

Thornleigh West Public School

Annual Report



2016



4276

Introduction

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

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Message from the Principal

Thornleigh West Public School encourages all students and teachers to develop their potential by supporting personal and academic excellence. The school provides a quality, well balance education. Each students curiosity is nurtured and success is celebrated. 2016 proved to be a momentous year for Thornleigh West Public School. We celebrated our academic, creative arts and sporting achievements.

Throughout the year, TWPS continued to honour and promote the values of Public Education, keeping them an intrinsic part of all teaching and learning programs. We maintained high expectations of our staff and students, with all of us working cooperatively to achieve outstanding educational outcomes for each individual student. Quality teaching and learning programs were implemented across all Key Learning Areas, ensuring development of the whole child.

TWPS prides itself on fostering a positive and caring learning environment where each child is recognized and supported for his/her individual learning needs. In 2016, our school built further on this strong student-centred foundation by developing successful student welfare programs. In addition students are successfully taking responsibility for their own learning. Peer and self assessment has ensured improved student engagement with a focus on "learning" rather than work.

Our school worked in close partnership with our parents and community through decision-making processes and active involvement in a range of school activities. Thank you to our parents and community for your valuable input.

TWPS is looking forward to opportunities of even further growth in academic, creative arts, sporting and social arenas as we strive ahead to 2017.

Chantal Mamo

B Teach B Ed MA Creative Arts

Principal

Message from the school community

Thank you to everyone for your support throughout the year.

2016 has been another busy and successful year. I am not only a proud parent of TWPS but also as a representative of our P&C. We have invested a little over \$89,000 into our school. For things like the library refurbishment, new noticeboards, the You Can Do It program, C.A.R.E.S bike safety program, Cyber bullying and resilience, iPads, our Learning & Support teacher, and the air conditioner in the art room – we can now say every class room has air conditioning. \$10,000 is being put aside each year for the next three years to ensure playground equipment is installed on our grounds. We ensure that the children are always at the forefront of any decisions we make as an Executive and as a P&C Community.

I would like to especially mention Spring Fair held in August –We raised just over \$50,000 with the help of the community! – special thanks to the class parents who have a vital role in communicating information to classes and generating support for the various events throughout the year. Their role in Spring Fair was significant and it would not have been the success that it was without their help.

To all who have volunteered in 2016, I say a warm and heartfelt thanks. TWPS would not be the great school that it is, without your help. Please continue to volunteer as much time and energy that you can (in whatever capacity) so that the P&C can continue to provide the financial support to the school that it has in the past.

I would like to say a very special thanks to my executive committee: Anke Vaughan Martina Miller, Deb Flannagan, Susan Parry, Julia Kent, Trish Stephen, Michelle Christopher, Yvonne Curren, Emma Fenton & Jacqueline McLeod. Our sub committee conveners: Warwick Ford –Band, Dana Lodgidge – Mother's Day, Father's Day gift group, Patty Correll – Green Thumbs, Jane Massam –Cook Book, Vanessa Erickson – Fundraising. Lastly, our Canteen Manager Karen Edmund and Uniform Shop Manager Nicky Honeysett.

As you can see there is a large team of people without whom none of our achievements would happen. As P&C President I have been supported unbelievably. This has been the most rewarding 3 years I could ever ask for; I have met the most amazing people who I am proud to call friends from Kindergarten through to Year 6, you know who you are – thank you for being my wings. Special thanks to Mrs Mamo for your partnership and leadership, working with you has been a pleasure, delight and inspiration.

School background

School vision statement

Thornleigh West Public School (TWPS) inspires learners to be confident communicators and leaders who strive for personal and academic excellence.

TWPS builds a community of lifelong learners who think critically, are knowledgeable and problem solve. Learners are creative, innovative and resourceful.

TWPS empowers students to be confident and compassionate world citizens who embrace diversity and social justice.

The collaborative school community values positive and productive partnerships that promote a sense of belonging.

School context

Thornleigh West Public School is located in a magnificent position overlooking bush land in Sydney's northern suburbs. It is an area renowned for its natural beauty. Founded in 1961, it is situated on traditional Aboriginal Garingal land. Our school is fortunate enough to have a wonderful community of students, with 20% of our students coming from Language Backgrounds Other than English. We have over 25 nationalities represented at our school.

Thornleigh West Public School has a strong sense of community which is actively promoted and valued. Our school encourages students, staff and the wider community to work together as a team to enhance the learning experiences of all students. We do this through quality teaching and learning, a positive environment and community participation. Developing resilience, building relationships and a love of learning are the cornerstones upon which everything we do is built. Our learning environment reflects current educational research and theory. TWPS ensures student engagement, motivation and nurtures curiosity. The band, music, dance, drama and sports programs are acknowledged as exceptional.

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.

Teaching

Teachers are architects of learning at TWPS. Teachers look at what students need to know and do. This is used to identify what teachers need to know and do. The deep teacher learning through the learning pods is having effective change in practice as teachers are integrating theory and practice.

All staff are in learning pods that meet every three weeks. Self-organised learning environments have been created. In 2015 these were led by the Assistant Principals but in 2016 the aspiring leaders led these learning pods. As a result two aspiring leaders gained executive roles in 2017. The teacher professional learning is differentiated to ensure deep sustained learning. All professional learning is focused on formative assessment as a result teachers have changed practice. This change has gained momentum and is sustained. Teachers are focused on valued student outcomes, worthwhile content, integrated knowledge and skill, assessment for professional inquiry, staff have multiple opportunities to learn, apply, opportunity to process new learning with colleagues. Formative assessment has laid a foundation for creative and critical thinking. Instructional Rounds (IR) data reflects that formative assessment at TWPS is embedded and a natural flow within the classroom. Peer observations to improve teaching have become embedded into the teaching and learning cycle.

Students are using formative assessment in their classroom to articulate learning goals and move learning forward. Self-assessment has empowered students to self-direct and engage in learning rather than work.

