

Westlawn Public School Annual Report



2016



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Introduction

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

Trish Ellis

Relieving Principal

School contact details

Westlawn Public School

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Message from the Principal

It was an absolute pleasure to lead the school while Mrs Twigg was on leave. Throughout 2016 Westlawn Public School saw students achieve in areas across academic, sporting and cultural endeavours, as well as leadership and citizenship. Westlawn students worked hard to achieve their potential, and grow as responsible and respectful learners and citizens.

Watching the progress children make in their learning, and seeing their developing character and talents, is truly rewarding. All children are born with potential to make a difference to the lives of others and to contribute to our community and the wider society in a positive way. Throughout 2016, at Westlawn we challenged and supported our students to do their best so that they could strive to reach their personal goals and achieve to the best of their ability.

Thank you to the Westlawn staff, including teaching and executive staff, our support staff, Administration staff, and General Assistant. The successes experienced by our students would not have been possible without everyone's teamwork, effort and enthusiasm.

Mrs Gwenda Lewis retired from Westlawn in 2016. Gwenda had been a valued member of staff who contributed so much to Westlawn. We thank her most sincerely for over 30 years of dedicated service and wish her well in retirement. She left us with so many wonderful memories.

I extend our sincere appreciation to all parents and community members who helped our school through volunteering on the P&C, in the Canteen, Uniform Shop, Book Club, Student Banking, in classrooms, on excursions, with school sporting activities, and the many other ways you supported our school. A special thanks must go to our P&C Committee: Caryn Dunstan, Sharyn Ellem, Lisa Giddins, Michelle Oxenbridge and Kylie Lavender and our Canteen Committee: Davina Green, Bec Plunkett-Hicks, Julie-Ann Wiles and Kylie Lavender and Uniform Shop Managers Jodi Buggy and Narelle Graham-Firth.

Congratulations to our Westlawn students who continued to amaze us with their high levels of achievement, positive attitudes and determination. It is such a pleasure to see the students become valued young citizens.

Trish Ellis

Relieving Principal

Message from the school community

As we approached the end of 2016 it was time to reflect on our school P&C and its dedicated members. Once again the year was very productive and profitable and our fund raising activities were successful. This success was only possible because of the wonderful support we received from the students, school community and the many local businesses throughout the year.

To have a successful P&C it is necessary to have dedicated and hardworking people willing to give their own time regularly. We are incredibly fortunate at Westlawn to have a small but extremely motivated and focused group of people that are pleased to do just that. In order to run all the fundraising activities, functions, book club, school canteen and clothing pool it is mindful to remember it takes volunteers and I would like to take this opportunity to thank each and every member of our P&C for their selfless support in 2016.

We held our first fundraising activity for 2016 by holding our annual Easter raffle which once again was very successful. Thank you to Kylie Lavender and Michelle Oxenbridge for coordinating the raffle. To the volunteers who helped out and to all the members of our school community who donated prizes for the raffle, your assistance was truly appreciated.

Our annual Mother's Day stall was held in May and was once again coordinated by Lisa Giddins. The quality and variety of items for the children to purchase was exceptional and the stall was extremely successful. Thank you to those that supported Lisa by making items to sell or by working on the stall. Unfortunately 2016 was Lisa's last year of coordinating the stall as her youngest child has moved onto high school. I would like to thank Lisa for her incredible efforts and dedication to the Mother's Day stall that she has given for many years.

Thankyou to Michelle Oxenbridge for coordinating our Lamington drive and to her fantastic helpers who packed and distributed thousands of lamingtons. The Father's Day stall was another successful activity. Thank you to Michelle Oxenbridge, Yvette Fishburn and the many volunteers who helped out with the 2016 Father's Day stall.

The annual Westlawn trivia night was held in November which was a fantastic, fun, social activity that brought the entire school community together.

One of our P&C's most integral roles is to run the school canteen; this is just not possible without volunteers. Thank you to Davina Green who has been our hard working canteen coordinator for many years. Thank you to Bec Plunkett-Hicks who took on the role as Deputy Canteen manager for 2016 and assisted Davina with roster coordination. Thank you to Julie-Ann Wiles for being the canteen minute taker and Kylie Lavender for being canteen book keeper. Special thanks to all the volunteer canteen workers who kept our canteen opened throughout the year. Without your support we just would not have a canteen.

Jodi Buggy and Narelle Graham Firth, along with their clothing pool volunteers, must be thanked for their role in operating our school clothing pool in 2016. Julie-Ann Wiles must be commended for her efforts in coordinating and organising Scholastic Book Club.

As P&C President I would like to thank the Westlawn P&C Executive team for their support throughout the year. To Sharyn Ellem, Michelle Oxenbridge, Kylie Lavender, Lisa Giddins your support and advice this year has been invaluable. To Narelle Twigg and Trish Ellis, the support shown to myself and our P&C is commendable.

The P&C decided to invest a large proportion of its funds this year so that in 2017 they will be in a position to make a substantial contribution to the upgrade of the Infants playground area. During 2016 the P&C assisted an incredible number of Westlawn families who represented our school at state level in a variety of sports.

Finally, I would like to wish our Year 6 students the best of luck as they continue their school journey to high school.

