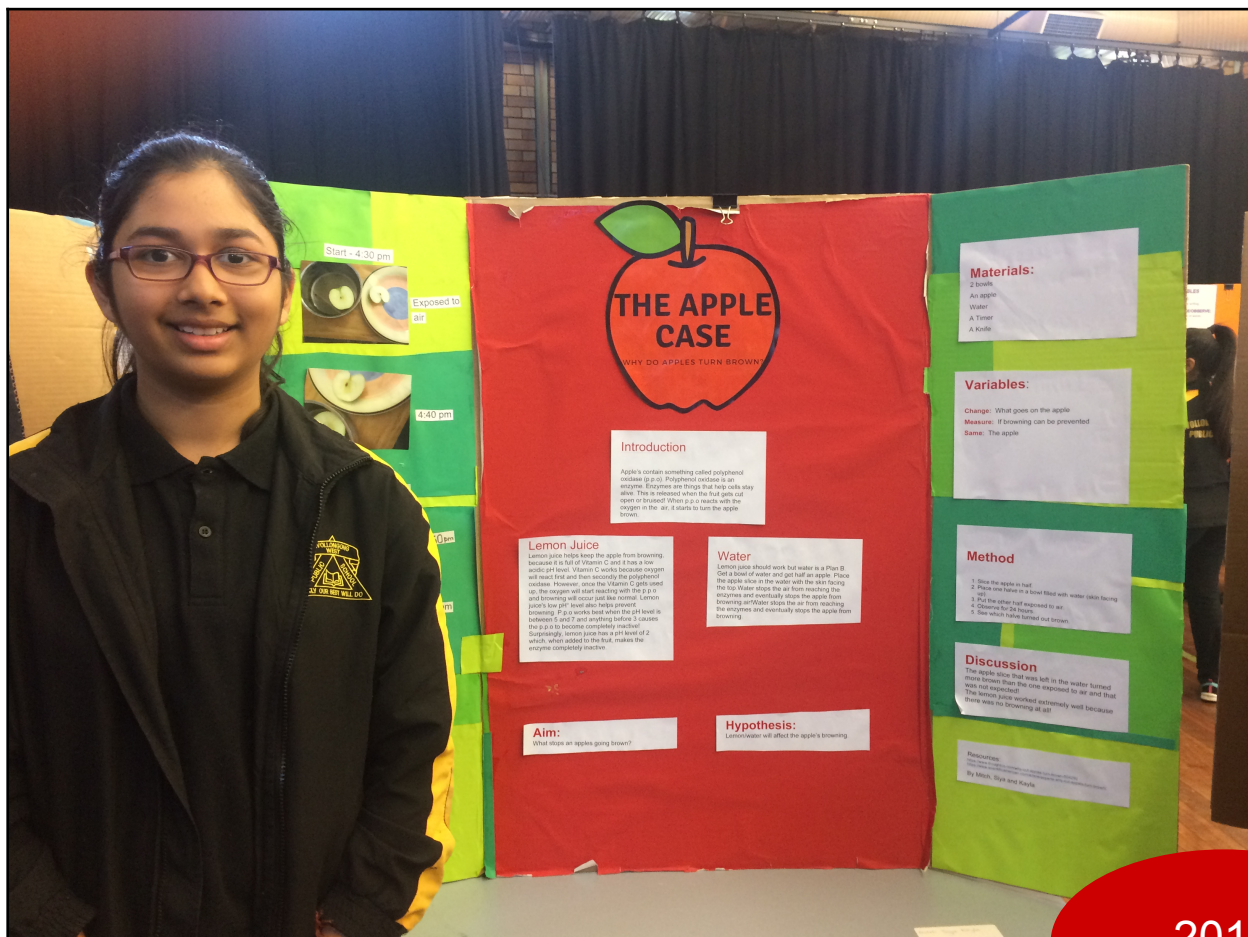


Wollongong West Public School

Annual Report



2017



3477

Introduction

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

Michelle Barnes

Principal

School contact details

Wollongong West Public School

Crown St West

Wollongong, 2500

www.wollongwst-p.schools.nsw.edu.au

wollongwst-p.School@det.nsw.edu.au

4229 2096

Message from the Principal

It is with great pride that I present the 2017 Annual Report for Wollongong West Public School.

2017 was a special year for Wollongong West Public School. It was the year we celebrated 90 years of quality education at our school. We have achieved many critical milestones in our pursuit of excellence in education over the past year. Progress made by our school in providing the highest quality education for the children of West Wollongong is outlined in this report.

I sincerely thank our committed staff, supportive parent body and our engaged and dedicated students who work together each day to make Wollongong West Public School the warm, welcoming and high performing learning environment that we are.

I am very much looking forward to an inspiring, rewarding and successful 2018.

Michelle Barnes

Principal

School background

School vision statement

At Wollongong West Public School our vision is to empower students to be successful learners, confident and creative individuals and active and informed citizens. Our school will promote equity and excellence through quality teaching and learning. Our core values will foster a culture of responsible, respectful and safe learning.

School context

Wollongong West Public School is a vibrant and dynamic primary school that has served the Wollongong West community for 90 years. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all.

Our school celebrates and values our diverse and rich community, with 8% of students being Aboriginal and 42% of students learning English as an Additional Language/Dialect. We warmly welcome an increasing number of refugee families to our school.

Standing proudly at the base of Mount Keira, our school has beautiful gardens, spacious sporting grounds, an indoor swimming pool and plentiful outdoor learning areas including a permaculture garden, passionately cared for by students, parents and teachers. Our modern classrooms, incorporating rich technology, are stimulating and future focused learning environments.

The elements of quality teaching are embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong creative arts, sporting and environmental education programs.

Our staff include experienced and expert teachers who actively engage in high calibre professional learning to deepen pedagogical knowledge and understanding.

Our school treasures our passionate and supportive wider community, encompassing our Parents & Citizens Association, broad parent body and local community members, including Aboriginal Elders.

It is our engaged learners, committed staff and active wider community that ensures Wollongong West Public School delivers high calibre teaching and learning programs in a high quality learning environment.