TWPS has a strong Learning and Support Team who support all students' social, emotional and educational needs. The

student well-being policy is used consistently to celebrate student successes while also providing support for inappropriate behaviour. 29% of the students have received their citizenship medal. TWPS attendance rate is 96.8%. a true reflection of student engagement.

The Resource Allocation Model (RAM) is used to provide School Learning Support Officer (SLSO) time to set students up for success. The playground duty roster reflects alternative structured activities to explicitly teach social skills for example *Fungineers*. This alternative playground program focuses on supporting students with special social and emotional needs.

In 2016 the staff were trained in the "You Can Do It" program. This has provided explicit and systematic lessons and a common language K – 6. You Can Do It! (YCDI's) main purpose is to support communities, schools, and homes in a collective effort to optimize the social, emotional, and academic outcomes of all students. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience well-being, and have positive relationships including making contributions to others and the community (good citizenship).

The P & C fund a learning assistance teacher two days per week to run the Multilit program. Volunteers come to implement this program. Currently 15 students are accessing this program. Seven students have graduated in 2016. The P & C provided resources for YCDI, technology, bike safety program for Year 6 and air conditioning for all classrooms. Currently they are working on replacing all the interactive whiteboards across the school. The parent body are supportive of the school. This positive congruence between home and school ensures better outcomes for students.

There are a variety of extra curricula choices at TWPS such as: garden club, debating, public speaking, Wakakiri, band, choir, dance group, sport and music. The library is a hub for learning. All classes attend weekly and focus on developing a love of reading.

Teachers meet weekly to discuss student progress using the literacy and numeracy continuum's. This has also resulted in three week programming. Teachers are using formative assessment strategies such as: wait time, no hands up, learning intentions, success criteria, strategic questioning and effective feedback to elicit evidence of student learning.

Learning

TWPS professional development programs reflect the school's strategic directions. 100% of the staff voluntarily has a professional learning goal that focuses on formative assessment. All staff have been trained in Peer Observations and making non judgmental observations. They are able to observe each other taking non-judgemental data to provide effective feedback.

Twenty four classrooms were observed by external school teams using the Instructional Rounds model. These teams comprise of the principal, an executive staff member and a classroom teacher. The idea behind instructional rounds is that everyone is involved in working on their practice, everyone is obliged to be knowledgeable about a common task of instructional improvement, and everyone's practice should be subject to scrutiny, critique and improvement. TWPS problem of practice was:

Are our students active participants in the learning process? Are there opportunities for them to think deeply and talk with others about their learning?

What is Instructional Rounds:

- Process (across schools) designed to use discussions of learning and teaching as the vehicle for improving school practice.
- Based on a coherent theory of teaching & learning.
- Has its own explicit practice using a set of protocols for observing and analyzing.

All staff read research as part of learning pod group norms. Team leaders select and distribute these readings. Professional readings focused on the school's strategic directions every fortnight. The "Final Word" protocol and "Thinking routines" are used to provide a framework for the professional conversations.

Tell Them From Me (TTFM) survey indicates that TWPS students believe that education will benefit them personally and economically and will have a strong bearing on their future. At TWPS 96% of students have positive behaviour compared the NSW government norm being 83%. 95% of TWPS students try hard to succeed. The NSW norm is 88%.

P & C meetings are well attended with an average of 30 regular members. They are strong advocates for the school and promote the congruence between home and school.

An explicit Kindergarten transition program has been designed. Parents attend four sessions (2 hours) with the principal. The focus of these workshops is articulating and explaining school strategic directions, vision, curriculum, routines and opportunity to network with parents. The children attend class with the teacher they will have in 2017. Teachers are able

to assess student needs and alleviate any anxiety about coming to school. In 2017 TWPS has increased by two kindergarten classes.

Leadership

Strong student leadership programs are in place for students K – 6. The SRC meet every fortnight to develop leadership skills and student voice is encouraged and heard. These meetings are timetabled and leadership skills are explicitly taught. Student voice is invaluable. Students support various charities and display empathy towards others in need.

Regular strategic direction meetings are scheduled in weeks 4 and 9 of each term to refocus on the purpose of strategic direction and reflection actions taken. Share data and discuss success and areas to focus on. Milestones have been reflected upon and executive provided each other with effective feedback.

Key funding initiatives are documented, progress is monitored and budgets tracked. Public sharing of monies with P&C and the executive team twice a term.

The whole school timetable was re-organised in 2016 to utilize staffing allocations which allowed staff to be released with their "critical friend". Peer observations and effective feedback (teacher to teacher) has ensured planning and reflecting on pedagogy as a result improve student outcomes.

Building teacher capacity is TWPS focus. Tangible resources have not been purchased; rather teacher time to collaborate, conduct peer observations and reflect on practice has been the emphasis.

The executive were group coached. The focus was:

- What makes conversations difficult and how to turn that around
- What do we mean by performance in organisations – and how to focus on the elements that matter
- Multiple scaling to get to the heart of improving performance
- Solutions focused principles in action
- Your performance issues – group problem solving
- How to define future expectations and helping people build on their successes and strengths

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

Creative and Critical Thinking

Purpose

To develop innovative, creative and resourceful staff and students who can think deeply and logically through genuine problem solving.

To develop creative and critical thinkers who are confident to embrace challenge.

