds	1 349 457.36
School & community sources	114 223.97
Interest	17 001.31
Trust receipts	21 545.55
Canteen	0.00
Total income	2 823 295.83
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	31 598.91
Extracurricular dissections	63 633.34
Library	9 457.39
Training & development	3 374.97
Tied funds	1 185 354.88
Short term relief	99 338.31
Administration & office	156 403.32
School-operated canteen	0.00
Utilities	58 426.76
Maintenance	52 216.45
Trust accounts	14 085.85
Capital programs	85 000.00
Total expenditure	1 758 890.18
Balance carried forward	1 064 405.65

The information provided in the financial summary includes reporting from 1 December 2015 to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 095 944.23
(2a) Appropriation	1 066 717.65
(2b) Sale of Goods and Services	6 716.18
(2c) Grants and Contributions	21 968.47
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	541.93
Expenses	-423 388.93
Recurrent Expenses	-423 388.93
(3a) Employee Related	-322 324.16
(3b) Operating Expenses	-101 064.77
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	672 555.30
Balance Carried Forward	672 555.30

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.

Financial summary equity funding

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

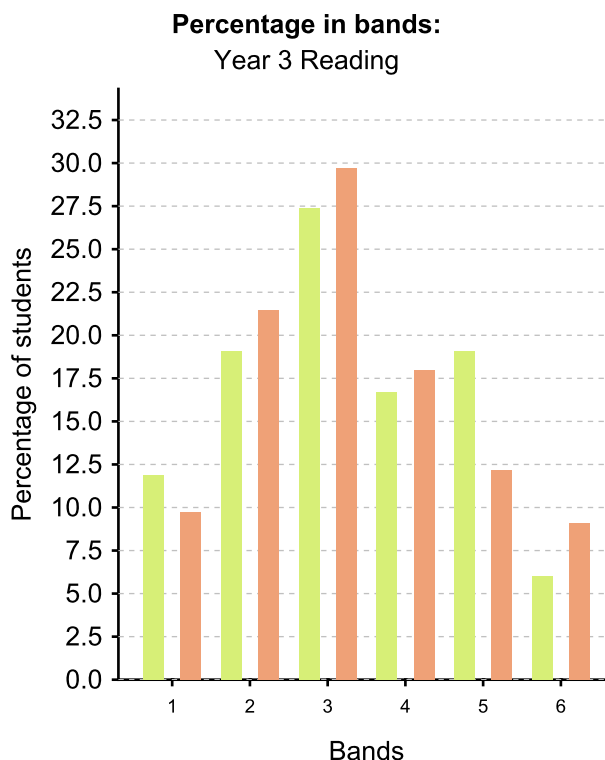
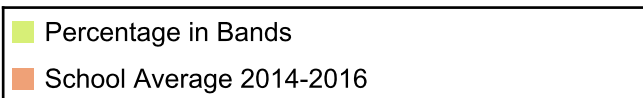
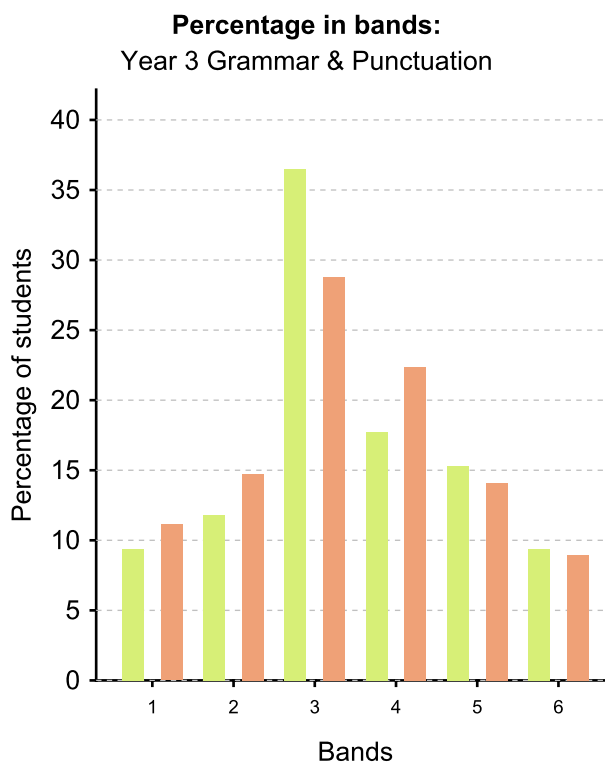
	2016 Actual (\$)
Base Total	3 641 751.62
Base Per Capita	35 830.58
Base Location	0.00
Other Base	3 605 921.04
Equity Total	1 806 823.41
Equity Aboriginal	70 988.08
Equity Socio economic	1 002 252.70
Equity Language	359 514.25
Equity Disability	374 068.38
Targeted Total	780 601.68
Other Total	319 576.19
Grand Total	6 548 752.90

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.

