

Parramatta West Public School

Annual Report



2017



2843

Introduction

The Annual Report for 2017 is provided to the community of Parramatta 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.

Parramatta West Public School has had a year of challenging and inspiring innovative learning. Our school provides outstanding opportunities for students to excel. At Parramatta West Public School we pride ourselves on the sense of purpose shared by the school community and the strong partnership that exists between school and home.

We offer a strong and positive values program that encourages and supports all students to succeed.

Our continued focus on the systematic and explicit teaching of literacy and numeracy and on integrating exciting new technologies into everyday classroom practices ensures that Parramatta West Public continues to provide the best possible education for K–6 students in the Parramatta area .

In addition to the regular school curriculum, Parramatta West Public School provides several unique programs, which cater for the needs of our students. The school enjoys a strong reputation in creative arts, sport and multi-cultural education. The school's stated aim is to be at the forefront of quality, future focused education developing children to their full potential through the school motto 'where learners thrive'. Parramatta West Public School strives to ensure that all children have the confidence to learn by providing positive, caring teaching, through a diverse and integrated curriculum which attempts to cater for a wide range of both student's and society's needs in a pleasant and ordered environment.

Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate. Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Parramatta West Public School enjoys tremendous support from our parent body and local community. Once again the Parents and Citizens Association of Parramatta West Public have provided exemplary support and resources for the school. Their very active role in providing optimal classroom and playground environments for the learning community is evidenced by a very enviable modern school community.

Teunis Ploeg

Principal

School contact details

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9635 9347

School background

School vision statement

PARRAMATTA WEST PUBLIC SCHOOL IS A COMMUNITY WHERE LEARNERS THRIVE AND BECOME ACTIVE MEMBERS OF SOCIETY.

- COMMUNITY – engaged students, supportive parents & passionate teachers
- LEARNERS – learning is a lifelong process and everyone in our community is a learner.
- THRIVE – success, growth, positive, challenging, innovative approaches
- ACTIVE – making a difference to the things our community values.
- SOCIETY – the students of today are the citizens and leaders of tomorrow.

School context

Parramatta West Public School is a highly multicultural school with a total enrolment in 2016 of 708 students in 29 mainstream classes and 3 support classes. The students come from approximately 50 different cultural backgrounds including a growing number of refugees.

With such a mix, the students all socialise well and support each other. There is a high turnover of students every year, as well as approximately 14% of students applying for exemptions to take overseas holidays each year. These movements have a negative impact on student learning. The school has support teachers for English as a Second language learners, Reading Recovery and learning. These teachers work with the mainstream teachers to ensure that all students receive the best possible education.

The school is growing at a steady pace, which is impacting on the play space available, school organisational structures and the need to employ new teachers each year.

The majority of students starting school in Kindergarten each year have limited experience with the English language, and there are new arrivals throughout the school with no English. These children take time to adjust and to become comfortable learning in their new language. Reading comprehension and problem solving in mathematics are severely impacted by limited skills in the English language. These areas continue to be a focus for all 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.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. 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.

The results of this process indicated that in the School Excellence Framework Domain of Learning we are rated as Excelling overall in the domains of Wellbeing, Curriculum and Learning and Student Performance Measures. The evidence demonstrates our commitment to whole school and targeted programs catering for the academic, social, emotional and spiritual wellbeing of students. Initiatives include The Uplifting Australia partnership and whole school commitment to social and emotional learning as well as strong support for NESB and refugee students and families. Curriculum provision is enhanced by excellent, differentiated professional learning for teachers, innovative pedagogy, targeted support programs and community involvement. Initiatives include 'Seven Steps to Writing Success', Assessment for Learning, a focus on Growth Mindset principles and future focused learning. Student performance measures show that the school is excelling from K-7 in value added data.

In the domains of Learning Culture and Assessment and Reporting we are rated as Sustaining and Growing overall. The evidence demonstrates that professional learning drives the implementation of quality teaching and current pedagogy to improve student learning outcomes in literacy and numeracy while catering for students with special needs and students from a language background other than English. Teachers use assessment for, as and of learning across all curriculum areas to inform teaching practice. Students receive ongoing formative feedback for improvement. Parents are involved in goal setting through the PLP and IEP processes, receive regular assessment information and biannual reports and opportunities to engage with teachers.

Within the School Excellence Framework Domain of Teaching we are rated as Excelling overall in Effective Classroom Practice, Collaborative Practice and Professional Standards. The evidence collected reflects the successful implementation of high quality teaching methods through strong leadership and tailored professional learning within teams. At Parramatta West there is a significant focus on collaborative practice, support for beginning and early career teachers and strong mentor and induction programs. The professional learning framework allows for sharing expertise and high levels of accountability in personal professional development.