Overall summary of progress

1. Linked with a critical friend / partner for peer observations – building that relationship, giving and receiving feedback to move learning forward. Teacher identified focus of learning.
2. Teacher release supported peer observations – with support framework to the conversation.
3. Trialled, implemented and shared techniques and strategies for peer and self assessment across Key Learning Areas.
4. Cross stage groups shared evidence of student growth in this area.
5. Students connecting learning through the learning intentions, personal learning goals and reflecting on own learning growth.
6. Professional learning pod structure was changed to include a stage formative focus three weekly.
7. Engaged in professional readings – building teacher knowledge through research based readings.
8. Trialling technology to monitor student progress, feedback to parents and use as a reflection tool in learning (class dojo, see saw) with positive feedback from parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students achieving above national growth rates in Year 5 for all areas. 100% of programs reflect embedded formative assessment practices. Student work samples will reflect effective feedback. Instructional Rounds findings and recommendations. Classroom assessment for learning audit growth measure over time.	1. Linked with a critical friend / partner for peer observations – building that relationship, giving and receiving feedback to move learning forward. Teacher identified focus of learning. 2. Teacher release supported peer observations – with support framework to the conversation. 3. Trialled, implemented and shared techniques and strategies for peer and self assessment across Key Learning Areas. 4. Cross stage groups shared evidence of student growth in this area. 5. Students connecting learning through the learning intentions, personal learning goals and reflecting on own learning journey. 6. Professional learning pod structure was changed to include a stage formative focus three weekly. 7. Engaged in professional readings – building teacher knowledge through research based readings. 8. Trialling technology to monitor student progress, feedback to parents and use as a reflection tool in learning (class dojo, see saw) with positive feedback from parents.	Teacher professional learning funds. Dylan Williams professional learning package. Text for staff "Embedding Formative Assessment"

Next Steps

1. Four three hour sessions – Critical Creative Thinking (CCT) focus Teacher Professional Learning (TPL) from Minds Wide Open. Develop creative thinking dispositions along with skills and knowledge. Assessment CCT and track progress of students. Embed CCT in all areas of learning.
2. Identify and nurture critical thinking while implementing through authentic learning experiences. This will lead to inquiry based learning STEM and the design of a "Tinker Space" and ICT studio.
3. Develop an understanding of Project Based Learning and how cross curriculum capabilities are provided and avenue of exploration through this.
4. Whole staff text "Making Thinking Visible" by Ron Ritchhart. Sustain deep professional learning that is based on theory and a balance of practice.
5. Executive trained foundations of "Improvement Sprints", a high leverage process of identifying focus, define understand, design and implement with research based evidence to support deliberate strategies for target group and need. *Sprints* concludes with review and reset for next sprint. All teams to implement "Sprints" on a regular basis. Teachers are up skilled on evidence of student progress.
6. Collaborative unit writing – with a CCT focus across all Key Learning Areas (KLAs)
7. TWPS formative assessment journey documented using Film Pond and upload on the website created "Connect, Collaborate and Grow" Continue using this *Weebly* or for professional learning.
8. Critical friend to work with TWPS executive to develop improved evidence based school improvement. Embed a culture of continuous improvement ensuring research, innovation and creativity are core characteristics of the school.



Strategic Direction 2

Visible Exceptional Leadership

Purpose

Build leadership capacity through focused professional learning and development that creates a culture where staff are engaged on ongoing, relevant and evidence based learning and practices at an individual and collective level.

Overall summary of progress

Visible and exceptional leadership strategic direction team consists of a core group of aspiring and future leaders. 2016 successes:

1. Staff moved into four pods to ensure more intimacy and accountability. The Assistant Principals (APS) stepped back and aspiring leaders took over the pods. Two of which have APs jobs in other schools and one is who reliving at TWPS. This team is focused on building leadership capacity for the future. One of the pods is led by the principal it is important to model shoulder to shoulder learning.
2. The strategic direction was successful in gaining a "Systems Leadership" Grant \$40,000 to implement Instructional Rounds with three neighbouring schools. This process all linked to formative assessment and the learning pods. Our problems of practice were: How are teachers, students and peers using formative assessment to elicit evidence of achievement and adapt teaching/ learning to meet learners' needs? and Are our students active participants in the learning process? Are there opportunities for students to think deeply and talk with other about their learning? The data from the IR was invaluable to celebrate success while identifying areas to focus on.
3. The executive team has been building a common narrative on sustaining change and overcoming key challenging. As a team they have been reading theory and making it reality. The leadership team have established focus, set a small number of priorities, build and maintained a positive learning culture, set meaningful benchmarks, expect the unexpected, dealt with distraction and kept it simple to ensure success.
4. The executive team was group coached by GROWTH coaching. Solutions focused philosophy has ensured key goals have been met.
5. Website has been created to share Instructional Rounds learning. It is called "Connect, Communicate and Grow" Connecting beyond the school is paramount for learning.
6. Staff professional development plans reflect the schools strategic directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Executive staff and teaching staff engage professionally with the Performance and Development Plan (PDP);• Executive staff undertake GROWTH coaching model and coach a classroom teacher who is an aspiring leader;• Self-Organised Learning Environment (SOLE) is developed as the professional development paradigm to differentiate learning for teachers in pedagogical knowledge of Assessment for Learning (AfL);• Instructional Rounds (IR) undertaken with a group of local schools provides baseline and on-going data for pedagogical improvement.	<p>Visible and exceptional leadership strategic direction team consists of a core group of aspiring and future leaders. 2016 successes:</p> <ol style="list-style-type: none">1. Staff moved into four pods to ensure more intimacy and accountability. The Assistant Principals (APS) stepped back and aspiring leaders took over the pods. Two of which have APs jobs in other schools and one is who reliving at TWPS. This team is focused on building leadership capacity for the future. One of the pods is led by the principal it is important to model shoulder to shoulder learning.2. The strategic direction was successful in gaining a "Systems Leadership" Grant \$40,000 to implement Instructional Rounds with three neighbouring schools. This process all linked to formative assessment and the learning pods. Our problems of practice were: How are teachers, students and peers using formative assessment to elicit evidence of achievement and adapt teaching/ learning to meet learners' needs? and Are our students active	<p>System Leadership grant \$40,000 share with three other schools.</p> <p>Professional learning funds.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Executive staff and teaching staff engage professionally with the Performance and Development Plan(PDP); • Executive staff undertake GROWTH coaching model and coach a classroom teacher who is an aspiring leader; • Self–Organised Learning Environment (SOLE) is developed as the professional development paradigm to differentiate learning for teachers in pedagogical knowledge of Assessment for Learning (AfL); • Instructional Rounds(IR) undertaken with a group of local schools provides baseline and on–going data for pedagogical improvement. 	<p>participants in the learning process? Are there opportunities for students to think deeply and talk with other about their learning? The data from the IR was invaluable to celebrate success while identifying areas to focus on.</p> <p>3. The executive team has been building a common narrative on sustaining change and overcoming key challenging. As a team they have been reading theory and making it reality. The leadership team have established focus, set a small number of priorities, build and maintained a positive learning culture, set meaningful benchmarks, expect the unexpected, dealt with distraction and kept it simple to ensure success.</p> <p>4. The executive team was group coached by GROWTH coaching. Solutions focused philosophy has ensured key goals have been met.</p> <p>5. Website has been created to share Instructional Rounds learning. It is called "Connect, Communicate and Grow" Connecting beyond the school is paramount for learning.</p> <p>6. Staff professional development plans reflect the schools strategic directions.</p>	

