

Gordon West Public School

Annual Report



2017



3943

Introduction

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

Jim Huckerby

Principal

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Message from the Principal

What a successful year!

It is a privilege to work with such an enthusiastic and supportive community. The school's strong community focus with an emphasis on the concept of the family school is reflected in the many initiatives and learning opportunities provided at Gordon West.

The school continues to excel academically, on the sporting field and in cultural pursuits.

Academic success in school based activities, university competitions, Maths Olympiad and the NAPLAN Literacy and Numeracy tests has been outstanding.

At Gordon West preparation for a variety of tests that our students will experience across their primary education begins in Kindergarten and continues until our students' progress to Secondary Education. Our excellent NAPLAN results in Year 3 and Year 5 respectively are a result of exemplary educational programs introduced from Kindergarten.

Congratulations to the Year 5 children who achieved such excellent growth since their Year 3 tests.

NAPLAN is a wonderful form of diagnostic testing with excellent resources and strategies provided to address identified areas of need. When used in this form it is a very valuable tool. When NAPLAN data issued as simplistic League Tables it has very little value at all.

On the sporting fields we have been successful at District and Regional levels.

Our intra school sporting programs have gone from strength to strength with the employment of a Specialist Physical Education teacher funded in part by the school community.

The Concert, Training and Jazz Bands have represented the school with exemplary performances in a variety of school and wider community events.

The school Festival Choir, Ryde Spectacular Choir and the Senior Singers have all represented the school admirably at a variety of performances.

The ongoing success of our public speaking and debating programs has seen our children reach wonderful standards of performance.

Our Senior Dance Group has become a regular participant in school and Regional presentations.

The use of technology to support learning programs continues to play a crucial role in our student's development as future focused learners.

The Gordon West School community employs a specialist ICT teacher to ensure that every Gordon West student has the opportunity to be at the forefront of digital technology.

An additional highlight of the 2017 school year was the development of our 2018/2021 Strategic Plan in partnership with the school community.

Our three Strategic Directions closely align with the Department of Education's priorities across the Domains of Teaching, Learning and Leading.

Strategic Direction 1; Consistent high quality student learning in literacy and numeracy.

Strategic Direction 2; Quality innovative and reflective teaching.

Strategic Direction 3; Organisational effectiveness and leadership capacity.

A more comprehensive overview of our three year plan will be available on the school website from the beginning of Term 2 2018.

In addition the NSW Department of Education's School Excellence Framework supports all government schools in the pursuit of excellence by providing a clear description of the key elements of high quality practice across the three domains of Teaching, Learning and Leadership.

The Framework describes fourteen elements across the three domains which define the core business of excellent schools in three stages; delivering, sustaining and growing and excelling.

Each year the school will assess its practices against the Framework to inform our school plans and annual report.

The primary aim of our school is to develop a well-rounded student who is a respectful member of our school community with a genuine commitment to the school and its values.

In a period of educational change we look forward to the challenges that the future may bring and remain confident of our ability to embrace new directions ensuring that Gordon West remains a centre of learning excellence with a definite purpose and direction.

Congratulations to the staff, students and school community on their achievements in 2017.

Jim Huckerby

Principal

Message from the school community

It has been another great year for our school, the students, staff, parents and the community. For the P&C this year it has been a productive and rewarding year. We have held 8 meetings throughout the year, with significant contribution by the attendees. Many of the items raised have been discussed and the school has implemented a number of initiatives in the areas that were identified. The P&C would like to acknowledge Mr Huckerby and his staff for their continuing efforts to improve the school and its facilities.

Through our joint efforts, the P&C has influenced a number of initiatives and purchases in the school, including:

- Replacement and purchase of Smartboards for classrooms
- Arranging presentations by the school on relevant topics
- Participation in Staff Selection Boards
- Participation on the School Play Equipment Committee to identify maintenance and upgrade requirements
- Support for the Year 6 Farewell
- Discussed issues with the school that were raised in the P&C Survey, School Satisfaction and the SchoolMap surveys
- Raising parent concerns and worked through various solutions for the Maths Groups
- Numerous FRASC events, meticulously organised and lead by Amanda Hewson

and many other activities that improve the daily experience for our children.