Overall in the domains of Data Skills and Use and Learning and Development we are rated as Sustaining and Growing. Teachers receive ongoing professional learning in data literacy to enable them to create quality assessment tools as well as analyse internal and external data sources to drive improvement. Professional learning is well planned to incorporate whole school priorities, the differentiated needs of teachers and individual focus areas.

The results of this process indicated that in the School Excellence Framework Domain of Leading we are rated as Sustaining and Growing overall in Leadership, School Planning and Implementation, School Resources and Management Practices and Processes. At Parramatta West there is a young, inexperienced leadership team. Opportunities are provided to grow their leadership capabilities through distributed leadership. The school forms positive relationships with external agencies across academic and extra curricular areas. The staff is aware of and committed to the strategic directions and school vision, with parents providing feedback through various avenues. The needs of the school are at the forefront of decisions made with regards to human and physical resources, in particular, taking into account the large number of temporary teachers employed at the school. It is an ongoing commitment to ensure that all members of the community are able to access information regardless of language and access to the school.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Leadership and Professional Learning Practices.

Purpose

To provide research based quality professional learning for teachers and leaders that enables curriculum implementation and ensures effective teaching pedagogy across the whole school.

Overall summary of progress

Overall, there has been improvements in how leaders support teachers in meaningful and sustained ways. Teachers are supportive of changes and improvement measures in place. Formal feedback and lesson observation processes have been put in place as part of the PDP process and additional observations have been included for beginning teachers in 2017. School leaders work collaboratively with their grade/stage teams and have been able to provide opportunities to inspire their teams to develop quality teaching and learning programs that challenge students and set high expectations for all. Overall, results from the TTFM show the strengthened capacity of the leadership team in 2017. The professional learning model at PWPS takes into consideration the varying levels of expertise, skill and understanding of teachers. Differentiated professional learning is offered and the considerations of staff are at the forefront of decisions made with regards to professional learning. The process of evaluation and reflection is ongoing and transparent. The results of surveys are shared with the wider executive team and modifications are made in response to the needs of staff and student.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching programs and lesson observations reflect school wide pedagogy.	Funding to source additional demonstration lessons and continued observation are from Literacy and Numeracy allocated funds as well as Professional Learning.	There is a clear focus on Assessment for Learning Principles, including quality feedback across Key Learning Areas. All staff have evidence of AfL principles in their planning and their programming. Teachers have also engaged in professional learning and collegial discussions around the concept of Growth Mindset and Self – Direction principles. Evidence is seen within programs and classrooms of it's use and impact.
100% teachers have an effective Professional Development Plan.		All teaching staff are required to develop their own professional Development Plan (PDP). Individuals set goals for their learning, collect evidence showing their achievement and progress towards the goals, make notes of any adjustments made and conduct a mid and final review. Through demonstration, observation, questioning and reflection, teachers are involved in a rigorous process of continual improvement and move towards best practice.

Next Steps

- Continue to provide distributed leadership to cater for the size and complexity of the school.
- Continue to plan for professional learning that is responsive to best practice, current research, experience level and school priorities that is collaborative and collectively raises student outcomes.
- Determine how to foster future focused learning in a new environment.
- Ensure all beginning and new teachers receive mentoring in some capacity.
- Consider the impact of the new learning spaces on EAL/D support and how EALD teachers will work collaboratively

with mainstream teachers to support the literacy demands of the curriculum.

Strategic Direction 2

Quality learning

Purpose

To empower students to succeed through visible, meaningful and purposeful learning.

Overall summary of progress

Parramatta West Public School is developing a culture of collective responsibility for student learning and success and has implemented quality programs based on current research based pedagogy with a strong focus on sustained reading.. The school continually analyses school performance data and a range of other contextual information to be aware of trends in student achievement levels.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students from years 3&5 exhibit positive growth in all aspects of the value added component of NAPLAN.		<p>Parramatta West PS is excelling in value added from Kindergarten through to Year 7, and in Year 5 this is an upward trend.</p> <p>The programs that the school has in place have consistently resulted in academic gains.</p> <p>Proficiency levels show that Parramatta West PS is performing close to State levels across all aspects of NAPLAN Year 3. In year 5, while Reading is an area of concern, all other aspects are at or above State Levels, and Year 7 is above state levels in all areas.</p>
Student survey data and school assessments show improved skills and outcomes mapped against PLAN data.		<p>The effectiveness of school wide programs and the growth in students outcomes is measured using internal data gained from both formative and summative assessments. External data from NAPLAN, PLAN and Tell Them From Me surveys is collected and analysed at class, stage and school level for planning and evaluating teaching and learning, decision making about programs, resourcing and support structures.</p>

Next Steps

- Work towards teachers demonstrating increased accountability through quality assessment and data.
- Experiment with innovative ways to employ technology that enhances teaching and learning.
- A stronger focus on the evaluation of data, including the new learning progressions to ensure greater accountability in literacy and numeracy.
- An overall analysis and improvement of quality teaching in reading K–6.
- Ensuring accurate identification of students requiring learning support or extension and the effectiveness of programs implemented.
- Increase the engagement of students who are not involving themselves in extra curricular activities.