Next Steps

Some future actions for 2017:

Learning pods will move to five groups. Due to seven new staff starting at TWPS it is important to up skill them in formative assessment. In addition a combined teacher induction day with Instructional Rounds schools lead by the four principals and teachers. A workshop style day to inspire all new staff to implement visible learning.

More data is available than ever before. In 2017 the executive team will work on intelligent use of data that is high leverage and used to make decisions on best practice. Develop data literacy which is the ability to ask and answer questions about collecting, analyzing, and making sense of data. Developing an authentic data culture is a necessary part of leadership responsibility and includes regular use of it to influences and inform practice.

As the staffing landscape changes over the next 3 – 5 years is it vital to have a framework in place to support beginning teachers. A formal mentoring program will support beginning teachers and provide opportunity for aspiring leaders to build their leadership capacity. Mentoring has benefits for all who are involved, the mentor, the mentee, and the school. The potential benefits for the mentor are:

Opportunities to share knowledge, skills and understandings accumulated over a period of time working in schools.
Recognition and acknowledgement of professional contributions to the school.

Interaction which provides new insights and professional renewal.

Opportunity to reflect on one's own knowledge, beliefs and practices.

Development of specific skills such as listening, observing, re–framing and counselling.

Increased feeling of self–worth as a result of assisting in a colleague's professional development.

Sprints will be used as a framework to formalize peer observations. Teachers need to engage in a clear and focused process of professional change. They need to work together to identify authentic teaching or learning issues that students face. Working collaboratively and interdependently to identify new ways of solving these issues or problems. Finally they can trial and refine new pedagogical approaches before adding them to their own teaching repertoire.



Strategic Direction 3

Enhancing community connectedness

Purpose

To build a dynamic and responsive education community and school environment through partnerships within and beyond the school.

To build a dynamic learning community that enhances staff and parent expertise to nurture the emotions and social development of our students.

To increase community participation in school leadership and well-being so that our students grow into confident, creative, resilient global citizens.

Overall summary of progress

Student well-being Programs surrounding "You Can Do It" have been introduced to staff and implemented in classrooms. Design of a school mural to help students visualize concepts within the playground. Continued analysis of Tell Them From Me data to identify areas of strengths and those needing any improvement measures.

The garden has been extended and is a focus to teach students about sustainability. The school has continued the partnership with Ready Set Grow initiatives – Hornsby Shire Council. This has included student workshops and support in sustaining the garden and resources. In 2016 a waste free lunch was developed and implemented across whole school.

Communication was improved by designing a school APP that shares school success, newsletter and push messages for organisational aspects.

Finally parent workshops were offered and developed to share what Formative Assessment is and looks like in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff will have a clear understanding of the PBEL philosophy and use it on a daily basis. Staff will explicitly teach social skills K – 6 and regularly share major concepts with parents. High attendance of parents at information sessions and workshops held at school during day and night. Sharing student successes will become interactive and innovative. Partnerships beyond the school will increase with universities, academic partnerships, local business and community groups.	Student Well-being Programs surrounding "You Can Do It" have been introduced to staff and implemented in classrooms. Design of a school mural to help students visualize concepts within the playground. Continued analysis of Tell Them From Me data to identify areas of strengths and those needing any improvement measures. The garden has been extended and is a focus to teach students about sustainability.. The school has continued the partnership with Ready Set Grow initiatives – Hornsby Shire Council. This has included student workshops, support in sustaining the garden and resources. In 2016 a waste free lunch was developed and implemented across whole school. Communication was improved by designing a school APP that shares school success, newsletter and push messages for organisational aspects. Finally parent workshops were offered and developed to share what Formative Assessment is and looks like in the classroom.	P & C funded the "You Can Do It Program" Global Funding