Self-assessment and school achievement (for schools participating in External Validation)

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:

Wollongong West Public School was sustaining and growing in the element of Learning Culture. A culture of increasing high expectations and ongoing improvement was visible school wide. There was a collective responsibility for improved student learning outcomes by all community members. Wollongong West Public School fostered a positive, respectful and inclusive learning environment.

In the element of Wellbeing, our school was sustaining and growing. We developed a localised Wellbeing Framework that built upon the Positive Behaviour for Learning structures already in place. All students were connecting, succeeding and thriving through processes that supported their emotional, social, cognitive, physical and spiritual needs.

In the element of Curriculum and Learning, our school was delivering. We had comprehensive curriculum implementation across all Key Learning Areas, supported by strong internal and external support networks. Our school successfully

supported students through transition points in their schooling and offered many extra-curricular activities aligned to our School Plan. We implemented evidenced based teaching practices to support student learning.

Wollongong West Public School was delivering in the element of Assessment and Reporting. Our school regularly collected, collated and analysed internal and external student assessment data which was reported to parents through our biannual reports, Feedback to Parents and interviews. Our school provided detailed information regarding student achievement and information to support progression to the next level.

In the element of Student Performance Measures, Wollongong West Public School was delivering. Both external and internal data sources indicated that our school was delivering value added results Kindergarten to Years Three and Years Five to Year Seven. We are sustaining and growing for Years Three to Year Five.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Wollongong West Public School was delivering in the element of Effective Teaching Practice. Our classrooms were organised and well managed learning environments where teachers made data informed teaching decisions. Instructional leadership, coaching and mentoring programs were built into school practices.

In the element of Data Skills and Use, Wollongong West Public School was sustaining and growing. Teachers met fortnightly with our Instructional Leader for data talks to inform the implementation of evidenced based teaching programs for all students. Teachers at all levels engaged in data analysis.

Our school was delivering in the element of Collaborative Practice. Collaborative practices embedded in school timetables included collaborative planning, collegial data talks, mentoring opportunities and coaching experiences. Our school shared expertise and experience both within our school and across communities of schools.

In the element of Learning and Development, our school was sustaining and growing. Wollongong West Public School had strong processes in place to support the implementation of the Performance and Development Framework, including a quality Professional Learning Schedule. The majority of professional learning activities supported improved literacy and numeracy outcomes and early career teachers are actively supported through a strong induction program.

Wollongong West Public School was sustaining and growing in the element of Professional Standards. Teachers had designed quality Performance and Development Plans, where all goals showed explicit links to both the School Plan and Teaching Standards at all levels. Teachers were engaged as participants in, and providers of, professional learning. Teachers actively worked towards delivering on the broad school vision and priorities.

The results of this process indicated that in the School Excellence Framework domain of Leading:

Wollongong West Public School was sustaining and growing in the area of Leadership. The school had an engaged and connected wider community who were active participants in school planning and evaluation processes. The school actively developed student and teacher capacities and capabilities as leaders and had strong links with external networks.

In the area of School Planning, Implementation and Reporting, Wollongong West Public School was delivering. The School Plan and accompanying milestone document clearly outlined school priority areas and the processes and resources needed to deliver on the Plan. Evaluation measures were built in to the School Plan. Improved student learning outcomes was a priority in our plan, and particular attention was paid to the achievement of equity groups within our school.

Our school was sustaining and growing in the element of School Resources. Strategic financial management, including long term financial planning occurred within the school, with the school operating well within its budget. Physical spaces within the school were used flexibly by the school and wider community. Careful workplace planning ensured expertise and experience within the school across all curriculum areas.

In the element of Management Practices and Processes, Wollongong West Public School was sustaining and growing. The school leadership team were active in ensuring our school operated under all departmental policies. The leadership team ensured processes were in place to support high quality curriculum delivery.

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:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and Learning

Purpose

To provide excellence in teaching by engaging in meaningful, effective and inclusive practice.

To ensure quality learning opportunities where students are engaged and active learners.

Overall summary of progress

Wollongong West Public School made significant progress in the area of Quality Teaching and Learning in 2017.

The introduction of an Instructional Leadership program at WWPS in 2017 enabled the mentoring of teachers in the analysis of student assessment data. The introduction of fortnightly data talks for all classroom and support teachers with the Instructional Leader and weekly team meetings to engage with stage literacy data provided regular opportunities for collaboration. Professional discourse during data analysis enabled accurate plotting of student achievement using both the literacy and numeracy continuums. The collaborative design of three weekly, cyclic teaching and learning programs to achieve short term learning goals ensured each child accessed personalised learning experiences. In addition, all students who were not yet independent readers had five weekly aspirational targets set to promote continual growth and high expectations.

2017 also saw the priority of the implementation of a school wide differentiated curriculum, ensuring personalised learning experiences for every child. Over the past 12 months, a transformation occurred to the support provided for students with additional learning needs at WWPS. Engaging students in a rich and differentiated curriculum, where individual learning needs are planned and catered for through targeted and focused data informed teaching and learning experiences, saw the need for behaviour plans and risk assessments significantly reduced. Individual Learning Plans were redesigned, and are now developed collegially to draw upon expertise in the school community. Streamlined processes within the Learning Support Team ensured more efficient and effective pathways to accessing support for students. WWPS had the principles of Every Student, Every School firmly embedded in school practice through the provision of reasonable adjustments in the curriculum.

A Community of Schools Visible Learning initiative was also launched in 2017. All teachers used learning intentions and success criteria to enhance curriculum delivery. Formative assessment practices were utilised and further embedded in regular classroom practice school wide.

There was a sustained focus on targeted professional learning to build teacher capacity in the teaching of literacy. School initiatives and professional learning activities prioritised in 2017 at WWPS, which included a coaching program, were linked with the common thread of improving literacy outcomes. Targeted professional learning saw a renewed focus on implementing the teaching and learning cycle, where student centred decision making, explicit and systematic teaching and learning, formative assessment practices and the provision of feedback guided practice. Strong evidenced based pedagogies in literacy, including Reading Recovery, Language, Learning, Literacy (L3) and Focus on Reading, were implemented across stages to provide a consistent and needs based delivery of learning experiences. A focused, explicit and systematic approach to teacher development saw improved teacher capacity in targeted teaching in literacy to promote student growth.