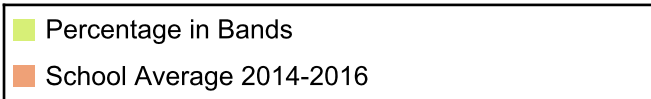
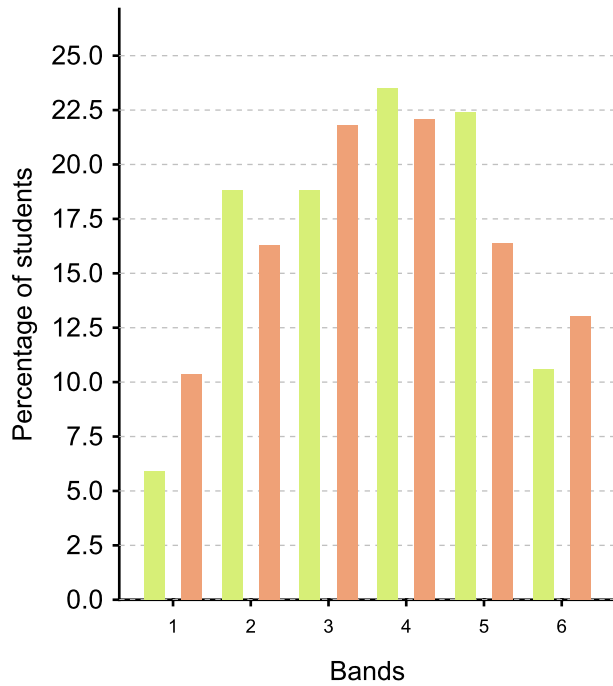
School performance

NAPLAN

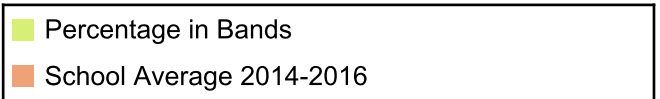
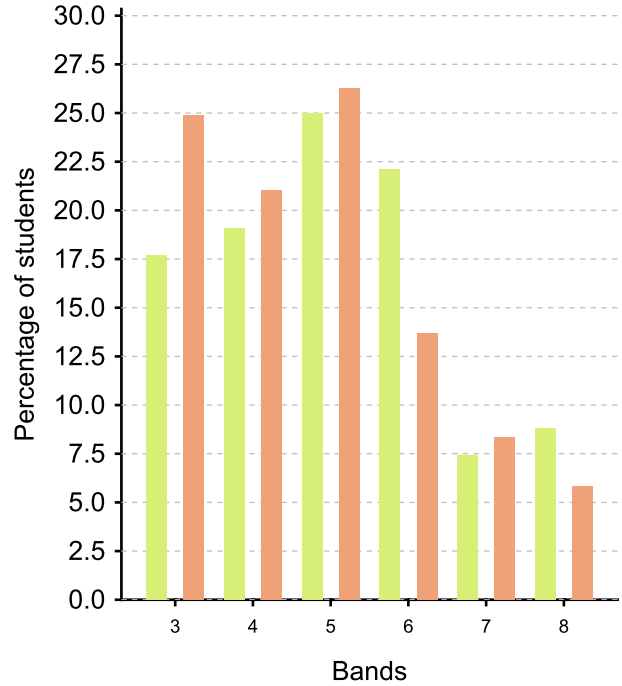
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