Next Steps

- Increase the use of Seesaw / Class Dojos regular updates of learning. Hold workshops to up skill more staff. Move towards platforms that are mandatory.
- Redesign the school welcome evening to highlight school vision and plans for improvement.
- Development of a new Thornleigh West Public School website.
- Parent workshops developed and delivered surrounding the “You Can Do it” program and Creative and Critical Thinking.
- Tell Them From Me data analysed and acted upon.
- Trial three way interviews that are led by the student.
- Greater involvement and responsibility given to Student Representative Council. A teacher will lead K – 2 and a teacher will lead 3 – 6. SRC meetings will be timetabled and special projects to be allocated. The SRC will lead the K – 2 assembly and place articles in the newsletter.
- Homework: parent survey work on a new TWPS K – 6 Homework Policy so all staff, students and parents are clear on the expectations. Research will be presented to all stakeholders.
- Community connections will be developed with Clark Road SSP and local community groups. Promoting service learning through community partnerships.
- Cultural exchange –Build relationships with diverse local and national groups. Set up one class with Blaxcell St PS. Exchange emails, send artifacts about the schools, visit each other during Education Week or Harmony Day. Look for grants to support this.
- Integrate environmental sustainability practices – strategically plan for a “Maker Space” or Tinker Space” to promote STEM.
- Create a Filmpod video to link TWPS learning via website.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students had an Individual Learning Plan. Student's leadership skills were developed within the classroom setting. Teachers focused on quality teaching and learning to ensure the best possible literacy and numeracy outcomes for students. Providing learning experiences to compliment the student's needs. Learning goals were shared with parents.	\$881.88
English language proficiency	School Learning Support Officer (SLSO) were employed to support students in literacy and numeracy in the regular classroom. SLSOs supported students in literacy and numeracy sessions providing scaffolding of language to become confident learners.	\$23,387 for School Learning Support Officer
Low level adjustment for disability	SLSOs were timetabled to support students with special needs. The Learning and Assistance Teacher (LaST) developed individual learning programs that the SLSOs implement and monitor within the mainstream classroom. The SLSOs met weekly to share successes of student progress. Two iPad's were purchased for students with special needs to use in their classroom.	\$24, 672 for School Learning Support Officer
Quality Teaching, Successful Students (QTSS)	<p>QTSS funding is used for teachers to observe each other's practice and learn from one another</p> <ol style="list-style-type: none"> 1. focused on teachers' individual needs and the opportunity to learn from others' 2. practice and offer constructive feedback to peers 3. aims to support the sharing of practice and building awareness about the impact of own teaching in order to affect change <p>Peer observations provides opportunities to discuss challenges and successes with trusted colleagues.</p> <ul style="list-style-type: none"> • supports sharing of ideas and expertise among teachers. • builds a community of trust through opening classroom practice to a wider audience • encourages openness and sharing of practice with a focus on improving impact on 	\$40,000 2 days per week extra teacher
Socio-economic background	This funding was used to supply Mathematics text books, excursions and camp attendance to students who needed assistance.	\$4,732
Support for beginning teachers	The new beginning teachers funding was provided in 2016. This was used for beginning teachers to have an extra 2 hours release from face to face teaching. The teachers attended demonstration lessons, mentors were assigned, time and support was provided to complete accreditation. Professional learning courses were attended linked to the teachers professional development plan. In 2016 three teachers qualified for this funding.	\$39,000.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	276	266	265	273
Girls	267	275	287	285

TWPS numbers are increasing. In 2017 is predicted to have over 110 Kindergarten students which will be six kindergarten classes. TWPS is experiencing many local student returns due to its outstanding reputation for developing the whole child and the positive relationships with the school community.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.5	97	96.5	96.9
1	96	96.3	96.1	97.3
2	96.4	96.3	96.4	97.6
3	96.8	96	96.5	97
4	95.3	95.8	95.5	96.4
5	95.8	95.9	97.2	96.6
6	96.7	95.7	95.2	96
All Years	96.2	96.1	96.2	96.8
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

TWPS monitors student attendance closely. All teachers ensure quality teaching and learning which results in improved love of learning. The importance of attendance at school is stressed amongst our student and parent community. Procedures in accordance with the Attendance Policy are followed diligently to address non attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.91
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	72
Postgraduate degree	28

Professional learning and teacher accreditation

TWPS is dedicated to building teacher capacity.

Two meetings a term are conducted by the principal supporting teachers who need to be accredited. The focus is on knowing the National Teaching Standards, ways to collect evidence and processes to gain accreditation. Eight members of staff attend these meetings and currently four teachers have completed this process.

Beginning teachers and new members of staff are formally mentored. Professional development plans are used at an executive level to support and build teacher capacity at TWPS. The executive team welcome aspiring leaders to attend executive meetings. Each term a new aspiring leader joins the team to voice the staff options and build leadership capacity.

Three of the executive staff attend the Dural Principal Network AP/DP network and are mentored beyond the school.

Instructional Rounds and Peer Observations have been established to enhance teacher performance and build capacity. Twenty four staff volunteered to be observed by the external Instructional Rounds group; They want effective feedback to move forward with their teaching.

The executive team are looking at leadership standards in executive planning days.

Completed Professional Development Plans include elements from the National Teaching Standards, school strategic directions and personal passions.

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.

In 2016 TWPS voluntary school contribution fees were capped at \$45. We had a significant cost in maintaining the trees and some unexpected staff sick leave. Overall TWPS rolled over funds to ensure savings in the future.

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	795 845.77
(2a) Appropriation	619 555.33
(2b) Sale of Goods and Services	9 903.85
(2c) Grants and Contributions	164 337.43
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 049.16
Expenses	-496 896.40
Recurrent Expenses	-496 896.40
(3a) Employee Related	-238 619.88
(3b) Operating Expenses	-258 276.52
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	298 949.37
Balance Carried Forward	298 949.37

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

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

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

The finance committee meet once a month to report on programs and funding. The information is presented at a P & C meeting once per term. In 2016 there was unexpected staff illness and this area was overspent. We are currently saving for fixed playground equipment. The intended use of funds available is to provide quality professional learning for teachers to ensure the best possible outcomes for students and the school community. TWPS will need to strategically plan for technology in the future.

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	3 579 256.27
Base Per Capita	29 733.24
Base Location	0.00
Other Base	3 549 523.04
Equity Total	173 673.67
Equity Aboriginal	881.88
Equity Socio economic	4 732.09
Equity Language	83 387.18
Equity Disability	84 672.53
Targeted Total	0.00
Other Total	146 744.65
Grand Total	3 899 674.60

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.

- NAPLAN measures only a subset of the expected

outcomes from primary schooling. The tests are designed to measure growth rates.

- The school results in average growth rates in literacy and numeracy from 2010 – 2016 are, in the majority of cases, the same as the NSW DET growth rates.
- In 5 of the 6 measures there was no difference in the percentage of students making expected growth between the school's higher and lower achievers. The exception was Years 5 – 7 Numeracy, where lower achieving students made more growth.
- In the majority of tests, the percentage of students making equal to or above expected growth was between 60% and 70%.
- The percentage of students scoring in the highest skill band in Year 3 and Year 5 was better than the Similar School Group on every test.

Ongoing formative assessments and/or classroom observations should be more productive in providing data to inform future school directions. These kinds of data are "high yield", pointing to specific student outcomes or teaching practices that could be improved.

Overall TWPS performs well in literacy. In Year 3 students results reflect:

Reading: 71% are in the top two bands with no students in band 1.

Writing: 76% of the students are in the top two bands with no students in bands 1 and 2.