Strategic Direction 3

A Positive School Community

Purpose

To create a connected school environment where the social and emotional well-being of the community is a priority.

Overall summary of progress

At PWPS, students develop positive and respectful relationships through consistent, whole-school behavioural expectations and classroom programs that foster the growth of social skills. Students are provided with opportunities to make choices and succeed and grow in areas of their own interest to support their development. Teachers work beyond their classrooms to provide a wide range of extra-curricular activities and broader school programs. School facilities are utilised for a wide range of purposes in the community. Our school is a meeting place for a range of religious, language, cultural and sporting groups, which serve the needs of students and of the local community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students in all equity groups making expected growth in learning outcomes.	Funds used within this strategic directions are allocated from equity funding allocations for Refugee Students Support, ATSI Funding and Low Level Adjustment for Disability Funding.	There is ongoing commitment to improve educational outcomes, including students in all equity groups. The school is building partnerships with external agencies across the wider school community and has some existing school based initiatives. This includes; Aboriginal and Torres Strait Islander homework club, SPARKS refugee homework club, University partnerships, Salvation Army (Music Therapy), STARTTS, Uplifting Australia, Parramatta Eels, and a variety of scholarships and/or grants from councils and other agencies to maximise educational opportunities.
Increased parental knowledge of priorities, involvement and engagement in school and student learning.		Results from the 2017 Tell Them From Me Survey show the overall mean for 'parent involvement', as stated by teachers, has increased from 6.9 in 2016 to 7.6 in 2017, which is 0.8 above the NSW government norm. This included teachers using strategies to engage parents in their child's learning, increasing from 7.3 to 8.3. Parents responses have shown that they are feeling more informed about school activities in 2016. Increasing from 7.6 in 2016 to 8.2 in 2017. The overall mean for 'parents are involved', has increased from 6.7 in 2016 to 7.4 in 2017, which is 0.8 above the NSW government norm. This includes parents feeling informed about their child's progress in school subjects, increasing by 0.8 over the year.
Tell Them From Me surveys, Friendly Schools Plus surveys and School Wellbeing data indicate improved student wellbeing.		<p>Students' positive behaviour at school as reported by the students in the "Tell Them From Me" survey in September 2017 show that positive behaviours for both boys and girls in Years 4, 5 and 6 are above NSW government norms.</p> <p>Resources and processes that are used to ensure smooth transitions in and out of the school are in place as well as a wide range of programs aimed at improving students wellbeing.</p> <p>The Macquarie University report shows the positive impact of the Friendly Schools Plus program, as</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me surveys, Friendly Schools Plus surveys and School Wellbeing data indicate improved student wellbeing.		well as the need to continue the program to further reduce anxiety and bullying behaviour in students. The implementation of the youth worker program is having a positive impact on student emotional and social wellbeing. Through teacher recommendations for support and the whole school organisation of small group timetabling, the individual and collective wellbeing of the school is enhanced.

Next Steps

- Provide opportunities for the school community to be involved in the school planning process.
- Strengthen the learning connection between home and school.
- Involving the community and an increased focus on raising the results of children from low SES backgrounds.
- Increase the opportunities for parents of NESB and refugee families to connect with the school, through initiatives that consider the social, emotional and academic of students and parents.
- Further enhance systems to provide families appropriate opportunities to contribute to school decision making.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,956.00	Funding was received to support 9 students who identify as aboriginal background. Students were supported in the development of Personalised Learning Pathways plans (PLP). Students were also supported through the homework club during 2017.
English language proficiency	\$478835.00	<p>Four full time and one part time English as an Additional Language or Dialect teachers (EALD), a long with a number of Learning Support Officers (SLSO) were engaged to support the school in:</p> <p>Prioritising student need ensuring that new arrivals receive intensive support, enabling them to increasingly access regular classroom activities and adjust both academically and socially to school life.</p> <p>Advising classroom teachers on the particular needs of EALD students in their classes and suggesting strategies to meet their needs through the leaning and support team.</p> <p>Meeting with parents of EAL/D students to keep them informed about their child's progress.</p> <p>Additional learning Support Officers were also engaged to support students</p>
Low level adjustment for disability	\$179,479.00	Students identified by the learning and support team were supported by the engagement of 1.2 Learning and Support Teacher (LAST) positions and 2 part-time School Learning Support Officers. The needs of these students varied from academic to social and emotional. Support staff assisted in raising the expectations for all students to achieve their full potential by supporting teachers in developing appropriate programs and offered in class support from the LAST where appropriate.
Quality Teaching, Successful Students (QTSS)	\$56,780.00	This funding allocation was used to release the APs from face to face teaching to support teachers deliver literacy and numeracy initiatives. Learning programs were discussed with teachers, support was offered to differentiate the curriculum, demonstration lessons were conducted and feedback was given. The Deputy Principal worked closely with our community of schools to develop professional development targeting the needs across schools.
Socio-economic background	\$111,519.00	<p>Funding used to support improved teaching and learning through enhanced student access to a wider range of curriculum learning experiences</p> <p>Sustaining an inclusive culture by supporting families experiencing financial difficulties with school related expenses.</p>