By Caryn Dunston (Westlawn P&C President)

Message from the students

It was an incredible experience being the 2016 School Captains at Westlawn Public School. We had many opportunities as school leaders. We enjoyed running assemblies each Friday as well as other special assemblies. While doing these assemblies, our public speaking abilities increased and we developed in confidence. During the Peer Support Program, we learnt skills that enabled us to be more thoughtful and helpful towards others. We feel proud to have been the 2016 School Captains. We will always reflect on the wonderful experiences and good times we have had at Westlawn Public School.

Maddison Osborne and Mason Beadman

School Captains

School background

School vision statement

Westlawn Public School will support and challenge our students to achieve their potential within a caring and inclusive social environment to become confident, active and informed citizens.

In partnership with the Grafton Community of Schools our vision is:

**'More for Grafton Students through;
Collaboration to ensure Quality Teaching
Diverse Opportunities
Best Practice
Community Partnerships
High Expectations
and
Standards for Enhanced Student Outcomes'.**

School context

Our vision keeps us focussed on providing quality teaching, quality learning and quality leadership and systems, by working in consultation with our whole school community to develop the creative and critical thinking skills of our students to become confident, active and informed citizens. We aim to raise the aspirations of all students to achieve to their full potential within an inclusive environment which recognises the critical importance of student wellbeing. We are focussed on highly skilled teachers delivering a quality curriculum which engages our students in purposeful learning.

Westlawn Public School is a dynamic, caring, inclusive learning community in the city of Grafton and is on Bundjalung country. The school is located in the outer urban area of Grafton with students from the established township, new estate developments and rural areas. Westlawn has an increasing enrolment, currently 511 students including 50 Aboriginal students. The FOEI (socio-economic index) is 101 which is average for NSW. We are one of the 229 schools in NSW leading innovation and change in management and business reforms in schools.

The school enjoys a strong reputation for quality teaching and learning with a focus on literacy and numeracy. Policies and programs are supported by sound values which ensure the education of 'the whole child'. Our dedicated team is committed to achieving consistent academic growth, effective student welfare programs, enhanced learning environments through innovation with technology, and providing quality programs in sport and the performing arts.

We celebrate the cultural richness our indigenous students bring to our school community, and indigenous students continue to take on increased leadership roles across the school.

Parents play active roles in a variety of ways within the school. We have strong support from our school community and high levels of community engagement.

Westlawn PS is a member of the Grafton Community of Schools (GCoS) which provides opportunities for sharing and reflecting on ideas and best practice relating to teaching and learning, educational leadership and providing a culture of quality support for educational leaders and teachers in schools, and builds on expertise to create partnerships within and between schools to improve outcomes for our students.

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. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In August 2016 our school undertook self–assessment using the School Excellence Framework and participated in an external validation. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework.

Learning

At Westlawn we are sustaining and growing a positive **learning culture** that promotes respectful relationships, student wellbeing and provides stimulating student learning environments.

We are sustaining and growing in the strategic development of **wellbeing** processes to support the whole student.

In the area of **curriculum and learning** we are sustaining and growing. In catering for the diverse learning needs of all students we have continued to implement an integrated approach to quality teaching and learning.

We plan and report on student learning and are delivering consistent school wide practices for **assessment and reporting**.

Westlawn is delivering in the achievement of value–added results in **student performance measures**.

Teaching

At Westlawn we are delivering **effective classroom practice** through teaching programs that are regularly reviewed and revised. Classrooms are well managed so that students are exposed to engaging learning experiences.

In the area of **data skills and use**, we are working towards delivering by regularly using student assessment data to identify student achievement and learning needs in order to inform our path for the future.

To further build Leadership and Quality Teaching Practice explicit systems for **collaboration and feedback** are sustained and continually being developed.

We are sustaining the practice of aligning **professional learning and development** with our school plan. There is focus on actively sharing professional learning to improve teaching practice and build understanding of effective quality teaching,

Teachers are demonstrating their growth in sharing expertise. They show high levels of understanding of current content knowledge and teaching practices. They are beginning to demonstrate personal responsibility for sustaining **professional standards**.

Leading

The school **leadership** team is committed to supporting an environment where we have productive relationships with both the school and broader community resulting in sustained and measurable whole–school improvement.

Westlawn is sustaining and growing in the area of **school planning, implementation and reporting**. There are clear processes for review and an ever increasing understanding that the school plan keeps us on target for continuous focussed improvement.

We are sustaining and growing at using **school resources** strategically to achieve improved student outcomes and implement the school plan.

The school is delivering on **management practices and processes** which are key for providing streamlined processes across the school..

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

Strategic Direction 1

QUALITY TEACHING

Purpose

Teachers are committed to excellence and have high expectations for every student to inspire them to achieve their potential.

Teachers take responsibility for their own learning, and value and model opportunities to improve their teaching practice and learn from others.