Spelling: 76% of the students are in the top two bands with no students in band 1.

Grammar and punctuation: 77% of the students are in the to two bands with no students in bands 1 and 2.

Year 5 results reflect:

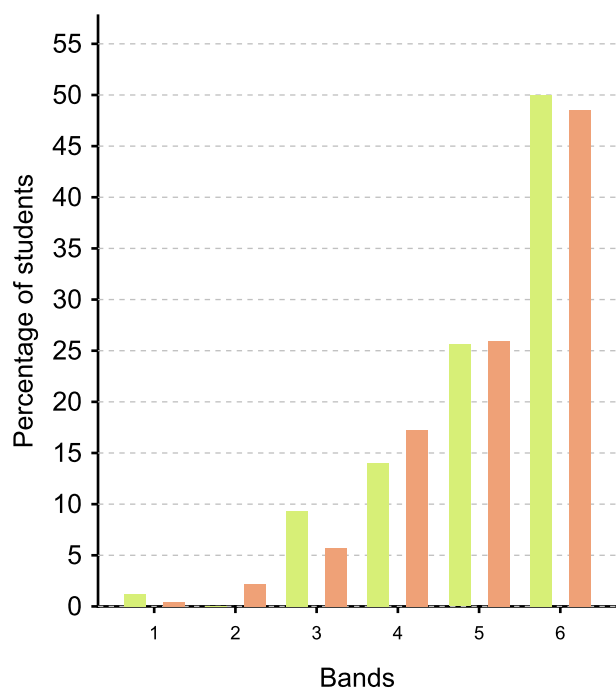
Grammar and punctuation: 54% of the students are in the to two bands with no students in bands 1 and 2.

Reading: 52% are in the top two bands with no students in band 1.

Writing: 20% of the students are in the top two bands and 42% in band 6.

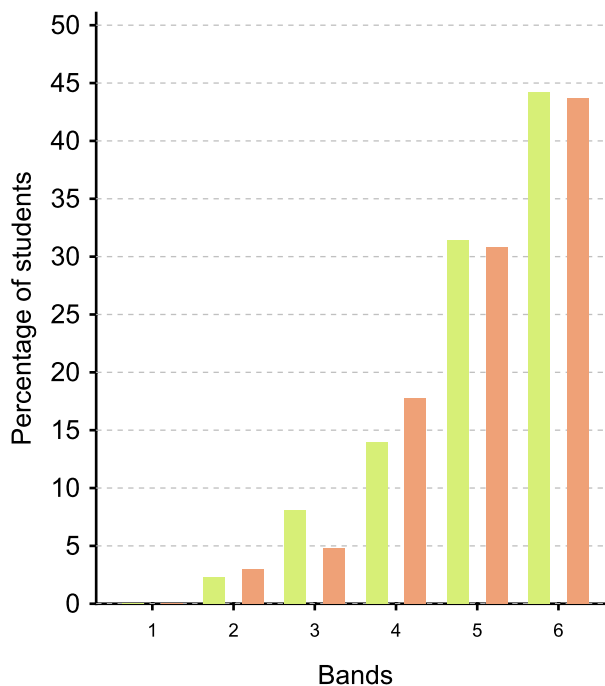
Spelling: 50% of the students are in the top two bands with no students in band 1.

Percentage in bands:
Year 3 Grammar & Punctuation



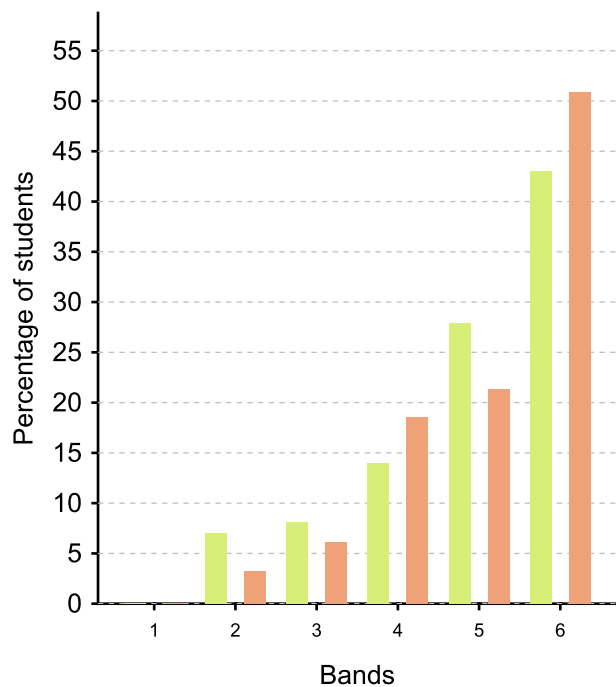
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



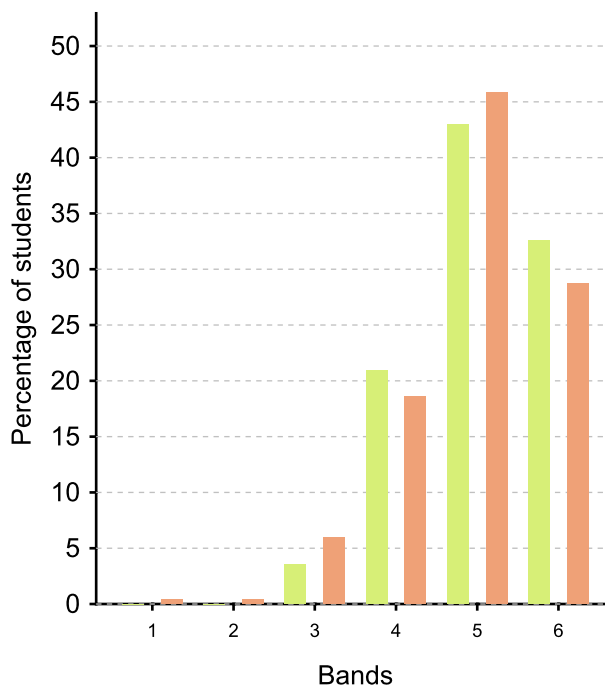
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