Socio-economic background	\$111,519.00	Various programs conducted to engage both students and parents in school life and personal relationship building, Year 4 Hang Outs being an example of one such program.
Support for beginning teachers	\$8,161.00	<p>Beginning teachers were provided additional realise to participate in:</p> <p>a range of activities to support the development of their skills including mentoring and coaching sessions, lesson observations, professional learning and a supported accreditation process.</p>
Targeted student support for refugees and new arrivals	\$16,147.00	<p>Engagement of Bilingual School Learning Support Officers (SLSO) to support students and families with adjustment to a new culture and leaning environment.</p> <p>All refugee students are engaged in school based programs supported by SLSO time when required.</p> <p>SLSO utilises to provide interpreter services for newly arrived families ensuring a deep understanding to school live and expectations.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	350	382	402	436
Girls	274	303	336	364

Enrolments for each school year are indicated above and include male and female student numbers.

Parramatta West Public School has continued to maintain a steady enrolment pattern increasing by approximately 2 classes each year since 2014, which is enhanced by our strong links to local preschools and community support groups.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.3	94.4	95.9	93.6
1	95.6	94.7	94.9	93.7
2	95.7	94.6	95.1	94.1
3	96.7	94.1	96	95.8
4	96.7	94.1	94.3	96.1
5	95.8	93.7	95.2	94.9
6	95.9	93.2	93.6	94.5
All Years	95.9	94.2	95.1	94.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

School attendance is monitored weekly and discussed at executive meetings. Parents are required to send in absence notes when a child has been away from school. Teachers request these if they are not sent in a timely manner. Parents of students with poor

attendance are contacted and support structures put in place if necessary. Referrals to home school liaison officers are put in place if poor attendance continues. A growing number of children take long overseas holidays which seriously impacts on attendance and student learning outcomes. In line with Department of Education guidelines students traveling during school term for holidays are recorded as unjustified leave in the departments attendance record system.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	33.04
Teacher of Reading Recovery	0.95
Learning & Support Teacher(s)	1.2
Teacher Librarian	1.4
Teacher of ESL	4.6
School Counsellor	1
School Administration & Support Staff	7.67
Other Positions	0

*Full Time Equivalent

There is one Aboriginal teacher at the school.

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	22

Professional learning and teacher accreditation

Professional learning is undertaken each year to develop the professional growth of teachers skills, knowledge and understanding with a focus on improving student-learning outcomes. Professional learning is clearly linked each year to personal

development goals aligned with the overall school plan targets. These sessions focus on syllabus content and new teaching and learning strategies. New curriculum implementation has provided the opportunity for staff to review practices and evaluate alternative strategies to further cater for our students as future focused learners.

From the commencement of 2018 all teachers at Parramatta West Public School will be registered through the NSW Institute of Teachers at proficient level.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	443,486
Revenue	7,384,054
Appropriation	7,179,025
Sale of Goods and Services	15,652
Grants and Contributions	184,659
Gain and Loss	0
Other Revenue	0
Investment Income	4,719
Expenses	-7,610,861
Recurrent Expenses	-7,610,861
Employee Related	-6,829,512
Operating Expenses	-781,349
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-226,806
Balance Carried Forward	216,679

This financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. This summary covers funds for operating costs and involves expenditure areas such as permanent salaries, building and major maintenance..

Equity – Aboriginal refers to funding allocated based on the number of Aboriginal students enrolled at the school.

Equity– Socio Economic refers to funding allocated based on the Family Occupation and Education Index (FOEI).

Equity– Language funding refers to salaries of permanent English as an Additional Language or Dialect (EAL/D) and additional flexible funding to support student learning.