The implementation of a school wide future focused curriculum was a priority at Wollongong West Public School in 2017. The creation of a maker space area provided an avenue for children to collaboratively create, invent and learn for the completion of class tasks and participation in extra curricular activities. The introduction of coding and robotics lessons into all stage Information Technology programs in 2017 ensured the use of new and emerging technologies were embedded within the curriculum. This year, WWPS introduced a Bring Your Own Device Program into Stage Two and Three classrooms which enabled increased student access to technology to provide opportunities for using technology for learning and also to learn.

In 2017, enrichment programs in Stages One to Three were introduced to support the education of gifted and talented students. The introduction of weekly stage based enrichment classes in 2017 enabled complexity, challenge and engagement for students within a broadened curriculum. The classes provided an optimum learning environment for those students who demonstrated the characteristics of giftedness or talent in a domain, the focus of which changed each term, enabling a fluid composition of students. 2017 focus areas included creative arts, film making, science and environmental education and engineering.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers are engaged in data informed decision making practices.	\$2500 Data Talks (RAM – Equity)	<p>All teachers were engaged in fortnightly data talks with an Instructional Leader.</p> <p>Short term cyclic programming was introduced in the area of literacy.</p> <p>The school data wall was updated regularly to reflect current student performance and growth in the areas of reading, comprehension and writing.</p> <p>SMART and PLAN data informed the design and delivery of class literacy and numeracy programs.</p>
A rich, personalised and future focused curriculum is evidenced in 100% classrooms.	\$17433 Future Focused Learning Resources (Ram Equity)	<p>Enrichment Classes operated in Stages One to Three in the areas of Science, Technology, Engineering, Art and Mathematics.</p> <p>A Bring Your Own Device program was implemented for students in Stages 2 and 3.</p> <p>Coding and robotics programs were implemented school wide.</p>

Next Steps

A priority in 2017 was targeted professional learning to drive improved practice in literacy. A focus for 2018 will be strategic professional learning to further develop both literacy and numeracy teaching school wide.

2018 will see the engagement of teachers with the incoming literacy and numeracy progressions to inform personalised learning experiences for every child.

A future priority will be the embedding of formative assessment practices and the provision of effective feedback into regular classroom practice across the school.

2018 will see the building of teacher capacities and capabilities to embed programs to support the development of future focused skills in children in every classroom.

Strategic Direction 2

School Culture

Purpose

To encourage, promote and sustain a positive and inclusive school environment where a strong sense of pride and identity is shared by all.

To empower the diverse community of Wollongong West Public School to connect, succeed and thrive.

Overall summary of progress

Wollongong West Public School made significant progress in the area of School Culture in 2017.

2017 saw the development of processes, practices and a framework to support whole school wellbeing. Following extensive community consultation, 2017 saw the launch of a localised Wellbeing Framework at Wollongong West Public School, reflective of the Department of Education's Wellbeing Framework. The framework catered for the personalised needs of the Wollongong West community, by supporting cognitive, emotional, social, physical and spiritual wellbeing. The localised framework built upon the Positive Behaviour for Learning structures already in place at the school. The Framework provided open, transparent and consistent processes for supporting students in a positive and supportive environment. Consultation with our new canteen operator ensured a nutritious menu was on offer to students, in line with the New South Wales Healthy School Canteen Strategy. Staff wellbeing was prioritised at WWPS, through processes being in place for regular expressions of gratitude and acknowledgment of teacher achievement, growth and successes. Prioritising whole school wellbeing has seen the strengthening of a positive school culture, where consistent processes guide school practice, empowering the entire community of WWPS to connect, succeed and thrive.

This year, our school employed a range of clear, open and transparent communication channels with the Wollongong West community. Procedures for reporting to parents about student achievement were modified in the past 12 months to allow more effective and timely communication. Annual parent teacher interviews were moved to Term One to provide opportunities for teacher to parent feedback and discourse to occur earlier in the school year. Feedback to Parent reports were distributed to parents each semester that clearly outlined current student achievement, and what parents can do to support continued progression along the literacy and numeracy continuums. Semesterly reports were modified in 2017 to enable teachers to report on all content areas in English, rather than simply an overall grade, ensuring parents received more detailed information about student achievement. The school website was redesigned to allow easier access to school communications and also to showcase school initiatives to further promote WWPS as the local school of choice in the community. The school app and regular email communications provided for the efficient and effective dissemination of information digitally to the community. These strong communication systems empowered the Wollongong West community to be active, engaged and informed partners in the learning of their children.

A priority in 2017 was the strengthening of partnerships between the school and the parent body, including the Parents and Citizens Association. Initiatives undertaken to build a sense of community and promote the school in the wider community included working bees to revamp the school environment, the ongoing development of a permaculture garden, supporting discos and movie nights and being a partner in the planning of our 90th birthday celebrations.

2017 saw a transformation to the physical spaces within our school. An audit of school spaces and their uses identified the need for a reallocation of physical resources within the school, to maximise space and resources. In response to this, the administration area was relocated to the front of the school which enabled the administration team and Principal to be more visible and accessible to the community. The larger space enabled the administration team to work with greater ease, efficiency and structure. The after school care service was relocated to a larger space within the school. In 2017, a maker space area, sensory room and additional withdrawal learning spaces were also created. Modifications to playground areas provided for increased space for children to play at break times.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing initiatives promote an engaged, empowered and inclusive whole school community.	\$3000 Teacher Professional Learning/Release to administer Functional Behaviour Assessments (Flexible Wellbeing	A localised Wellbeing Framework was implemented school wide. Extensive staff training was undertaken in the administration of Functional Behaviour Assessments to support students with complex

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing initiatives promote an engaged, empowered and inclusive whole school community.	Funding) \$2500 Teacher release to collegially design and evaluate Individual Learning Plans (Flexible Wellbeing Funding)	learning needs. Revised design process and an updated format for Individual Learning Plans to support students with additional learning needs was adopted.
More efficient and effective school wide systems are in place for conducting business.	\$5000 School Refurbishment	Administration area was relocated to the front of the school. The school undertook full implementation of the Leading Management Business Reform throughout a calendar year. Processes were streamlined for communication, including digital communication, within the school.