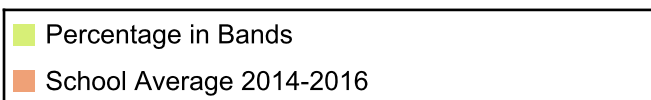
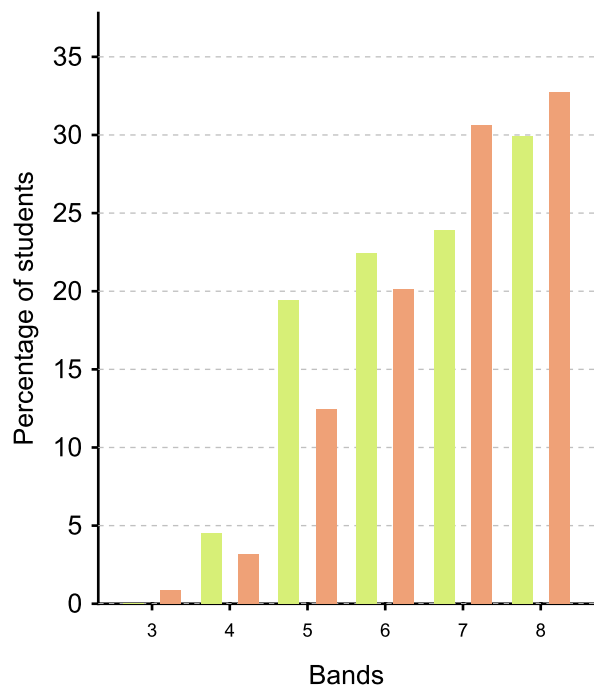
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

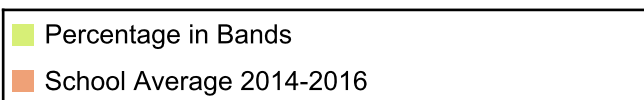
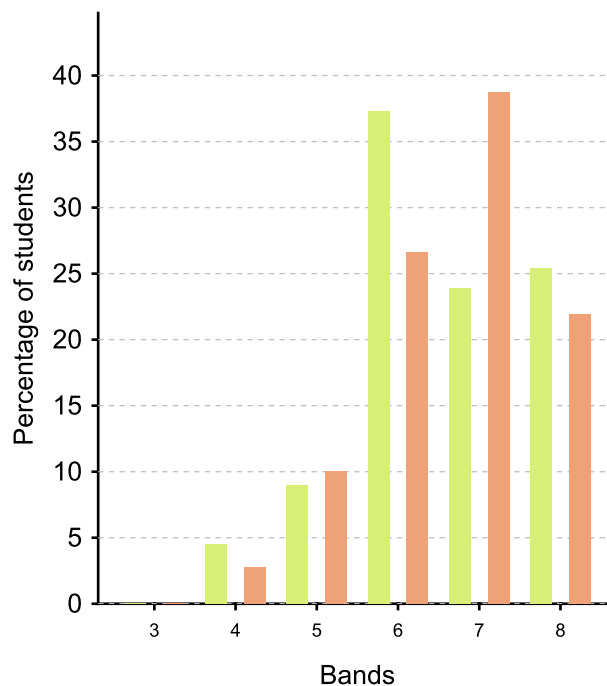


Percentage in Bands
School Average 2014-2016

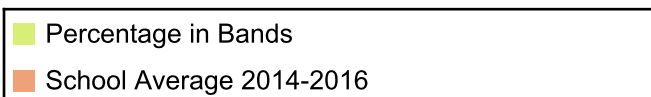
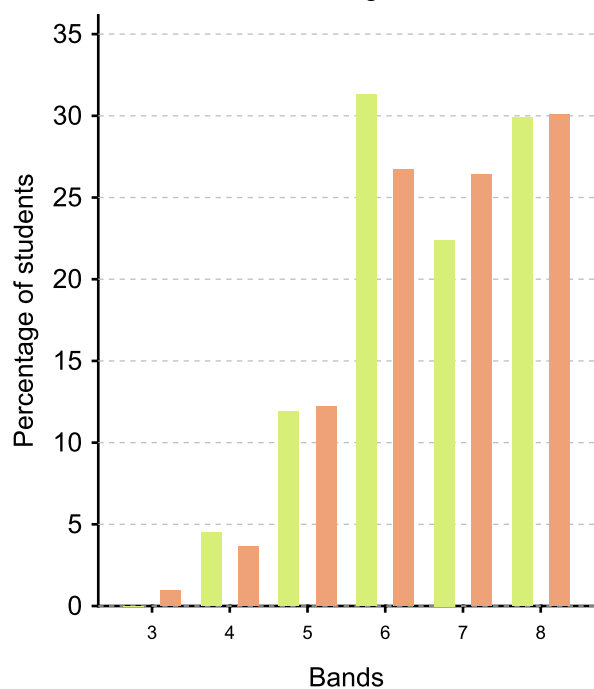
Percentage in bands:
Year 5 Grammar & Punctuation



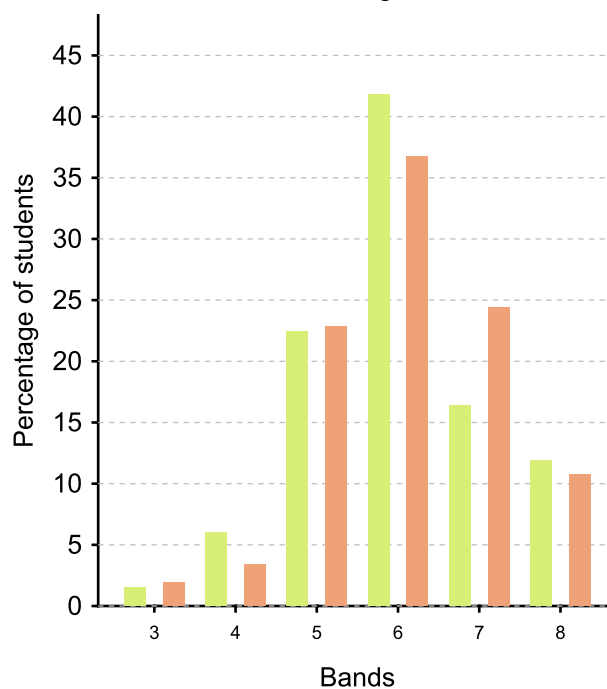
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