Equity – Disability funding refers to teacher salaries for Learning and Support Teacher (LASST) and additional flexible funding to support student learning.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,004,043
Base Per Capita	115,546
Base Location	0
Other Base	4,888,497
Equity Total	775,790
Equity Aboriginal	5,956
Equity Socio economic	111,519
Equity Language	478,835
Equity Disability	179,479
Targeted Total	574,855
Other Total	446,573
Grand Total	6,801,260

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

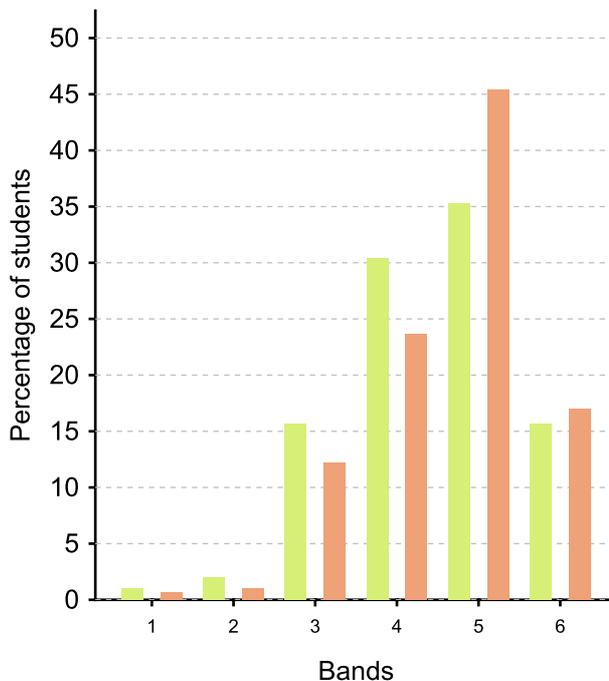
Year 3: from Band 1 (lowest) to Band 6 (highest)

Year 5: from Band 3 (lowest) to Band 8 (highest)

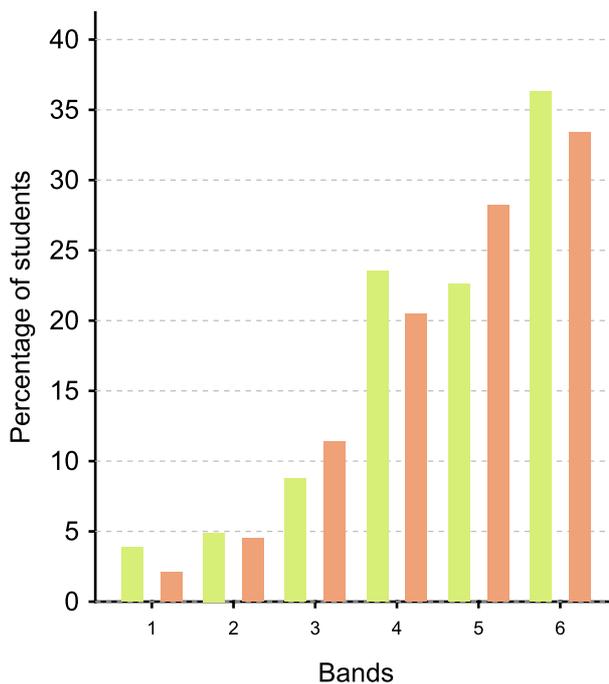
Sixty percent of students who remained at Parramatta West Public between Years 3 and 5 testing have demonstrated greater than or equal to expected growth in the area of reading, this growth increase to 74% of students in the area of numeracy.

The following graphs provide an overview of student performance in various areas of Literacy learning and Numeracy, trend data over time assists the school in establishing priority areas for future development. These areas are reflected in the 2018–2020 school plan.