Next Steps

2018 will see a further development of teacher mindsets, where there is a common understanding that teaching, learning and wellbeing are connected, reliant and mutually dependent.

Building teacher capacities in the administration of Functional Behavioural Assessments to support the development of Individual Learning Plans for students with high support needs will be a priority in the new year.

In 2018, consultation with the school community will be undertaken to guide the introduction of social media, to provide further efficient and effective means of communication and engagement.

In 2018 there will be the creation of further flexible learning spaces and revamping of existing spaces to further position WWPS as a school of high quality future focused learning within the wider community.

Strategic Direction 3

Leadership at all Levels

Purpose

To promote collaborative, strategic and dynamic leadership within our school.

To foster leadership capacities and capabilities across the whole school community.

Overall summary of progress

Wollongong West Public School made significant progress in the area of Leadership at all Levels in 2017.

A priority in 2017 was the comprehensive implementation of the Performance and Development Framework. In 2017, strategic use of school budget allocations, including Quality Teaching, Successful Students funding, enabled all staff to meet individually with their supervisor in Term One to design personalised performance and development goals, with clear and explicit links to the School Plan and Teaching Standards. The links to the standards were based on individual teacher experience and expertise and reflected the standards at all levels. Collegial discourse between staff and supervisors determined personalised professional learning and meaningful evidence to be collected. The school professional learning schedule reflected goals as indicated on Performance and Development Plans (PDPs). Teachers were fully supported through the process of self evaluation to reflect on the achievement of learning goals.

In 2017, a coaching program was introduced at WWPS. This initiative provided for all teachers to work with a learning partner in the roles as both a coach and coachee. Teachers engaged in a pre lesson conversation to identify an area of teaching they would like feedback on. Their coach observed a lesson and collected data during the course of the lesson that was then used to guide evidenced based discussion following the lesson. During the post lesson conversation, future goals and actions were determined, including time frames. The coaching program had explicit links to both individual Performance and Development Plans and the Visible Learning project.

2017 saw a transformation to the professional learning culture within our school. The professional learning schedule was revised to provide a structured and targeted approach to teacher development. The modified schedule contained coaching practices, individual and team data talks, professional readings followed by professional discourse, collaborative planning and reflective practices. Content for professional learning activities were founded in evidenced based and data informed pedagogical practice, including both Visible Learning and How2Learn pedagogy. Activities were structured to build upon previous learning, linked and reflective of school and systemic priorities as identified in the School Plan and individual learning goals identified on PDPs. Teacher performance and development was supported by high calibre, purposeful and evidence based professional learning, where there was the expectation that every teacher, every leader and every student will improve every year.

A priority in 2017 was the development of a whole school culture of collaborative practice to improve student learning outcomes. WWPS adopted a range of collaborative approaches to enhance staff performance and development. Practices embedded in ongoing professional learning and everyday school practice included team data talks, coaching programs, mentoring opportunities, collaborative planning sessions and collegial student assessment practices to promote consistent teacher judgment. In addition, a focus on supporting students in classrooms by specialist teachers saw increased opportunities for team teaching, demonstration lessons and lesson observations. Collective ownership by all teachers of school data represented on a data wall saw a mindset shift, where the mantra "our school, our students, our data" guided school thinking and practice. As a result, successful, innovative and evidenced based teaching practice was being shared and promoted through the fostering of strong collaborative practices.

In 2017, a priority was the development of the capacities and capabilities of teachers as leaders through the fostering of strong learning teams. The common focus for all teams was sustaining quality teaching practice to improve student learning outcomes through streamlined processes. 2017 saw the introduction of Leadership Development Teams to lead and manage key projects. Leadership development teams were supported to have a deep understanding of the School Excellence Framework, analyse Evidence of Impact to inform school evaluation and navigate School Planning and Reporting Online (SPaRO) software. Current and aspiring leaders were key contributors to school planning, implementation, evaluation and reporting in the pursuit of school excellence.

In 2017, teachers at all career stages were supported through the accreditation process. Induction programs that introduced teachers to departmental and school policies and procedures supported early career teachers. Beginning Teacher funding was strategically utilised to provide opportunities for targeted professional learning. Experienced

teachers were supported as participants in the Wollongong North Highly Accomplished and Lead Teacher (HALT) Network. All teachers were actively supported at various career stages, though individualised development opportunities, personal goals linked to standards at all levels and strong support networks.

Student leadership initiatives remained a school priority throughout 2017. Leadership initiatives included the participation of students in a conference and camp and the establishment of sporting lunch clubs. These programs empowered students to develop as capable leaders. A strong Student Representative Council promoted global awareness and civic responsibility across the school community.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers are engaged in high calibre professional learning opportunities.	0.409 (FTE) Implementation of the Performance and Development Cycle (QTSS Funding)	<p>A coaching program for all teaching staff was introduced.</p> <p>Personalised learning opportunities was undertaken by all staff.</p> <p>The Performance and Development cycle was fully implemented in 2017 for all teaching and non teaching staff.</p>
School decision making is informed by the analysis of evidence of impact and guided by the School Excellence Framework.	\$5000 Executive release for school evaluation processes.	<p>Our school was externally validated, reinforcing internal evaluations regarding progression along the School Excellence Framework.</p> <p>Leadership teams led processes within the School Plan.</p> <p>A comprehensive School Plan 2018–2020 was designed, informed by rigorous school evaluation and community consultation.</p>

Next Steps

2018 will see the strengthening of the coaching program through increased time allocations and broadening the focus for lessons observations.

In the new year, school wide collaborative practices will be built upon to support the implementation of quality teaching practices in both literacy and numeracy lessons.