Features:

- Positive, collaborative workplace culture
- Best practice in all classrooms
- High levels of professionalism
- Highly skilled teachers

Overall summary of progress

Teachers demonstrate high levels of professionalism and take responsibility for their own learning through collaborative practice to deliver engaging and explicit teaching programs for all students. The following processes have been implemented at Westlawn to promote Quality Teaching in best practice in all classrooms, positive, collaborative, workplace culture, and highly skilled teachers:

- All teachers have developed PDP goals and participated in formal lesson observations to develop best practice in teaching.
- Teachers engage in professional dialogue, reflection on practice and constructive feedback to implement professional standards and curriculum requirements.
- Beginning and early career teachers are provided with targeted support in areas of identified need.
- The school has effective professional learning for induction, teacher quality, leadership preparation and development as well as support through the accreditation process.
- All teachers collegially share knowledge and skills with other staff members to develop scope and sequences, class programs and across school programs.
- The Learning Support Team works to meet the diverse needs of students across the school.
- The Grafton Community of Schools works collaboratively for the benefit of students across all schools.
- Harmonious classroom and playground environments are evidenced by few behavioural disruptions to student learning.
- Welcoming and helpful office staff work closely with the principal to serve our school community.
- High levels of support and professional learning for teachers through collaborative practice.
- Regular school assessment data to inform teaching and individualise learning to meet student needs.
- Increased student engagement and greater access to a broader range of technologies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive, collaborative workplace culture	Formalised structures developed to work collaboratively and share resources within and across grades and stages. Teaching programs, units of work and lesson plans were shared.	\$3 000
Best practice in all classrooms	Teachers provided and received planned constructive feedback from peers, school leaders and students to improve teaching practice.	\$7 000
Highly skilled teachers	Identify and draw on expertise within staff and the GCoS to support quality teaching. TPL in Science and Maths syllabus, L3 in K–2, Writing K–6.	\$5 000

Next Steps

The school team identified that in working towards excellence we need to deepen our knowledge and understanding of evidence based approaches to teacher observation, feedback, lesson study practices to align with research in best practice.

Enhance coaching and mentoring skills across the leadership team to empower all teachers to confidently present professional learning to a high standard.

Increase consistency of teacher judgement across the curriculum and ensure teaching and learning is differentiated in all programs across the school to meet the diverse needs of students. Establish consistent practice with all teachers and students in developing and monitoring personalised learning goals.

Development of more effective assessment instruments to regularly monitor student learning progress and improve teacher understanding of the benefits of data analysis and its incorporation in their planning for teaching and learning.

Increase the level of parent engagement in decision-making processes.



Strategic Direction 2

QUALITY LEARNING

Purpose

Students develop a core of academic content knowledge, see the relevance of their learning, develop a love of learning and have high aspirations.

Students collaborate with others, solve problems, think creatively and connect through technology.

Features:

- Highly engaged students
- Enhanced student outcomes
- Students with increased aspirations

Overall summary of progress

- We are streamlining the strategic operation of the learning support team, increasing opportunities for learning enrichment, creating opportunities to focus on the talents of students, engage Aboriginal students in a broader range of learning activities and enhancing the critical and creative thinking skills of students.
- Highly effective procedures implemented have resulted in clearly defined processes to identify and support student needs and create harmonious learning environments.
- High levels of communication and consultation with parents have resulted in the development of effective Social Skills, playground mentor programs and support programs specifically targeted to meet the needs of individual students.
- Enrichment programs in Years 3–6 have led to success at the NAIDOC Week Public Speaking Competition and the Multicultural Public Speaking Competition.
- Mathematics enrichment groups have developed critical and creative thinking and inquiry based learning. Mathematics focus days have enhanced problem solving skills across the mathematics strands.
- Student leadership programs such as peer support, Buddies, Student Leadership Training, SRC demonstrate the various roles undertaken across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Highly engaged students	Teachers provided enhanced opportunities for students to develop higher order thinking skills in public speaking, critical and creative thinking, and problem solving across KLA's. This is achieved through classroom programs, enrichment programs, public speaking program and the Bundjalung Newsletter.	\$30 000 Socio Economic background funding
Enhanced student outcomes	Teachers increased the level of collaboration within Stages and Committees in planning for teaching, teaching and assessing to meet students' needs.	

Next Steps

The school team identified that in working towards excellence we need to expand public speaking across K–6 to enrich student skills and confidence.

Increase the profile and role of the SRC to enhance student leadership.

Develop a broader range of enrichment programs and expand extra-curricular learning opportunities which are strongly aligned with the school's vision, values and priorities.

Strategic Direction 3

QUALITY LEADERSHIP AND SYSTEMS

Purpose

Through effective and shared leadership, the school will develop enhanced personal and system effectiveness through a collaborative approach to decision-making that is accountable, transparent and reflects local and system priorities.

Features:

- Dynamic and highly effective leadership teams
- Building capacity of leadership in teachers and executive
- Effective systems of communication at all levels

Overall summary of progress

- We have ensured all Teams and Committees consistently and collaboratively plan, monitor, evaluate and reflect upon their work towards achieving our school's goals. We have aimed to develop skills in all staff to contribute and communicate effectively across all levels of planning and implementation.
- Through shared leadership, the focus is always on making purposeful, responsible and ethical decisions to improve student outcomes and create a high functioning school.
- High expectations exist for all staff and students. Teachers are expected to set and achieve their professional learning goals.
- Professional learning in leadership is implemented through formal and informal learning and support. Mentoring is evident.
- The GCoS works collaboratively to develop opportunities for staff to work together to develop skills and strategies to improve teaching, learning and leadership.
- Teachers are increasingly taking leadership roles and responsibilities to increase their capacity as leaders.
- Finances and resources are allocated and managed effectively, efficiently and responsibly. Accountability requirements are fully met.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Dynamic and highly effective leadership teams	Collaborative school planning to take the school into the next level of innovation and leadership based on current best practice. Planning meetings included programming, writing units of work, curriculum planning, reviewing assessment tasks, and consistent teacher judgement of work samples. TPL to meet the needs of those in leadership roles and those aspiring to be leaders.	\$30 000
Building capacity of leadership in teachers and executive	Increased the capacity of teachers to lead by being supported in taking leadership responsibilities.	\$5 000

Next Steps

The school team identified that in working towards excellence we need to continue to further develop leadership capacity of teachers and executive.