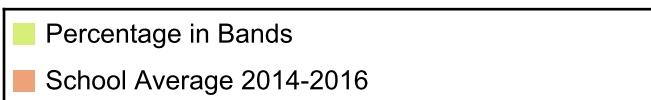
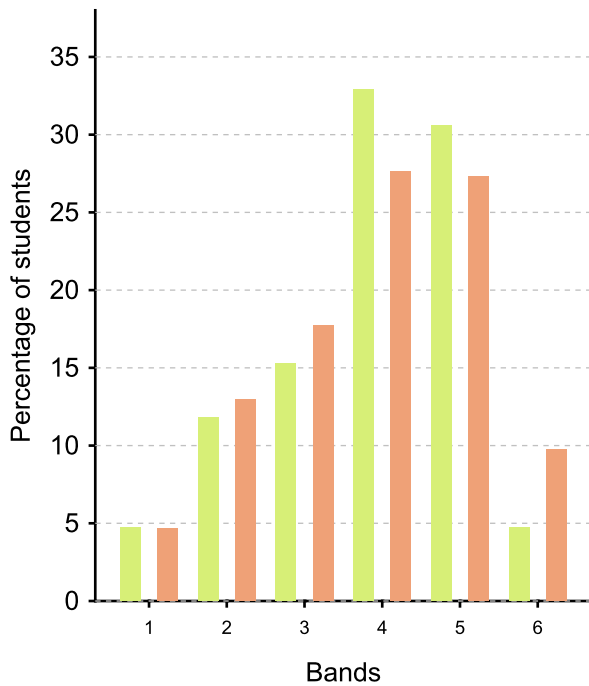
Percentage in bands:
Year 3 Spelling



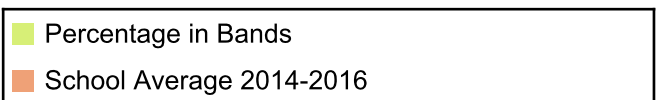
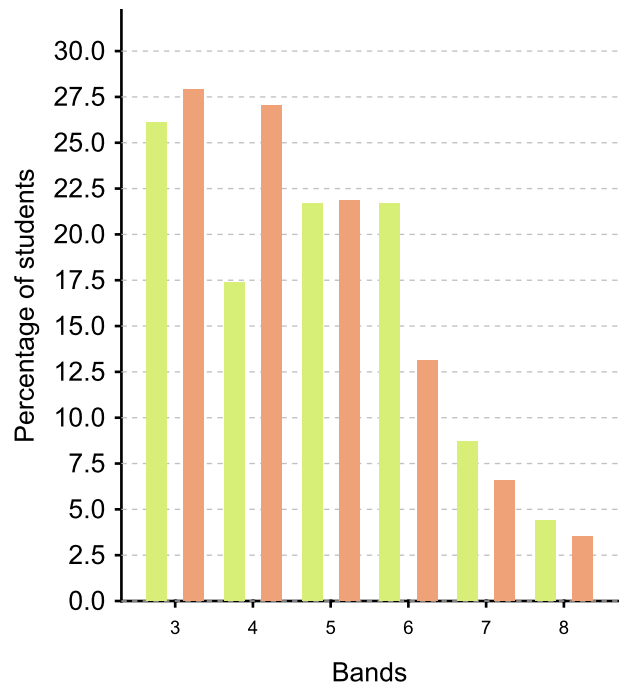
Percentage in bands:
Year 5 Grammar & Punctuation



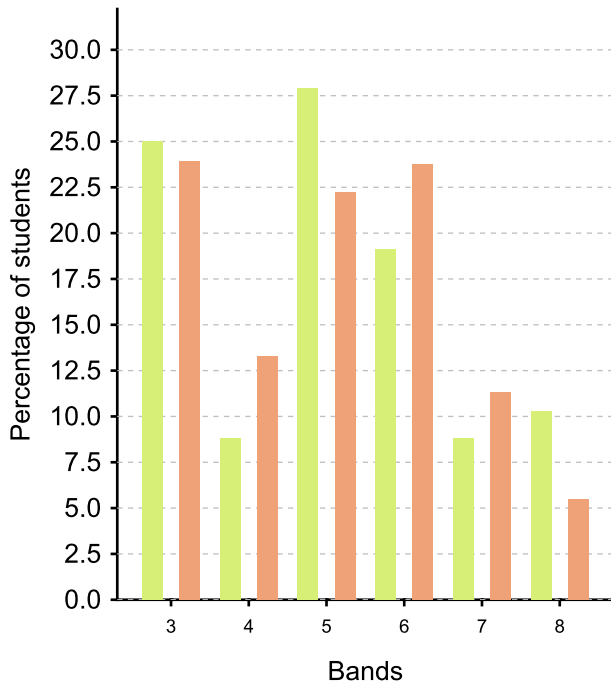
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