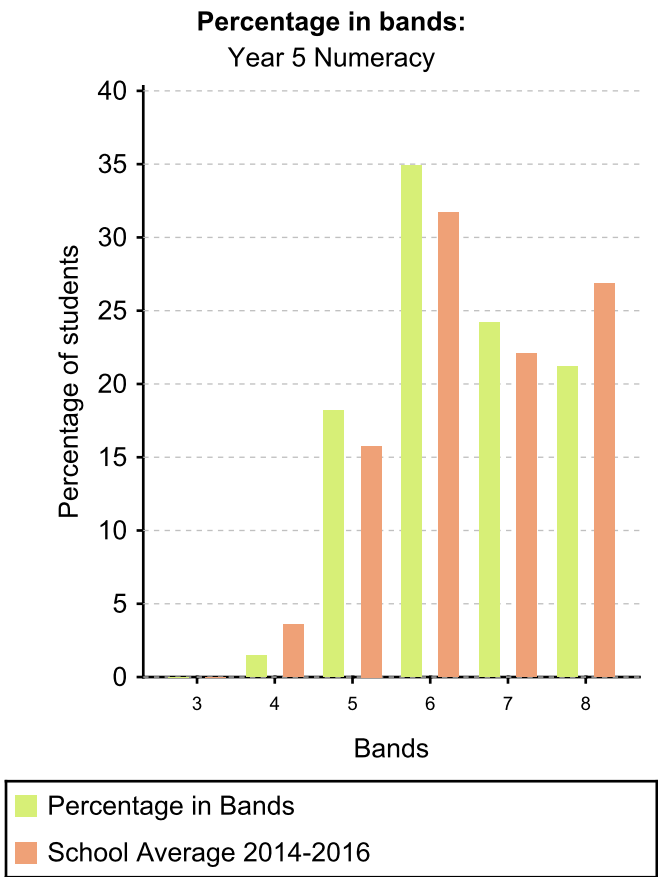
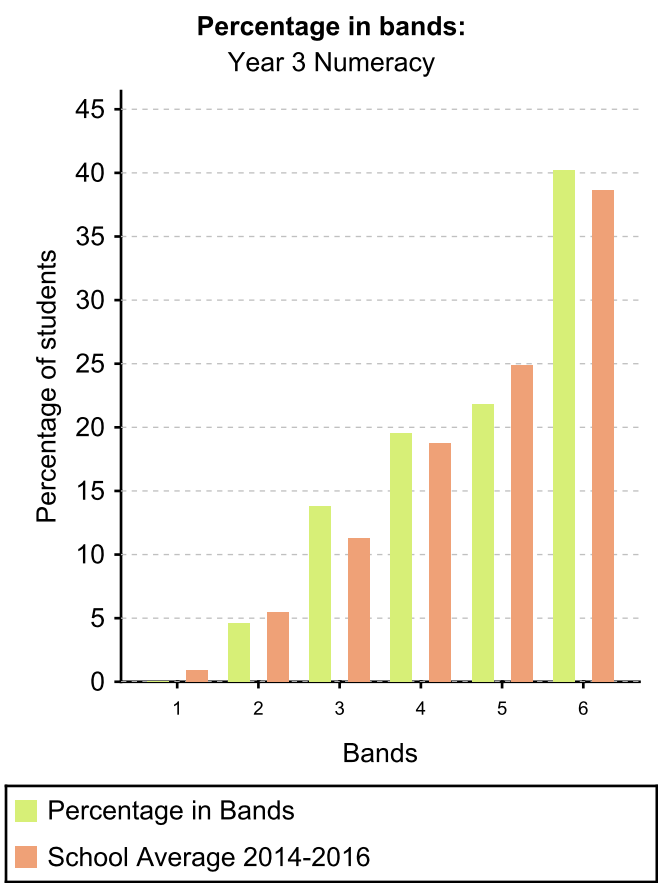
Year 3

62% of the students are in the top two bands and no students in band 1.

Year 5

45% of the students are in the top two bands and no

students in band 1.



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

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Tell Them From Me data indications that 34% of the parents are involved in school programs. 45% of the parents talked to the teacher more than three times about their child's progress. 60% of the parents assist the teacher in some way. P & C meetings are well attended with an average of thirty regular members. They are strong advocates for the school and promote the congruence between home and school. Our parents are invaluable and ensure improved student outcomes.

Policy requirements

Aboriginal education

Aboriginal perspectives are integrated into all Key Learning Areas (KLAs) ensuring that all students learnt about Aboriginal history, culture and contemporary issues within a meaningful context. Individual Education Programs were designed to support Aboriginal students. The focus was on leadership, literacy and numeracy. TWPS celebrated NAODOC week with performances and activities K – 6. .

Multicultural and anti-racism education

30% of our students come from non–English speaking background. School programs are developed by staff to provide culturally inclusive outcomes in a racism free learning environment. Many programs have been implemented to support and promote multicultural education. These include:

English as an Additional Language/Dialect (EALD)

strategies are implemented in the classroom by a specialist teacher. This teacher supports the classroom teacher to develop individual learning programs to ensure English language development.

Teaching and learning and support programs for new arrival students.

Training of Anti-Racism Contact Officer to support staff and students.

Our school continues to implement a variety of programs and activities that provide the diversity, skills and knowledge to meet the needs of all students to ensure an inclusive school community free from racism.

Culturally inclusive content is integrated into all teaching and learning programs. We celebrate Harmony day to highlight and promote multicultural education. As the EALD percentage increases staff will be up skilled with EALD strategies and techniques in the classroom. A cultural exchange has been planned for 2017.