The management of the canteen is led by Satu Piispa. They are supported by their team of dedicated volunteers who deliver an efficient and effective canteen that reinforces healthy eating practices and provides a service for parents wishing to purchase food for their children. We have continued to use the Online Flexi-schools systems as our primary ordering system. Through the year the P&C convened a canteen committee which has reviewed some of the operational aspects of the canteen. The canteen has discontinued some menu items and is continually evaluating healthier options where practical.

The uniform shop is provided by the P&C to offer affordable uniforms to Gordon West Public School families. The Uniform Shop is not run for profit and is managed by Ruth Jang together with the invaluable help of volunteer shop assistants. Ruth has done a tremendous job to improve the shop by significantly improving the store layout, improving the transaction and ordering process through the use of Flexi-schools and implementation of a cashless policy and stock management to reduce the inventory level. It is very pleasing to see volunteers and staff working together to ensure that the uniform shop runs smoothly.

The GWPS P&C is incorporated under the NSW P&C Federation. The P&C reviews its policies and procedures against the documents published by the Federation to ensure consistency and effective management of the association. We have also maintained our insurance through this peak body to cover Directors and Officers Liability Cover, Fidelity Cover and Property Insurance.

The financial position of the P&C is monitored and reviewed periodically by the Treasurer to ensure financial accountability. A finance committee meeting is arranged on a term basis with the school to ensure fund allocation transparency. The P&C is in a secure financial position and will continue to work with school to allocate funds into the future.

The P&C at Gordon West continues to contribute substantially to a strong sense of school community and I look forward to the continuing contribution from all parents to improve the fantastic facilities of this great school.

James O'Keefe

President

Message from the students

We have had the privilege of being the school captains at Gordon West Public School in 2017. We have both attended the school since starting in Kindergarten and enjoyed every moment from receiving awards in assembly, learning about interesting things, competing in zone sports events and extra curricular music groups. We have learnt how to be resilient, persistent, cooperative, caring and to do our personal best.

Some of the many tasks we have carried out as the captains include ringing the bell, going to meetings as part of the Student Representative Council, running the assemblies and representing the school at services and events within the community. Some of the highlights, opportunities and memories from being a school leader are:

- Leadership Camp
- ANZAC service
- hosting our school Showcase concert
- attending the Remembrance Day service at Roseville RSL
- Speech Night.

It has been a fantastic year and we wish the school leaders for 2018 every success.

Isobel Brooker and Thomas FitzGerald

School Captains 2017

School background

School vision statement

Our school vision reflects on the emerging curriculum requirements as fundamental capabilities for lifelong learning.

Continued development of quality academic content knowledge, where students are engaged and motivated supports the development of confident, reflective learners. Strong interpersonal skills enable students to relate effectively and appropriately to others and make relevant connections to their learning so they may continue to develop a love of learning in their classrooms and beyond. Ethical values, social responsibility, well being and engaged citizenship are valuable assets.

21st century knowledge, understandings, skills and values are core constituents. Learning to collaborate with others, solve problems, think creatively and connect through technology are essential competencies for Gordon West Public School students.

Proficient teachers require opportunities to engage with their peers, plan collegially, assess and moderate to improve student learning. Collaborating with and learning from others, assessing one's own practice, responding to feedback, and leveraging technology directly impacts student outcomes.

School context

Gordon West Public School is a metropolitan school on Sydney's North Shore in the Department of Education region of Macquarie Park. GWPS has 43% of students from a language background other than English. The school has strong community support and engagement which is integral to our success.

Fine school traditions and a strong feeling of school pride and high standards are promoted with students encouraged to achieve their personal best.

The school's robust community partnerships, with its emphasis on the concept of the family school is reflected in the many initiatives and learning opportunities available to students. The school is committed to maintaining high expectations for student engagement and strives to improve student academic outcomes, innovative projects in which the school is involved cross a broad spectrum of the curriculum. These include an extensive creative and performing arts program involving dance groups, bands and choirs, a strong sporting focus and a keen interest in promoting student wellbeing. Our student welfare endeavours include the Student Representative Council, You Can Do It Education and the Peer Support program.