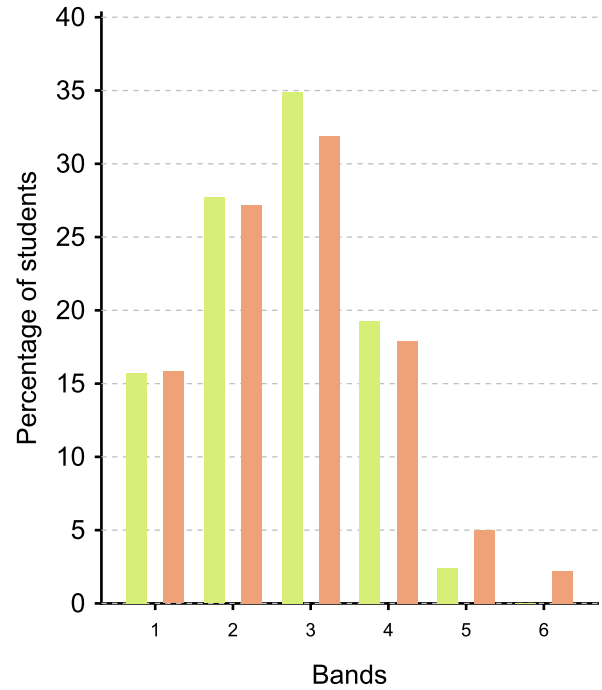


Percentage in bands:
Year 5 Spelling



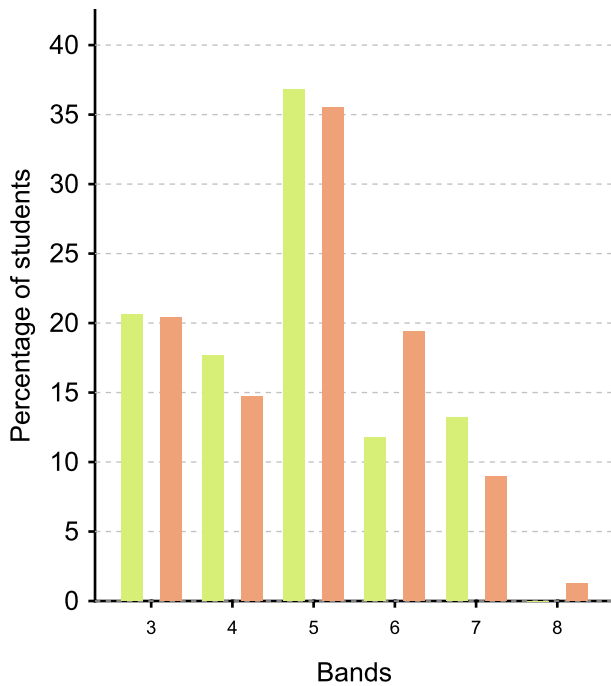
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



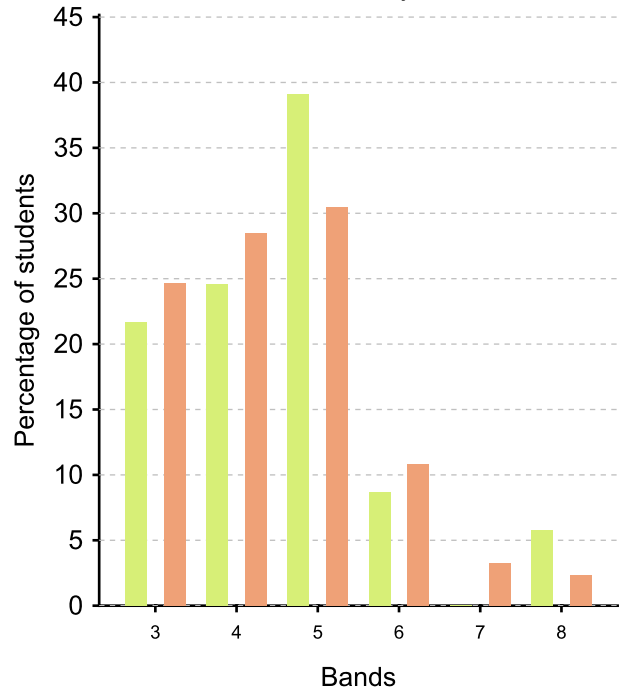
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Parents and Caregivers

Parents and carers completed the online Tell Them From Me Partners in Learning Survey in 2016. Opportunities were made available to parents to complete the survey on school computers with the support of Community Liaison Officers and School Learning Support Officers where necessary.

Some key positive responses included:

- 80% indicated they feel welcome when they visit the school.
- 79% stated they are well informed of school activities.
- 80% indicated they can speak easily with their child's teacher and that written information in the school is in clear, plain language.
- 93% of parents encourage their children to do well at school.
- 82% stated that teachers have high expectations of homework being done on time.
- 84% are confident that their child is clear about the rules for school behaviour.
- 80% indicated that teachers help students develop positive friendships.