Strive to fully utilise the talents and expertise of staff in order to achieve the school's goals.

Continue to build the profile and collective purpose of the GCoS. This will lead to improved learning outcomes for our students and create more opportunities for professional learning and collegial sharing of resources, and enhance public education in Grafton.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Additional teaching support for students to assist with curriculum to meet their learning needs. Term 4 edition of the Bundjalung Newsletter	Additional teaching support • (\$34 497.00)
English language proficiency	SLSO worked with classroom teacher to support student learning.	Student Support Officer • (\$2 532.00)
Low level adjustment for disability	SLSOs worked with classroom teacher to support student learning. Playground mentor support program including quiet games, monitoring social skills. Teachers conducted regular evaluations and reviews in consultation with parents/carers to develop PLPs to meet the needs of students.	Student Support Officers Additional teacher support • (\$170 765.00)
Socio-economic background	Additional teaching support for students to assist with differentiation of the curriculum to meet learning needs. Additional teaching support to implement enrichment programs.	Additional teacher support Student Support Officer • (\$44 363.00)
Support for beginning teachers	Informed induction program to meet the needs of beginning teachers through mentoring support programs.	Mentor • (\$13 378.00)
Student Leadership	Outstanding leadership as shown by our Captains Maddison Osborne and Mason Beadman, Vice Captains Declan Lynch and Tahlia Rediger, Prefects Michael Luxton, Harry Watts, Isabelle Ashbrooke and Arabela Labao. Responsible leadership by our Year 6 students as positive role models throughout the year as they fulfilled many extra responsibilities and led by example in programs such as Peer Support and Kinder Buddies.	Leadership Programs • (\$1 000.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	268	285	283	284
Girls	213	217	228	236

Enrolments have steadily increased from 2013 to 2016. There has been a higher enrolment of boys than girls consistently demonstrated each year.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	96.6	94.1	93
1	95	94.9	95.1	94.6
2	94.4	95.2	94.5	94.3
3	95.8	95.2	94.7	94.2
4	94.6	96.5	94.9	94.1
5	96.1	95.2	93.7	94.4
6	93.4	95.9	94.2	92.4
All Years	95	95.6	94.5	93.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

At Westlawn Public School we consistently aim for higher levels of student engagement and closely monitor attendance. The teachers and the Principal are proactive and work promptly and closely with the student and the parents to resolve any issues to do with attendance. We work together to resolve attendance concerns.

Class sizes

Class	Total
KL	18
KJ	18
KA	19
KP	18
1H	25
1P	25
1L	24
2H	23
2G	24
2W	24
3O	29
3G	30
3/4C	28
4/5K	29
4T	30
4L	30
5M	29
5A	30
6B	30
6A	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.64
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	3.96
Other Positions	0.8

*Full Time Equivalent

Three classroom teachers are Aboriginal.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

During 2016 we ensured our staff were provided the opportunities to develop their knowledge and skills not only in line with our school plan but to also develop individual aspirations to motivate and nurture ongoing growth across staff. Professional Learning for all staff included: School Excellence Framework, Wellbeing Framework, Technology– effective use across the curriculum, Maths programming – focus on key principles and best practice, Differentiation, CTJ in writing, writing consultant working at the shoulder with staff, effective observation and feedback, review of Science and English units, mandatory training and L3 for ES1 and St1.

Specific TPL was also provided in areas where staff wanted to develop expertise and gain experience and pass knowledge on to others:

- Technology
- Leadership
- Maths
- L3

For further information on the above please see the Strategic Directions section and read the overall progress summary and progress towards improvement measures.

We had one teacher complete her accreditation during 2016 and one complete his five year maintenance. We had seven teachers in the maintenance phase and two who had almost completed their accreditation.

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

Financial summary

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

	2016 Actual (\$)
Opening Balance	321 043.90
Revenue	3 905 354.63
(2a) Appropriation	3 751 587.77
(2b) Sale of Goods and Services	5 103.00
(2c) Grants and Contributions	143 643.87
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	5 019.99
Expenses	-3 955 049.06
Recurrent Expenses	-3 950 502.70
(3a) Employee Related	-3 637 467.26
(3b) Operating Expenses	-313 035.44
Capital Expenses	-4 546.36
(3c) Employee Related	0.00
(3d) Operating Expenses	-4 546.36
SURPLUS / DEFICIT FOR THE YEAR	-49 694.43
Balance Carried Forward	271 349.47

Regular monitoring takes place regarding school finances. Basic money is rolled over and funds are strategically used on supporting student learning.

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	3 268 669.95
Base Per Capita	27 497.30
Base Location	4 207.00
Other Base	3 236 965.65
Equity Total	252 157.24
Equity Aboriginal	34 496.99
Equity Socio economic	44 363.36
Equity Language	2 532.02
Equity Disability	170 764.87
Targeted Total	57 822.52
Other Total	127 391.47
Grand Total	3 706 041.18

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.