The school staff are united in their commitment to improving levels of student achievement and wellbeing through providing quality teaching and learning. The success of students, to be actively engaged, challenged and informed is our fundamental priority.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

LEARNING

The school's on-balance judgement for the Learning elements of 'Learning Culture' and 'Wellbeing' were rated as '*Excelling*'. This is based on the school wide collective responsibility for student learning and the individual support given to students using teacher expertise and school resources to ensure decision making and planning are contextualised. The Learning elements of 'Curriculum and Learning', 'Assessment and Reporting' and 'Student Performance Measures' were rated as '*Sustaining and Growing*'. This means our school:

- ensures teachers involve parents and students in planning to support student learning;
- uses reporting processes which contain detailed information about learning achievement; and
- achieves good value-added results in external performance measures.

TEACHING

The school's on-balance judgement for all five elements in Teaching was rated as '*Sustaining and Growing*'. Teachers use regular student performance data and other feedback to evaluate the effectiveness of their teaching practices. Assessment instruments are used regularly to help monitor student learning progress. Teachers work together to improve teaching and learning within year and stage groups. There is a particular focus on improved teaching methods in literacy and numeracy.

LEADING

The school's on-balance judgement for the element of 'Management Practices and Processes' was rated at '*Excelling*'. Practices and processes are responsive to school community feedback, and explicit information is provided about the school's functioning to promote ongoing improvement. The elements of 'Leadership', 'School Planning, Implementation and Reporting', and 'School Resources' were rated as '*Sustaining and Growing*'. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. The school solicits and addresses feedback on school performance. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Our self-assessment 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

Fostering student wellbeing

Purpose

To deliver an inclusive approach to nurture the development of our students as confident and successful global citizens.

Overall summary of progress

Whole school wellbeing initiatives continued to be successful in 2017 with the 'You Can Do It' whole school targeted learning opportunities proving to be a success. Students continued their learning for understanding and positive behaviour in 'Getting Along', 'Persistence', 'Organisation', 'Confidence' and 'Resilience'. Staff professional learning related to the Department of Education's School Wellbeing Framework linked directly to the 'You Can Do It' philosophy. The monitoring of student wellbeing through the 'Tell Them From Me' surveys for students indicated that whole school initiatives, including 'You Can Do It' and Peer Support has had a positive impact on sense of belonging and positive relationships at school.

The wider school community was included in whole school wellbeing initiatives. A presentation to parents offered through the P&C was very well received with many parents having a clearer understanding of the importance student wellbeing has to cognitive, social, emotional, physical and spiritual wellbeing. The introduction of a fortnightly award in each class during K–6 assemblies linked to the 'You Can Do It' keys to success raised the profile of student wellbeing at whole school level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>There is a clear understanding of the purpose of the Wellbeing framework as an important resource to enhance positive relationships, as demonstrated by engagement of all students and teachers, as well as through broad community awareness.</p> <p>School projects and wellbeing programs feature engagement of all staff and students, as well as community participation, as evidenced by GWPS peer support, YCDI, School Satisfaction and TTFM surveys.</p>	NIL	<p>Student wellbeing was a priority throughout the year with staff exploring the Department of Education's Wellbeing Framework to embed elements into everyday teaching and learning. Explicit programs throughout the school such as 'You Can Do It!' and peer support continued to provide students with skill building tasks in resilience, confidence, organisation, persistence and getting along with others.</p>

Next Steps

The 'You Can Do It' teaching and learning program will continue into 2018. This will be the third year the program will be active with regular, explicit lessons designed to build resilience, confidence and a sense of belonging. Student wellbeing will continue to be a high priority across the school. Further opportunities for staff professional learning in student wellbeing will be offered. Parent presentations on wellbeing initiatives will continue due to the success of the 2017 regular parent information sessions.

A review of the Learning Support Team processes will take place early in 2018 to refine the support structures across the school for student wellbeing. This will include defining the role of the Learning and Support Teacher and School Counsellor to ensure all students have access to services within and outside school if needed. A streamlined approach to establishing data for students needing extra support with open communication between teachers and parents will be included in this review.

The use of the 'Tell Them From Me' surveys will continue in 2018 as an external measure of attitudes, understanding and behaviours in student wellbeing. The Peer Support program will continue in 2018 with senior students building

leadership skills as well as encouraging positive wellbeing attitudes. Parent satisfaction surveys for annual reporting purposes will include questions related to student wellbeing across the school.

Strategic Direction 2

Delivering quality teaching and learning

Purpose

To develop the skills required for students to become successful learners, confident and creative individuals, and active and informed citizens.