In 2018, an internal network to support teachers seeking accreditation at highly accomplished and lead will be established.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$4100 Employment of Aboriginal Community Engagement Officer</p> <p>\$12984 L3 Training</p> <p>\$2150 Flag Poles</p> <p>\$2449 Teacher Release</p>	<p>Aboriginal families were supported and engaged in school activities.</p> <p>All Aboriginal students were working towards the achievement of individual learning goals as identified on Personalised Learning Pathways.</p> <p>All students school wide, were engaged in evidenced based data informed learning in literacy.</p>
English language proficiency	<p>\$132198 Employment of a specialist teacher to support students learning English as an Additional Language / Dialect.</p>	<p>All students from a refugee background made progress along the literacy continuum and ESL scales.</p>
Low level adjustment for disability	<p>\$94846 Employment of a specialist teacher to support students with additional learning needs.</p> <p>\$28000 Instructional Leadership program.</p>	<p>All students achieved short term personalised learning goals within a differentiated curriculum.</p> <p>An Instructional Leadership program, including the provision for fortnightly data talks, was implemented school wide.</p>
Quality Teaching, Successful Students (QTSS)	<p>0.409 Teacher release to implement a school-wide GROWTH coaching initiative.</p>	<p>All teachers works towards the achievement of personalised learning goals as outlined in Performance and Development Plans.</p> <p>Teaching practices were enhanced through rigorous peer coaching practices.</p>
Socio-economic background	<p>\$17433 Teaching resources to support STEM (Science, Technology, Engineering, Mathematics)</p> <p>\$14105 Teaching resources to support literacy development.</p> <p>\$329 Teaching resources to support student wellbeing.</p> <p>\$2819 Student Assistance</p> <p>\$10000 Teacher Release for Team Planning Days</p> <p>\$13011 Instructional leadership program.</p>	<p>Students were engaged in future focused learning experiences within a technology rich environment, including robotics, coding and maker space activities.</p> <p>Collaborative planning processes were evidenced school wide.</p> <p>An Instructional Leadership program, including the provision for fortnightly data talks, was implemented school wide.</p> <p>All students accessed a rich, inclusive and equitable curriculum.</p>
Support for beginning teachers	<p>\$6364 Teacher release for professional learning.</p> <p>\$275 Course fees</p>	<p>Beginning Teachers were supported to deliver quality teaching and learning experiences.</p> <p>Beginning teacher were successfully accredited at the level of proficient.</p>
Targeted student support for refugees and new arrivals	<p>\$15787 Employment of a specialist teacher to support students from a refugee background.</p>	<p>All students from a refugee background accessed and were engaged in meaningful learning experiences.</p> <p>All students from a refugee background made progress along the literacy continuum and</p>

Targeted student support for refugees and new arrivals	\$15787 Employment of a specialist teacher to support students from a refugee background.	ESL scales.
---	---	-------------

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	107	124	120	112
Girls	104	120	118	117

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	93	92.5	91.3
1	96.1	93.2	93.4	94.5
2	93.9	93.1	91.5	95.6
3	97.1	92.5	92.5	94.8
4	95.5	96.2	92.8	95.3
5	95.8	95	95	93.4
6	93.9	95.4	93.5	94.6
All Years	95.2	94.1	93.1	94.1
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

Localised attendance procedures, in line with the procedures of the Department of Education, ensured non attendance was regularly followed up and addressed by the school.

A whole school reward system was introduced to promote regular school attendance, supported by ongoing communication with parents and carers. Proactive attendance plans were also developed to support students identified at risk.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	10.2
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	2.32
Other Positions	0

*Full Time Equivalent

One teacher at Wollongong West Public School identifies as Aboriginal. One member of the non teaching staff at our school identifies as 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

Targeted, linked and evidenced based professional learning was undertaken in 2017. Professional learning included coaching programs, mentoring initiatives, workshops, collaborative planning sessions and data talks. The priority areas for professional learning in 2017 were literacy, visible learning and data informed practices. A full cycle of the Performance and Development Framework was implemented. All professional learning was linked to systemic priorities and localised need, as identified in our School Plan.

One early career teacher successfully sought accreditation at the level of proficient.

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	140,935
Revenue	2,604,479
Appropriation	2,437,195
Sale of Goods and Services	12,366
Grants and Contributions	152,697
Gain and Loss	0
Other Revenue	0
Investment Income	2,221
Expenses	-2,479,353
Recurrent Expenses	-2,479,353
Employee Related	-2,241,572
Operating Expenses	-237,781
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	125,126
Balance Carried Forward	266,061

The school budget is developed and managed in accordance with the Department of Education's policies and procedures. Financial management is the responsibility of the Principal who liaises regularly with the School Administration Manager.

A reimbursement for teacher leave incorrectly processed by the Department of Education, saw a significant increase in revenue in 2017.

Residual funds will be spent in 2018, in accordance with the School Plan 2018–2020.

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	1,734,126
Base Per Capita	36,373
Base Location	0
Other Base	1,697,753
Equity Total	327,997
Equity Aboriginal	21,278
Equity Socio economic	75,000
Equity Language	132,198
Equity Disability	99,521
Targeted Total	71,480
Other Total	231,156
Grand Total	2,364,759

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.

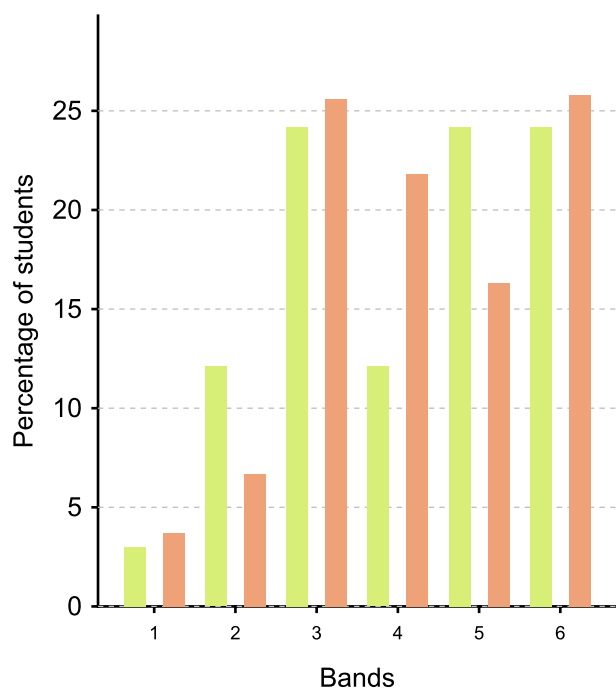
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