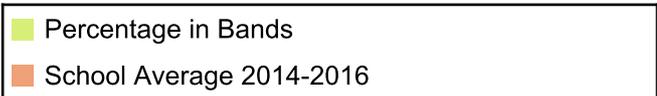
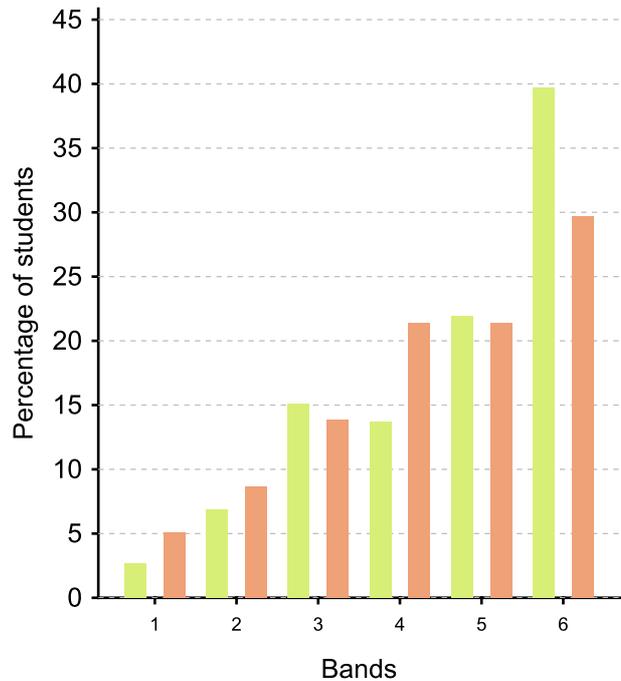
School performance

NAPLAN

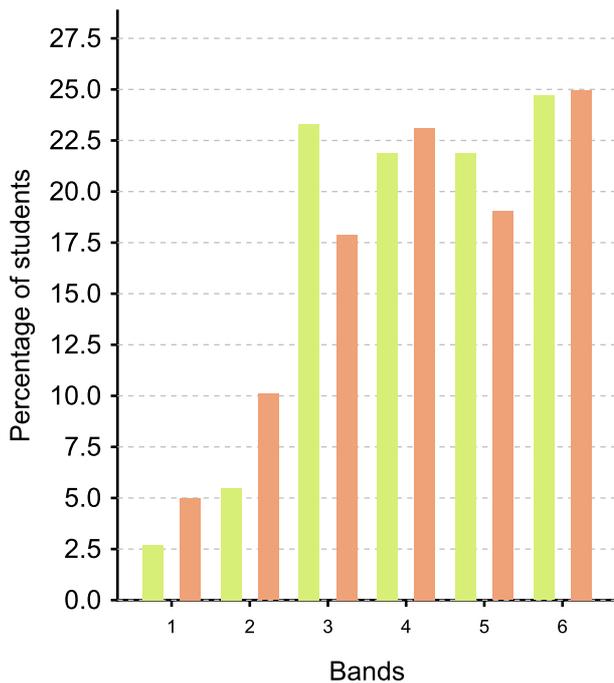
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

There has been significant improvement in reading and writing. This is due to our sustained school wide focus. There has been consistent movement from lower bands to greater percentages in higher bands for Year 5 and Year 3. In Year 3 we have 50% or more of students in the top two bands in reading, writing and spelling.