Overall summary of progress

Quality teaching and learning practices continued to be developed throughout 2017. Weekly professional learning sessions for all staff ensured the delivery of all key learning areas was maximised for student learning. Literacy and numeracy continuums were used to track all students and provide explicit learning goals for students to understand the purpose of their learning.

Weekly technology lessons with a specialist teacher for every student provided extension student use and understanding of technology in future-focused learning. This technology expertise also built capacity in classroom teacher knowledge and skills to ensure all students were able to access high quality and variety in teaching and learning tasks.

Assessment and reporting processes continued to develop throughout 2017 with student reports linked directly to purposeful assessment tasks in classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Technology is meaningfully used to support learning across all KLAs.	\$77,643.00 was spent on the purchase of iPads, interactive TV screens for classrooms, headsets, cables and apps for iPad use.	Technology is explicitly taught to all classes with the use of a designated technology teacher. The use of iPads and desktop computers were allocated according to the needs of the students. Technology skills are linked to class programs.
Literacy and Numeracy improvement measures include 70% of students achieving at 'expected growth or above' in NAPLAN performance.	NIL	Year 3 NAPLAN results indicate 70% or more students were 'at proficiency' or above in writing, spelling, grammar and punctuation and numeracy. Year 5 NAPLAN results indicate 70% or more students were 'at proficiency' in reading and numeracy.
70% of students meet literacy cluster measures for their grade level each semester of the annual school year.	NIL	The impact of L3 and Focus on Reading initiatives have made significant impact of literacy skills in K-2 students with 67% of student achieving grade level cluster markers or higher.

Next Steps

Through staff and student surveys, feedback was analysed to highlight a need for an explicit teacher mentoring program for early career and experienced staff. In 2018 the Quality Teacher, Successful Students funding will be used to support a mentoring and team teaching approach where best practice pedagogy will be the focus for rounds of demonstration lessons with teacher observations. This process will form part of the Professional Development Plans for all staff. All pre-2004 service teachers will be supported in the accreditation process.

Professional learning in 2018 for staff will include New Focus on Reading Phase 2 for all staff members. This will be 12 months of learning to further strengthen literacy in all key learning areas. Other professional learning opportunities in 2018 will include embedding the 'Working Mathematically' outcomes in mathematics to ensure problem solving, communicating and reasoning are evident in all other strands of mathematics.

Student reporting processes will further be refined to have consistency in grade and stage reporting styles. The format of student reports will be reviewed to ensure the same content descriptors in English and mathematics for Semester 1 and Semester 2. This review will align with the refined assessment tasks to create a common bank of student assessments

for every grade for both Semester 1 and Semester 2.

Strategic Direction 3

Leading a culture of school excellence

Purpose

To establish a school culture and management practices that effectively leads and delivers school excellence to inspire every student and teacher to excel and learn to their full potential.

Overall summary of progress

All staff established personal goals in their professional development plans. These goals were used to formulate staff professional learning sessions throughout the year. The professional learning for staff in 2017 was varied in topics linked to key learning areas, teaching practices, programming explicit lessons and a deeper awareness of school priorities in line with the School Excellence Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To ensure all staff meet accreditation standards.	NIL	Staff are working towards understanding the accreditation process in readiness for 2018 where all teachers will require professional learning linked to the Australian Professional Standards for Teachers.
To develop shared evaluative process and procedures with SRC and P&C to drive school excellence and annual self-assessment priorities across the school.	NIL	Evaluations were carried out to ensure the Student Representative Council and P&C were able to reach as many members of the school community as possible to drive school excellence. New procedures for SRC members will take place in 2018. More parent presentations will take place in 2018.

Next Steps

Leadership opportunities for students, teaching staff and executive staff will be increased in 2018. Students will have increased opportunities in Student Representative Council (SRC) with a new structure in place to strengthen student communication in Years 3–6. Every class in Years 3–6 will have an elected SRC member to ensure a more equitable approach to student leadership opportunities. Student leaders will attend regular SRC meetings to plan whole initiatives the students will lead. The Peer Support program will continue to form part of student leadership activities with a school term set aside to have weekly Peer Support lessons. School captains and prefects will attend a leadership camp to build connections with local schools in leadership.