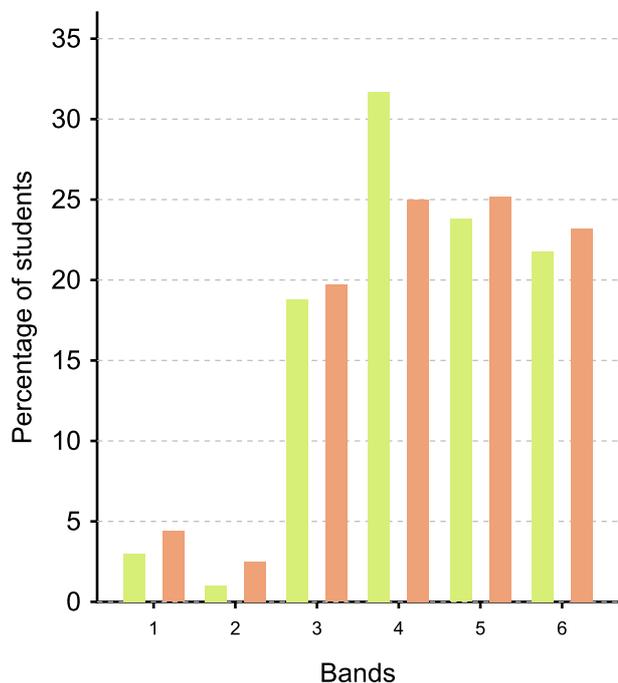
Percentage in bands:
Year 3 Writing



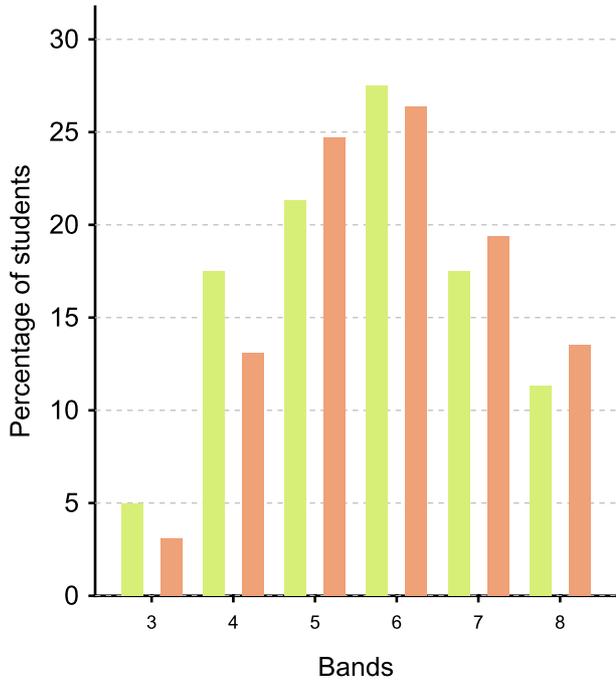
Percentage in bands:
Year 3 Spelling



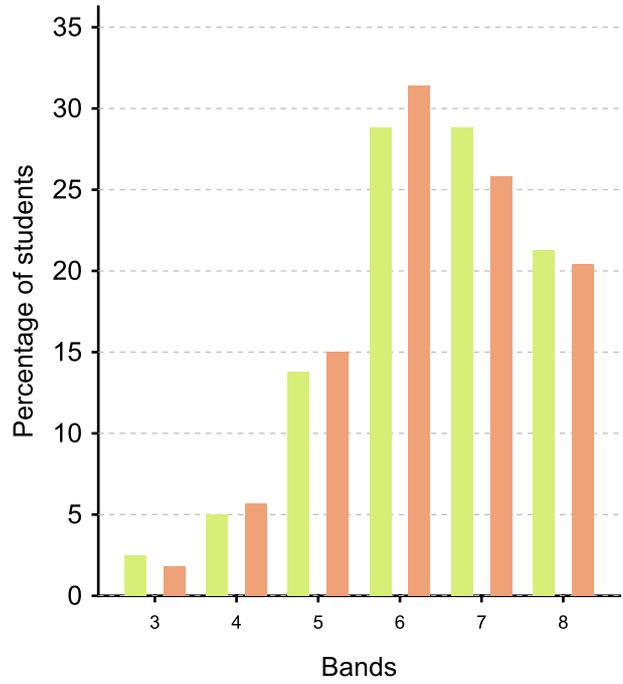
Percentage in bands:
Year 3 Reading



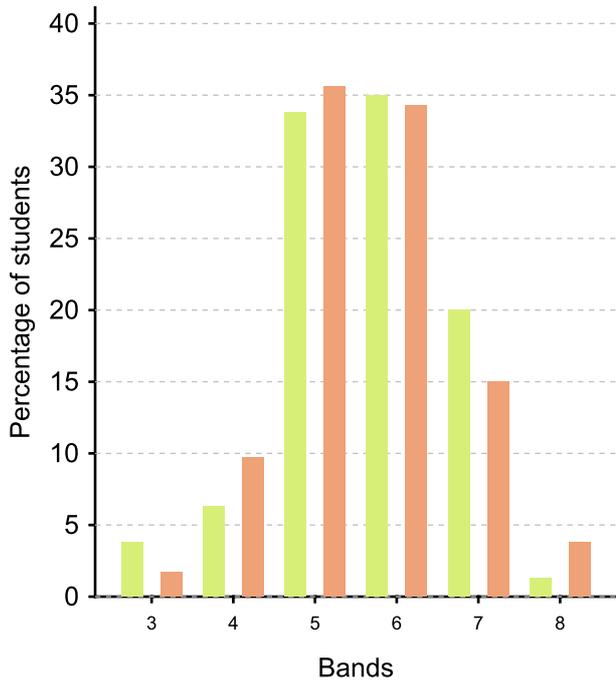
Percentage in bands:
Year 5 Reading



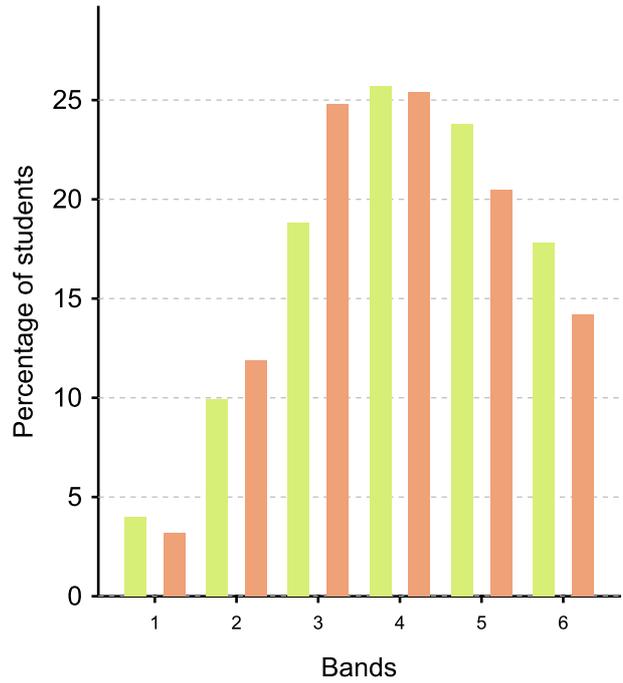
Percentage in bands:
Year 5 Spelling



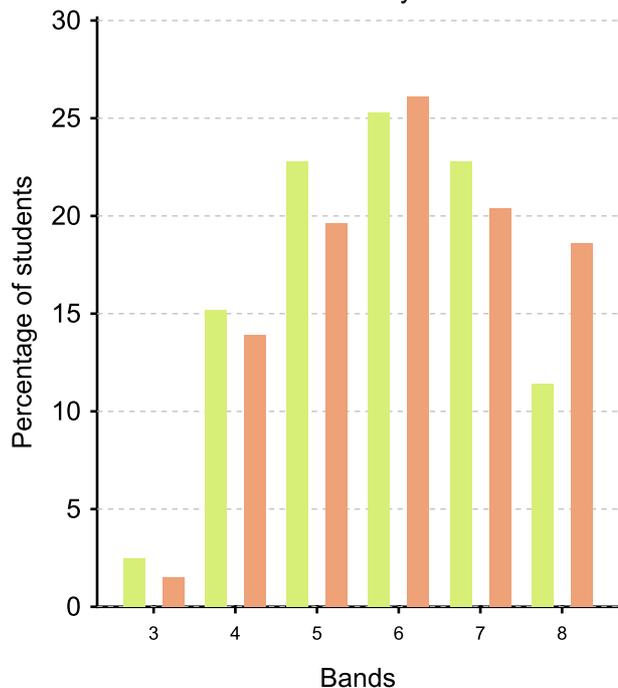
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



**Percentage in bands:
Year 5 Numeracy**



■ Percentage in Bands
■ School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of:

- Year 3 students in the top two bands in reading is 46%. The NSW state average is 51%
- Year 3 students in the top two bands in numeracy is 42%. The NSW state average is 43%
- Year 5 students in the top two bands in reading is 29%. The NSW state average is 40%
- Year 5 students in the top two bands in numeracy is 34%. The NSW state average is 33%
- Year 7 students in the top two bands in reading is 35%. The NSW state average is 31%
- Year 7 students in the top two bands in numeracy is 45%. The NSW state average is 35%

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and teachers about the school. In 2017 students, parents and teachers were invited to complete the NSW DoE Tell Them From Me (TTFM)

survey. Their responses are presented below.

The TTFM student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. The results below are based on data from 216 students from years four, five and six that participated in the survey. PWPS results are compared with NSW Govt norms, which are based on the results for all students who participated in 2017.