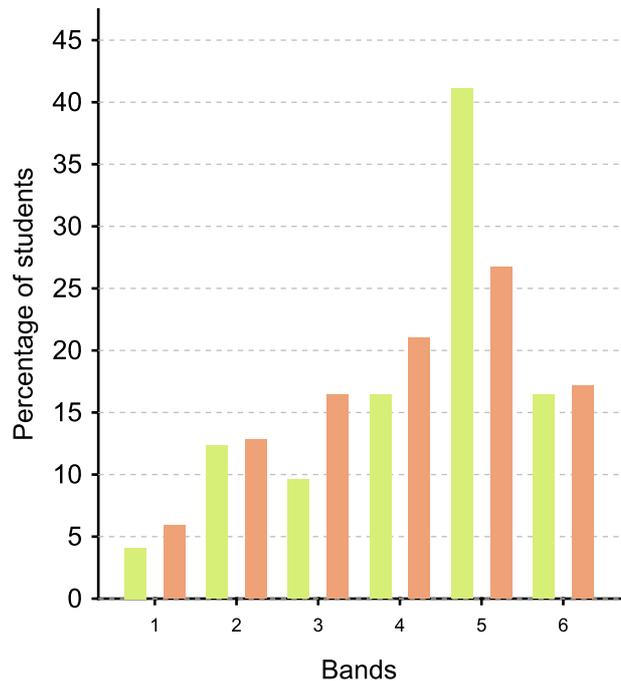
Percentage in bands:
Year 3 Reading



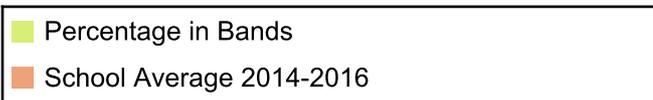
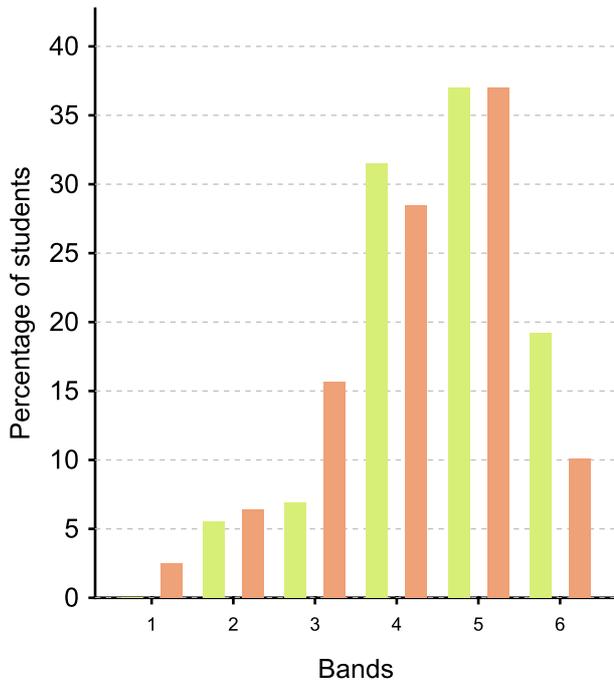
Percentage in bands:
Year 3 Grammar & Punctuation