All staff members will be offered leadership opportunities with teams and committees across the school. Interested staff will shadow leaders to build capacity in leadership. The Turrumurra Learning Community is well established and will be used to further seek professional learning opportunities for more staff. The Turrumurra Learning Community will be strengthened through building professional relationships with external agencies. A culture of high expectations through quality service delivery in teaching and learning will be developed and shared within the Community of School partnerships.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,583.00	Funding was used to support literacy and numeracy resources for students identified as Aboriginal background. Funding also assisted teachers to embed Aboriginal cross-curriculum priority in learning
English language proficiency	\$142, 204.00	Funding was allocated to additional staffing and resource needs to support the implementation of EAL/D for 115 students.
Low level adjustment for disability	\$67, 037	The school elected to employ additional specialist staff to cater for individual learning and support needs. This included collecting and maintaining learning adjustments for identified student through the Learning Support Team.
Quality Teaching, Successful Students (QTSS)	\$41, 950.00	The QTSS funding was used to provide additional time each week for groups of teachers to improve teacher quality practices. This included observation of lessons to view and discuss best practice which included feedback tasks from students and staff.
Socio-economic background	\$2, 719.00	This funding was used to support Strategic Direction 2: Delivering quality teaching and learning. These funds ensured a wide range of curriculum learning experiences were accessed by students.
Support for beginning teachers	\$26, 756.00	Teachers identified in their first two years of teaching were allocated funds for professional learning to develop skills in planning, teaching, assessing and classroom management.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	262	273	277	274
Girls	286	282	287	294

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.3	95.1	97.2	97
1	96.2	95.8	96.2	95.3
2	97.6	95.1	96.7	95.4
3	96.9	95.8	97	93.6
4	96.9	95.7	96.2	95.5
5	97.6	97	97	97
6	97.6	96.1	96.3	95
All Years	97.1	95.8	96.7	95.5
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

Attendance is monitored on a weekly basis with most year groups having an attendance rate above the average of Department of Education schools in NSW. This is a great achievement for Gordon West Public School which has consistently had positive school attendance higher than average for the past four years. The management of non-attendance is compliant with Department of Education policy. Students must have a justified reason for leave. Reminders about attendance are published in the school newsletter. Processes are followed for student absence if a justified reason has not been produced within seven days. The school will continue to monitor attendance to identify trends and assist in positive strategies when student attendance is difficult for individual students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.46
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	1.4
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	83
Postgraduate degree	17

Professional learning and teacher accreditation

All staff participated in weekly professional learning sessions to extend knowledge, skills, understanding and practices in teaching pedagogy. The professional learning sessions occurred in stage and whole school groups. Many staff members attended externally offered courses to enrich their professional learning as well as supporting teaching and learning programs across the school.

The professional learning calendar consisted of sessions linked to the school plan's strategic directions and individual teacher Professional Development Plans (PDPs). Literacy and numeracy professional learning was a focus with links to all key learning areas. An in-depth look at the Wellbeing Framework and use of technology across the school was also a priority.

All staff engaged in two extended professional learning twilight sessions with an external facilitator relating to project based learning. These sessions complimented the 2016 professional learning in creative and critical thinking. The impact of the project based learning presentations saw an increase in the use of planning tools for classroom teaching and learning programs.

The publication of the Department on Education's revised School Excellence Framework Version 2 saw all teachers engaged in the process of linking learning, teaching and leading elements to their classroom programs as well as having input into the new school planning cycle for 2018–2020.

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	263,888
Revenue	4,789,159
Appropriation	4,243,439
Sale of Goods and Services	25,632
Grants and Contributions	515,082
Gain and Loss	0
Other Revenue	0
Investment Income	5,007
Expenses	-4,619,889
Recurrent Expenses	-4,619,889
Employee Related	-4,085,597
Operating Expenses	-534,293
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	169,270
Balance Carried Forward	433,158

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	3,784,917
Base Per Capita	86,194
Base Location	0
Other Base	3,698,723
Equity Total	232,171
Equity Aboriginal	2,583
Equity Socio economic	2,719
Equity Language	159,832
Equity Disability	67,037
Targeted Total	111,347
Other Total	42,109
Grand Total	4,170,545

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.