- 88% of students had a high rate of participation in sport; the NSW Govt norm is 83%
- 62% of students had a high rate of participation in art, drama, music, or a school committee; the NSW Govt norm is 55%
- 77% of students had a high sense of belonging, accepted by their peers and by others at the school; the NSW Govt norm is 81%
- 85% of students report positive relationships with their peers, whom they trust and who encourage them to make positive choices; the NSW Govt norm is 85%
- 97% of students believe that education will benefit them personally and economically and will have a strong bearing on their future; the NSW Govt norm is 96%
- 89% of students had positive behaviour, did not get in trouble or disrupt others learning; the NSW Govt norm is 83%
- 76% of students had positive homework behaviours eg completing homework and submitting on time; the NSW Govt norm is 63%
- 36% of students believe they have been subject to bullying behaviour; the NSW Govt norm is 36%
- 92% of students try hard to succeed in their learning; NSW Govt norm is 88%

The Focus on Learning Survey is a self evaluation tool for teachers and schools. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. Thirty nine teachers responded to the survey. The scores for the Likert format questions (strongly agree to strongly disagree) have been converted to a 10–point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 is a neutral position.

Leadership:

Score 7.7: School leaders have helped me establish challenging and visible learning goals for students.

Score 7.7: School leaders have helped me improve my teaching.