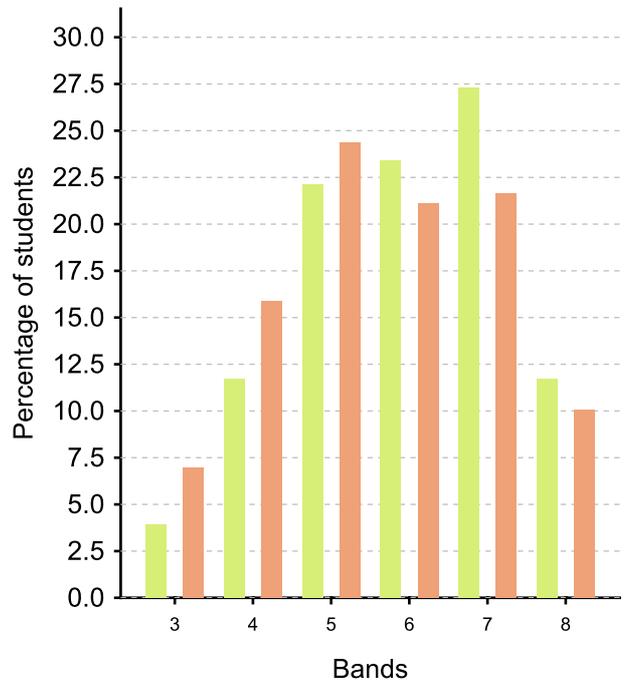
Percentage in bands:
Year 3 Spelling



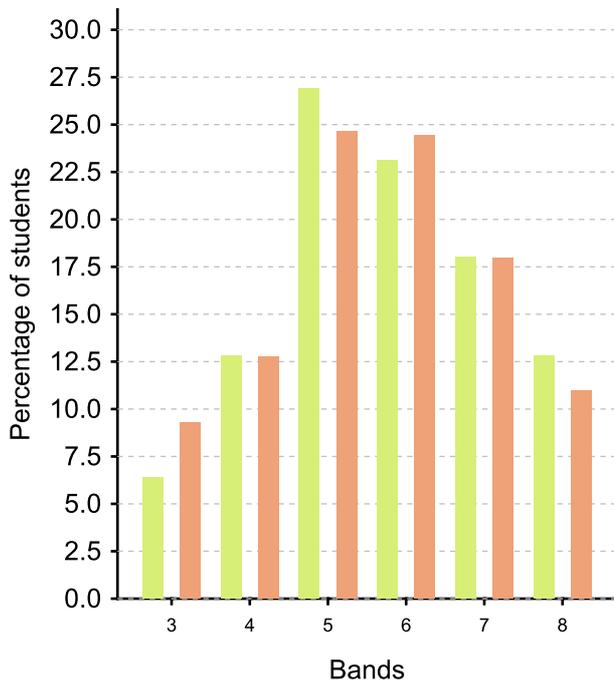
Percentage in bands:
Year 3 Writing



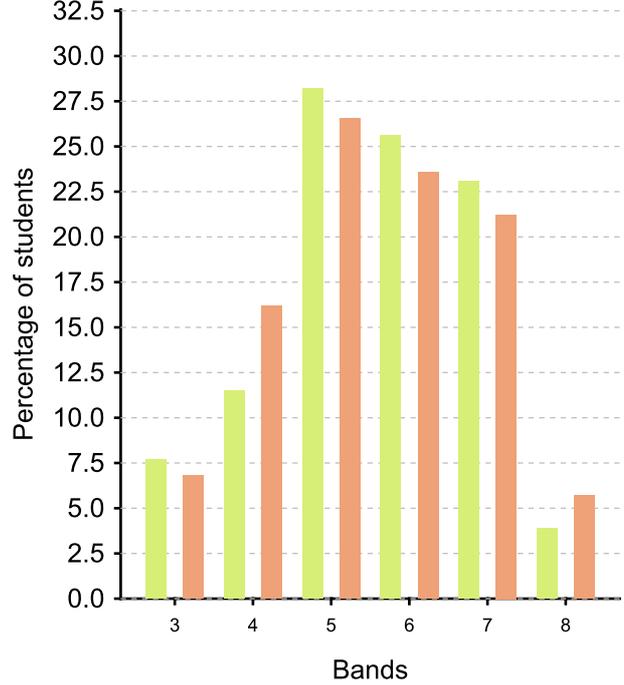
Percentage in bands:
Year 5 Reading



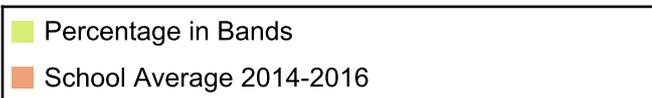
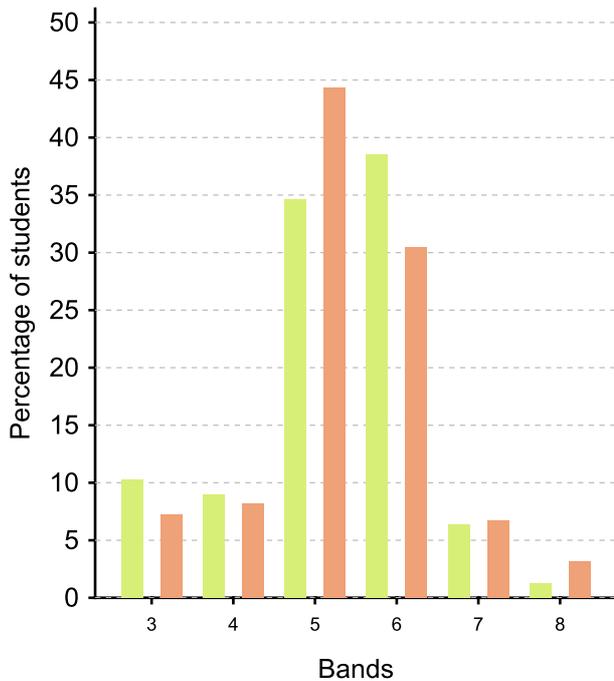
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

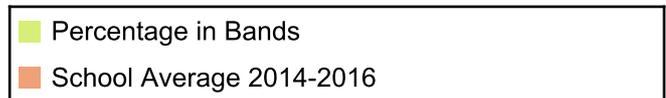
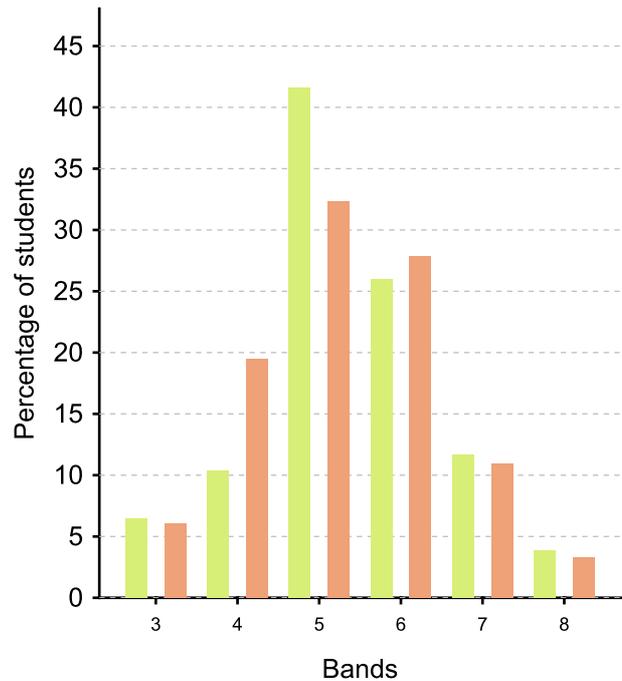


Percentage in bands:
Year 5 Writing



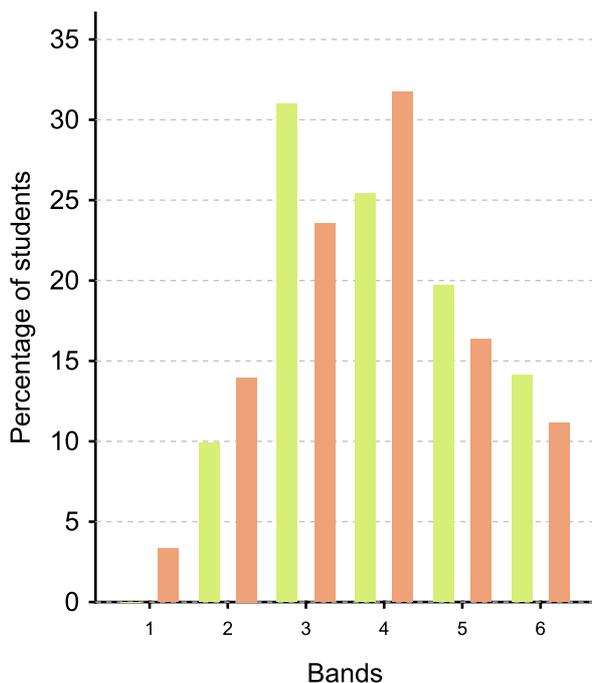
Students have continued to move across the bands increasing the percentage of students in higher bands in Numeracy. We have increased the percentage of students in Year 5 in the top two bands by more than 80% from 2014 –2016 and in Year 3 percentages in the top two bands rose by almost 40% from 2015.