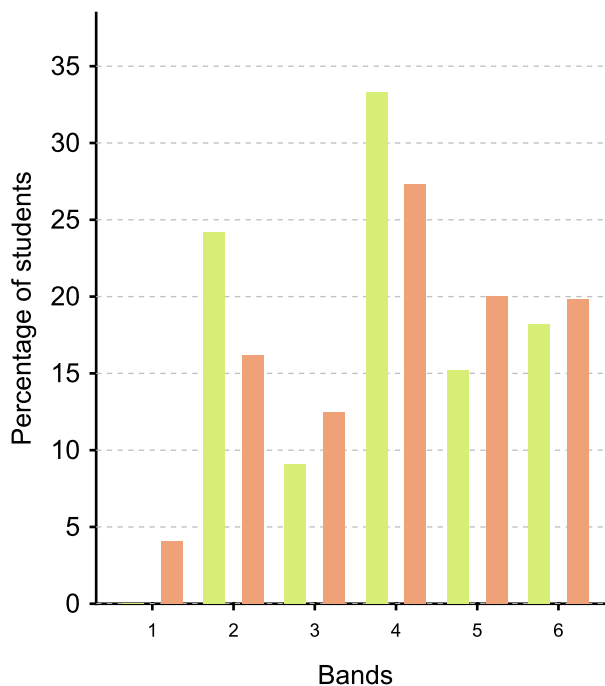
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



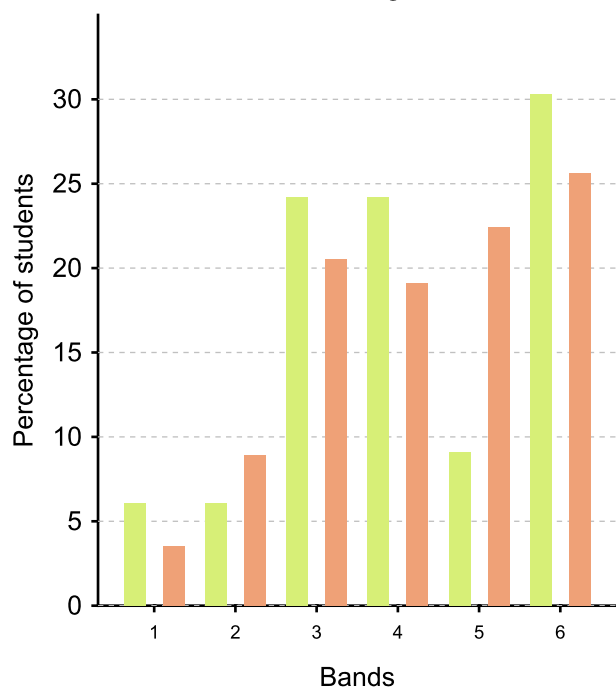
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



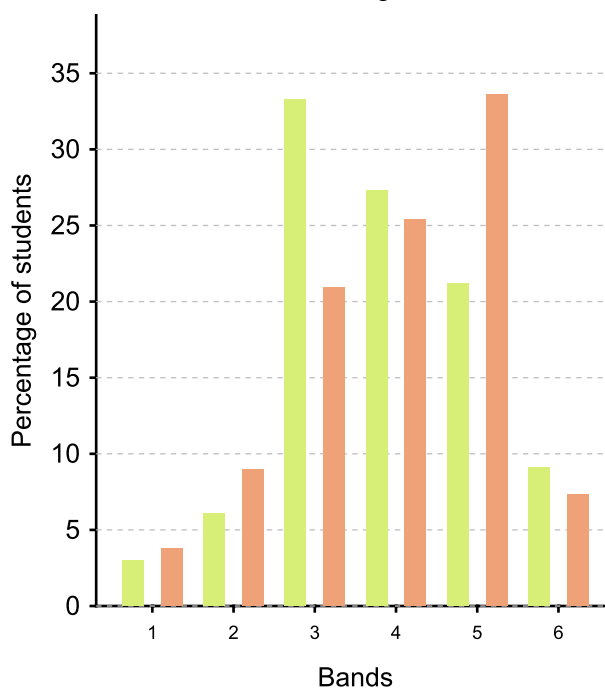
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



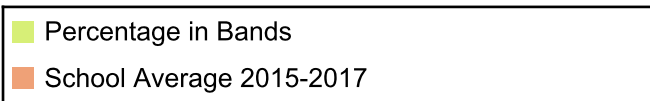
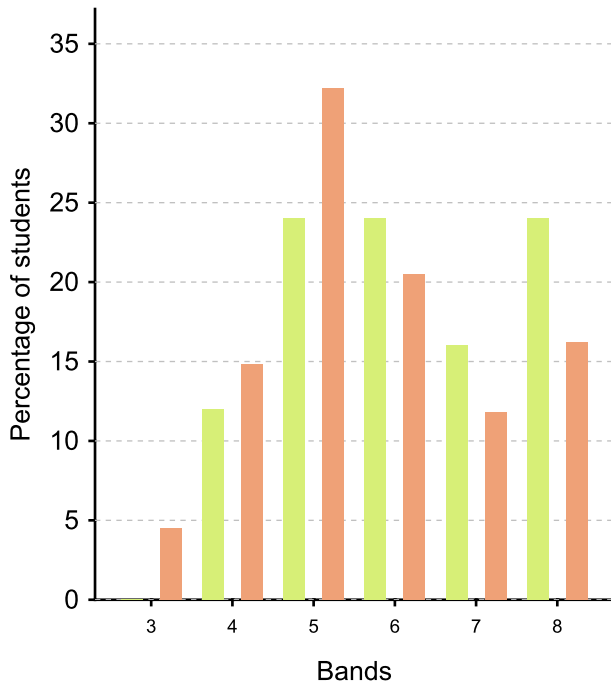
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