Score 7.8 School leaders have provided guidance for monitoring student progress.

Score 7.6 School leaders have supported me through

stressful times.

Score 8.1 School leaders have provided me with useful feedback about my teaching.

Collaboration:

Score 8.5 I work with other teachers in developing cross-curricular or common learning opportunities.

Score 8.1 Teachers have given me helpful feedback about my teaching

.Score 8.8 I talk with other teachers about strategies that increase student engagement.

Score 8.3 I discuss my assessment strategies with other teachers.

Score 8.6 I discuss learning problems of particular students with other teachers.

Learning Culture:

Score 8.3 In most cases I discuss the learning goals for the lesson.

Score 8.1 Students become fully engaged in class activities.

Score 8.8 I monitor the progress of individual student

Score 8.9 I set high expectations for student learning.

Score 7.9 Students find class lessons relevant to their own experiences.

Data Informs Practice:

Score 8.8 My assessments help me understand where students are having difficulty.

Score 8.2 regularly use data to decide whether a concept should be taught another way.

Score 8.3 When students' assessment tasks or daily classroom activities fail to meet expectations, I give them an opportunity to improve.

Score 8.1 I give students feedback to improve their performance.

Teaching Strategies:

Score 8.1 I can easily identify unproductive learning strategies.

Score 8.6 I use two or more teaching strategies in most class lessons.

Score 8.1 Students receive feedback on their work that brings them closer to achieving their goals.

Score 8.3 I discuss with students ways of seeking help that will increase learning.

Technology:

Score 7.1 Students have opportunities to use technology for describing relationships among ideas or concepts.

Score 6.4 Students have opportunities to use technology to analyse, organise and present subject matter.

Score 7.4 I help students use technology to under take research.

Score 6.9 I help students to overcome personal barriers to using technology.

Inclusive school

Score 8.7 I am regularly available to help students with specific learning needs.

Score 8.9 I establish clear expectations for classroom behaviour.

Score 7.9 I strive to understand the learning needs of students with special learning needs.

Score 8.3 I create opportunities for success for students who are learning at a slower pace.

Parent Involvement:

Score 8.4 I work with parents to solve problems interfering with their child's progress.

Score 7.6 I share students learning goals with their parents.

Score 8.3 I use strategies to engage parents in their child's learning.

Score 8.0 I am in regular contact with the parents of students with special learning needs.

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parent's perceptions of their children's experiences at home and school. It is primarily based on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster communication, encourage involvement and enlist parent volunteers. The survey also provides feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. All families were invited to complete the survey. The responses below are from 146 participants. The scores for the Likert format questions have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 10 indicates strong agreement, 5 is a neutral position, 0 indicates strong disagreement .

Parents feel welcome

I feel welcome when I visit the school. 7.7

I can easily speak with my child's teachers. 8.5

I am well informed about school activities. 8.2

Teachers listen to concerns I have. 8.1

I can easily speak with the school principal. 7.7

Written information from the school is in clear, plain language. 8.3

Parent activities are scheduled at times when I can attend. 7.0

The school's administrative staff are helpful when I have a question or problem. 8.0

Parents are Informed

Reports on my child's progress are written in terms I understand. 7.6

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.9

I am informed about my child's behaviour at school, whether positive or negative. 7.8

The teachers would inform me if my child were not making adequate progress in school subjects. 7.2

I am well informed about my child's progress in school subjects. 7.4

I am informed about opportunities concerning my child's future. 6.8

I am informed about my child's social and emotional development. 7.2

Safety at School

Behaviour issues are dealt with in a timely manner. 7.9

My child feels safe at school. 8.0

My child feels safe going to and from school. 8.4

The school helps prevent bullying. 8.0

Policy requirements

Aboriginal education

Aboriginal Education policy outcomes and perspectives are incorporated through inclusion in teaching and learning programs. Students gain a meaningful and sensitive appreciation of the history and culture of Aboriginal people. Teaching programs reflect the 8 Ways – Aboriginal Perspectives so that not only content is taught but appropriate learning styles are incorporated in teaching practice.

Parramatta West Public School is committed to the educational and social wellbeing of our Aboriginal and Torres Strait Islander (ATSI) students. Students were able to participate in the homework club as well as

being supported in the development of Personalised Educational Learning Pathways plans in consultation with teachers and parents.

Multicultural and anti-racism education

Our diverse school populations comprises of 91% of students from language backgrounds other than English. As a result, Parramatta West Public is always looking at ways to further promote positive relationships between the school and community. All students are taught the school expectations of being Responsible, Safe and Respectful, and learning the meaning of respect in the context of our community.

In line with the school plan, the school has reviews its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students understanding of culture, cultural diversity, racism and active citizenship within a democratic multicultural society. This is supported by the schools Community Action Team aims of developing community understanding of our representative cultures.