The respondents indicated that the following areas could be improved:

- Only 70% of parents on average feel that they are well informed of school events and opportunities for their children.
- 66% stated that teachers take account of their child's needs, abilities and interests.

Plans to address identified areas of improvement include:

- Continuation and improvement of the Parents Community Café. Weekly topics will be delivered that provide opportunities for parents and carers to learn strategies to support their children at home and to have input into school programs and events.
- The refinement of the 3-Way Conferences to ensure parents have greater opportunities to be actively involved in their child's learning.
- Parent workshops to be provided that will build parent capacity to support students in the classroom and at home.
- Upgrade of our school website and Skoolbag app. Ensure that communication is timely and accessible to all parents in a friendly, easy to read format.



Policy requirements

Aboriginal education

All students have a Aboriginal Learning Pathway plans that focus on individualised learning goals and the strengths and interests of each student. These plans are developed in consultation with students and parents, however, we are still aiming to improve parent and carer involvement in the planning and reviewing process.

Under the leadership and hard work of Uncle Brad our Aboriginal garden was completed and it is already proving to be an excellent place of cultural learning.

Overall, our Aboriginal students are performing equal to or above non Aboriginal students in NAPLAN. Aboriginal perspectives are embedded as much as possible into all areas of the curriculum and the school continued to expand its resources and opportunities for Aboriginal students to celebrate and promote their heritage and culture. This year the Gulyangarri group continued to meet with Uncle Brad and Mrs Melanie Fabian (Aboriginal Coordinator) for an hour each week to care for the Aboriginal garden and participate in a traditional yarning circle.

Multicultural and anti-racism education

Students and their families were supported by a Community Liaison Officer and Bilingual Ethnic Aide who assisted with interpreting, translation of materials, the organisation of parent programs and in class student support.

In Term 3, our annual Multicultural Day was very successful with many students, parents and staff wearing national clothing that represents their culture. All students participated in engaging learning activities that explored cultural diversity and its benefits within our Liverpool West school community. Many parents attended our Multicultural Day Assembly and witnessed excellent cultural performances. The parents and families brought a large variety of amazing cultural foods and all students had the opportunity to try something. Overall, the day was an excellent celebration of multiculturalism within our school community.

Anti-racism initiatives are addressed through the curriculum and the school's Anti-Racism Contact Officer (ARCO) is an additional resource should the need arise.

Other school programs

Coota Gulla Preschool

Liverpool West Public School is fortunate enough to have its own public preschool onsite that caters for up to 40 Aboriginal students. It is staffed by a preschool teacher and an Aboriginal Community Liaison Officer. In 2016, the preschool continued to provide an excellent preschool education to the children and fostered stronger working relationships with the Aboriginal parents and community. The preschool students engaged in many cultural learning activities and performed cultural dances at major events within and outside of the school.

Schools Spectacular

The Schools Spectacular is a world class arena production and the largest annual event of its calibre anywhere in Australia – and arguably the world. It allows students to develop and display their passion, creativity, ability and talents as musicians, dancers, vocalists and entertainers to the Australian public and entertainment industry.

The Schools Spectacular is proud of its history of including students with special needs in many areas of the show. In 2016 Liverpool West Public School was represented by five students from the Support Unit who were an integral part of the D'Arts Dance Ensemble.

Student Representative Council

The Student Representative Council (SRC) at Liverpool West Public School is composed of students from year 1 to year 6 inclusive of the school captains, vice captains and prefects. Each class is represented by two students who are elected by their classmates to attend SRC meetings and provide feedback to their class. The SRC have raised money to purchase equipment for the playground to make it more enjoyable for the students and are considering other strategies such as a 'Buddy Bench' to support other students who are finding it difficult to make friends.

Western Liverpool Festival of Performing Arts

Our school Choir and Dance Groups successfully performed at the Western Liverpool Festival of Performing Arts – WLFPA in September 2016. This Arts program allowed for our students to learn and showcase their talent. The students performed with other schools from the Western Liverpool area. The dance groups and choir that performed at the WLFPA also performed throughout the year at: Summit Nursing Home, Harmony Day, Presentation Day, Multicultural Day and other whole school assemblies.

Sporting Schools Program

In 2016, we received funding from the Australian Sports Commission which enabled the following:

- Years K–2, Refugee and Support Unit Students participated in Gymnastics in Term 1 and 2.
- Athletics activities were offered to all students, with 30 students regularly attending weekly after school development sessions led by trained staff from Athletics Australia.

The programs were very popular and the students engaged enthusiastically in the sporting activities. Funding has been approved for 2017 and similar activities are planned.