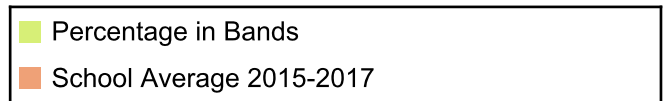
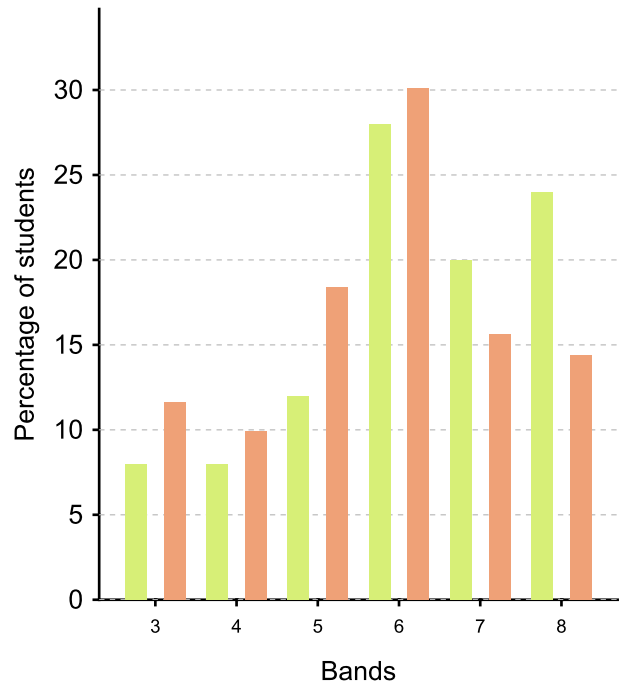


Percentage in Bands
School Average 2015-2017

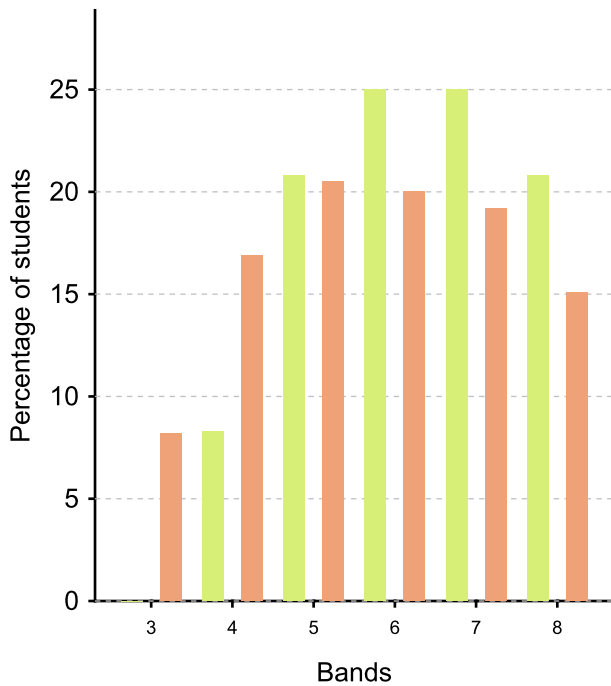
Percentage in bands:
Year 5 Grammar & Punctuation



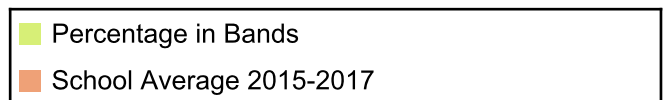
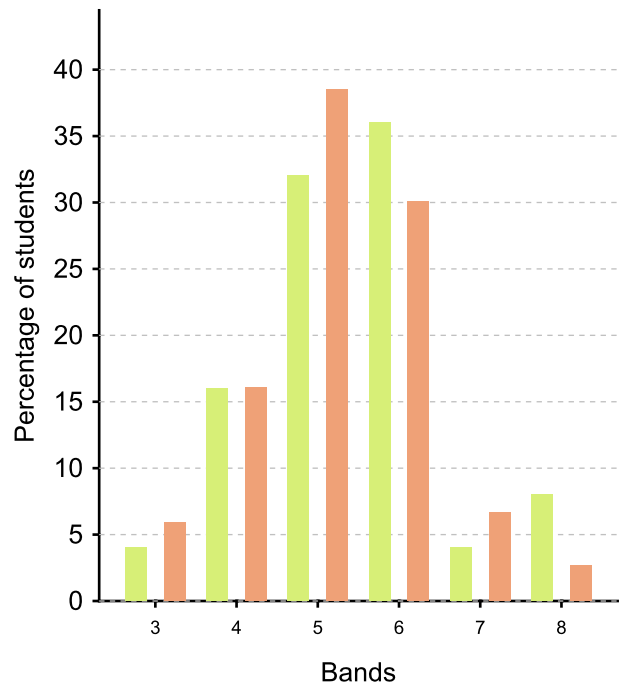
Percentage in bands:
Year 5 Spelling



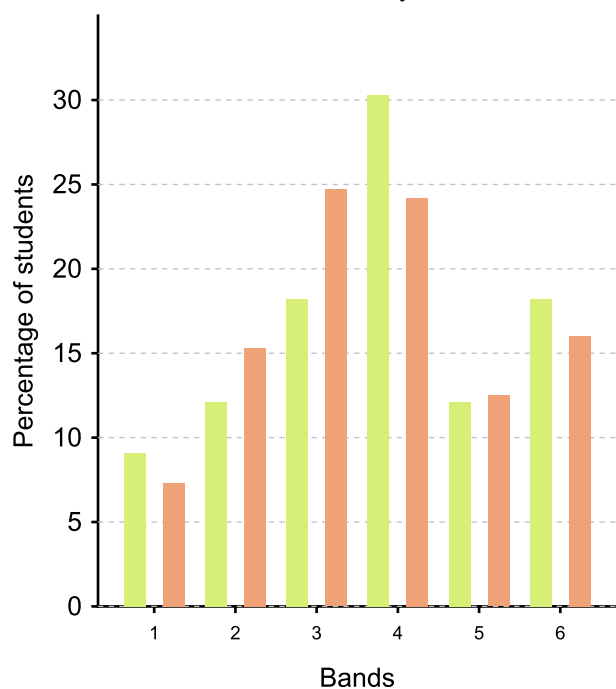
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