Percentage in bands:
Year 5 Numeracy



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.

Percentage in bands:
Year 3 Numeracy



In 2016, 73 students in year three sat the NAPLAN test in literacy. Of the 73 students 45 students were boys and 28 were girls, 6 of these students identify as Aboriginal. In reading, WPS had 90.4% achieving **bands three through to band six**. Boys had 86.6% and girls had 96.5% in **bands three to six**. 100% of Aboriginal students achieved in **bands three to six**.

In writing, WPS continued to achieve excellent results with 94.5% of students achieving in **bands three to six**. 95.6% of boys achieved **bands three to six** and 92.8% of girls achieved in **bands three to six**. 83.3% of Aboriginal students achieved in these four bands.

Spelling results were 83.5% of students were in **bands three to six**. Boys achieved 77.8% in **bands three to six** and 92.8 % of girls achieved within the same bands 83.3% of Aboriginal students are in **bands three to six**.

In Grammar and Punctuation 91.8% of students achieved in **bands three to six**, 93.3% of boys and 89.3% of girls achieved in the same bands. 100% of Aboriginal students achieved **bands in three to six**.

In Numeracy, WPS results found 90.2% of students in **bands three to six**, 93.1% of boys and 85.7% girls. 100% of Aboriginal students achieved in **bands three to six**.

In 2016, 78 students in year five sat for the NAPLAN

test in literacy. Of the 78 students, 40 students were boys and 38 were girls, 7 students identify as Aboriginal. In reading, 84.5% achieved **bands five through to eight**. 77.5% of boys were in **bands five to eight** and 91.8% of girls. Aboriginal students achieved 57.2% in **bands five to eight**.

In writing, 80.8% of students were in **bands five to eight**, 77.5% of boys and 84.2% of girls achieving in **bands five to eight**. 71.4% of Aboriginal students achieved in these bands.

Spelling found 80.7% of students achieved **bands five to eight**, 77.5% boys and 84.3% of girls. 57.2% of Aboriginal students achieved in **bands five to eight**.

In Grammar and Punctuation 80.7% of students were in **bands five to eight**, 75% of boys, 86.9% of girls and 71.5% of Aboriginal students achieved in **bands five to eight**.

In Numeracy, 76 students sat the test. 83.2% of students achieved in **bands five to eight**, 80% of boys, 86.5% of girls and 42.9% of Aboriginal students were in band 6.

In Year 3 Indigenous students had 50% of students in the **top two bands** in reading, writing, spelling and numeracy. In Year 5 Indigenous students have consistently moved across to higher bands and the focus is to continue this improvement.

Parent/caregiver, student, teacher satisfaction

In 2016 we sought information regarding opinions of the school. We sourced this information from P&C, measured levels of participation in school activities, and collated incidental feedback both oral and written.

Parent satisfaction is clearly indicated by:

- Increased enrolments where parents comment they want their children to attend due to the positive comments they have heard regarding the school.
- Continued support of the school evident through the large numbers of parents and community members we had attend our assemblies, bi-annual school concert, special events/days and parents who volunteered in classrooms and through our P&C.
- The incredible support received from Westlawn families when the school was represented by students at whole community events such as ANZAC day, Vietnam Veterans day etc was outstanding.
- Parent numbers at our P&C increased as new parents were encouraged and felt comfortable to participate and be part of decision making processes.
- Consistent student attendance which demonstrates the value parents place on the importance of the education provided.

Policy requirements

Aboriginal education

Parents were part of the process when developing PLP's to support their child and to discuss goals for learning. All Indigenous students have a PLP.

Support programs for Aboriginal students were implemented in literacy and numeracy.

Our Bundjalung newsletter continued with students taking responsibility for articles and photographs.

Our NAIDOC week celebrations continued to grow with activities organised with our Grafton Community of Schools (GCoS). Our school was once again the venue for the GCoS Public Speaking Competition. Our students were successful in receiving some of the winning places. We also celebrated with Indigenous games, cultural activities, art display and a special assembly for all community members.

Our programmed units of work reflect the history and culture of Aboriginal Australia and are continually reviewed to ensure all students are being exposed to embedded areas of Aboriginal content.

The dux for 2016 was one of our Indigenous students. She was also one of our elected leaders and was a narrator at our school concert. An excellent role model for all students.

Our school also continued close ties with the local AECG with the Principal and other school representatives attending meetings and keeping informed of community happenings and discussing programs occurring across schools in the area.

Multicultural and anti-racism education

Through both oral and visual literacy activities students were further exposed to Multicultural aspects in our society. We once again hosted and participated in the Coffs/Clarence Multicultural Public Speaking Competition.

Our programmed units of work educated all students about a culturally diverse society. Students were also exposed to aspects of multiculturalism through excursions.

Anti-racism policies were implemented and students were given an understanding of what racism is and how it is not tolerated in our society.

Activities were organised for students both within and outside of school including a luncheon with foods from different countries. This helped develop a greater insight and understanding of our national identity made up of people from different cultures.