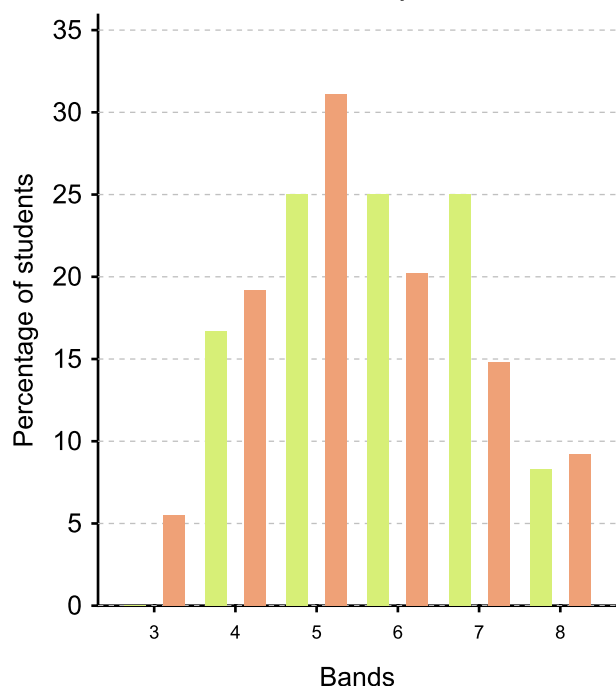


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

In 2017, Wollongong West Public School showed progress on achieving the Premier's Priority of *Improving Education Results*.

In 2017, our school achieved an increase of students at proficient (top two bands of NAPLAN). This is evidenced

by:

Year 5 Reading – Increase of 9.7%

Year 5 Numeracy – Increase of 2.8%

Year 3 Reading – Decrease of 8.7%

Year 3 Numeracy – Increase of 1.2%

In 2017, Wollongong West Public School showed progress in achieving the State's Priority of *Better Services – Improving Aboriginal Education Outcomes*.

In 2017, Aboriginal students in Year 3 at Wollongong West Public School surpassed the average achievement of non-indigenous students in reading and numeracy. Our school achieved an increase of 75% Aboriginal students performing at proficient for students in Year 3.



Parent/caregiver, student, teacher satisfaction

In 2017, Wollongong West Public School sought feedback on our delivery of customer service using the Excellence in School Customer Service 360 Reflection Tool. All community members including parents, students and staff were invited to be contributors.

Each focus area is scored using a scale of one to three, with three indicating a practice with the highest level of performance. Findings indicate that Wollongong West Public School delivered high levels of community service as evidenced below.

Communicate Effectively

Information – Quality and ease of use 2.6

Engagement with others 2.5

Values 2.8

Commit to Customer Service

Inclusivity 2.8

Customer service 2.4

Community partnerships 2.6

Empathy 2.6

Work Collaboratively

Teamwork 2.7

Collaboration is valued and recognised 2.6

Process collaboration 2.7

Consistency and Vision in Planning

Ethical behaviour 2.7

School vision 2.5



Policy requirements

Aboriginal education

Aboriginal education was a priority for Wollongong West Public School in 2017.

All 17 Aboriginal students at our school were known and cared for by every staff member. All Aboriginal students had a Personalised Learning Pathway, which not only contained aspirational goals, but also provided for specific, measurable, attainable, relevant and time driven goals in both literacy and numeracy. The achievement and growth of Aboriginal students at Wollongong West Public School was tracked using both the literacy and numeracy continuums and displayed on a data wall in our staffroom. Our mantra – Our School, Our Students, Our Data, meant that Aboriginal children at risk in their learning were readily identified during data talks. Our tiered intervention system provided for measures where short, sharp learning goals were devised and programs implemented on a two to three week cycle to ensure growth was maintained.

Over the past twelve months, the relationship between Wollongong West Public School and The Northern Illawarra Aboriginal Education Consultative Group (NIAECG) strengthened significantly. The NIAECG and our school's Aboriginal community were represented during extensive consultation for the development of our 2017 milestone document. As we commence the 2018 – 2020 planning cycle, authentic opportunities for consultation have already occurred, ensuring key

improvement measures, expenditure of RAM funding and school processes are representative of departmental agenda, reflective of school priorities and also in line with community thoughts and ideals. Our school's strong representation at all AECG meetings, ensured a strengthened partnership, which our school looks forward to building upon in coming years.

For the first time in 2017, Wollongong West Public School participated in community initiatives such as the Walk for Reconciliation, Reconciliation Morning Tea, Sharing Stories and the NAIDOC public speaking competition. In 2017, our school purchased additional flag poles, so that both the Aboriginal and Torres Strait Islander flags can be proudly flown alongside the Australian flag.

In 2017, Wollongong West Public School ensured an Aboriginal worker is in our school. Our Aboriginal Community Engagement Officer worked with school staff to build strong and authentic relationships with our Aboriginal families through regular yarn ups, supported students in classrooms and assisted families in accessing additional assistance in the wider community.

Aboriginal education has been prioritised, valued and celebrated at Wollongong West Public School in 2017.



Multicultural and anti-racism education

Multicultural education has been acknowledged and celebrated at Wollongong West Public School in 2017.

2017 saw a transformation in the organisation and mode of delivery of additional support provided for students learning English as an Additional Language / Dialect (EAL/D). This year, both EAL/D and New Arrivals Program (NAP) teachers received extensive evidenced based professional learning in literacy to provide for consistent curriculum delivery. Increased collaboration between support teachers and classroom teachers through collegial data analysis, collaborative planning and evaluation, and team teaching modes of delivery enabled strengthened and consistent teaching practice to occur within classrooms. These initiatives, in line with EAL/D guidelines, were brought about following an analysis of localised need, the implementation of a strong instructional leadership program and collegial visits to another school to see best practice.

In 2017, WWPS nominated to be involved in the Refugee Support Leadership Strategy to develop a whole school approach to supporting refugee student learning and wellbeing. This initiative saw inter school collegial support networks developed, strengthened relationships with support services such as Illawarra Multicultural Services (IMS), and provided opportunities for teacher professional development in supporting students who have experienced trauma. A counsellor, who specialises in providing support for students from refugee backgrounds, was based at the school for one day each week providing valuable counselling services.

Arabic speaking School Learning Support Officers provided vital interpreting services and also additional support for students in the classroom.

Our playgroup, designed to specifically support students and families from a refugee background continued throughout 2017.

The cultural diversity of Wollongong West families was celebrated through special events such as Education Week celebrations, Refugee Week initiatives and Harmony Day activities. Multicultural perspectives were embedded in school wide teaching and learning programs across all Key Learning Areas.