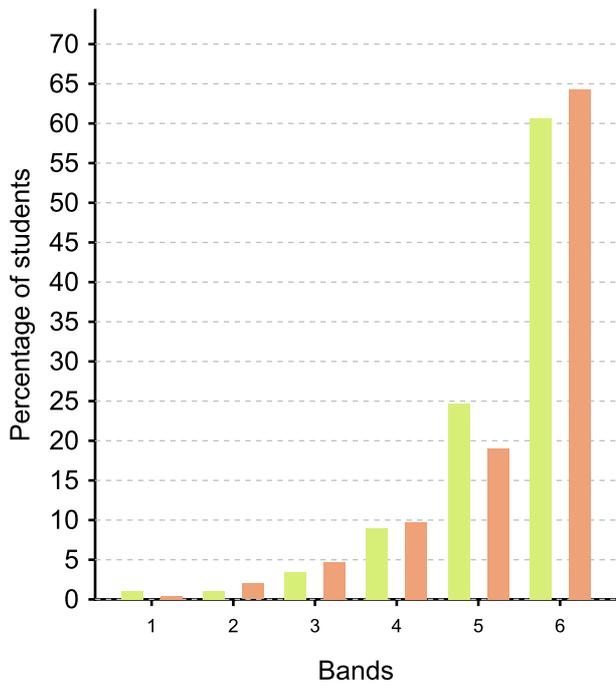
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

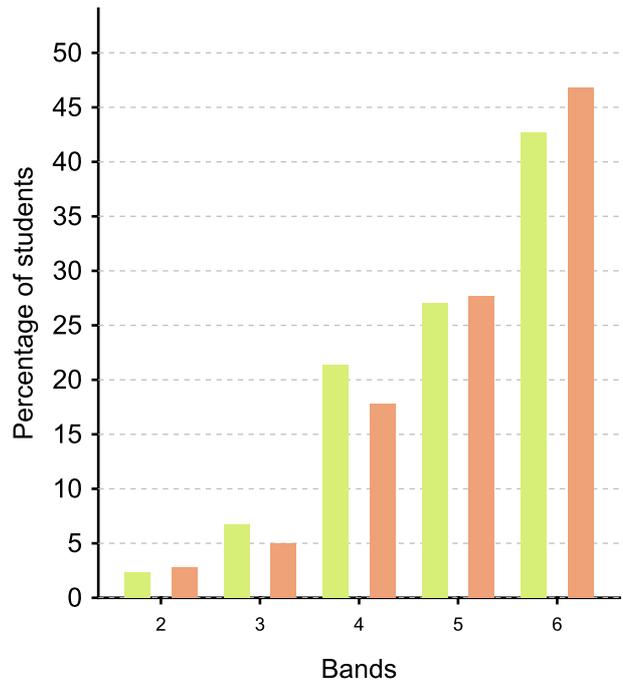
NAPLAN

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.

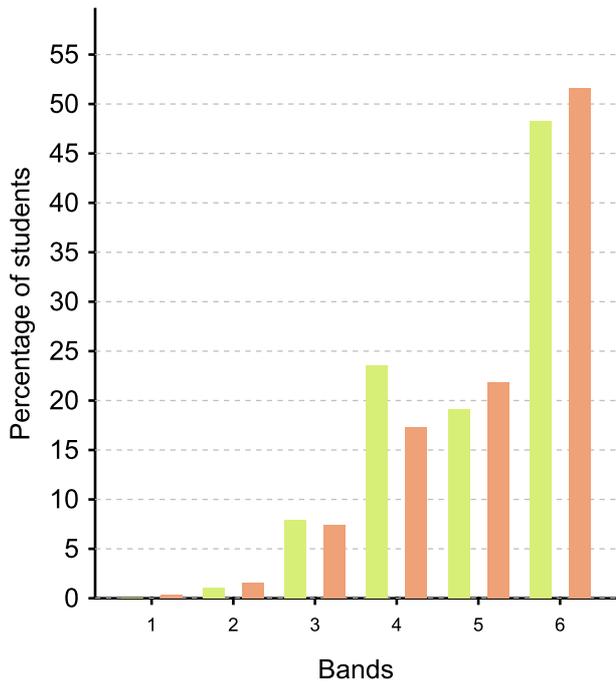
Percentage in bands:
Year 3 Grammar & Punctuation



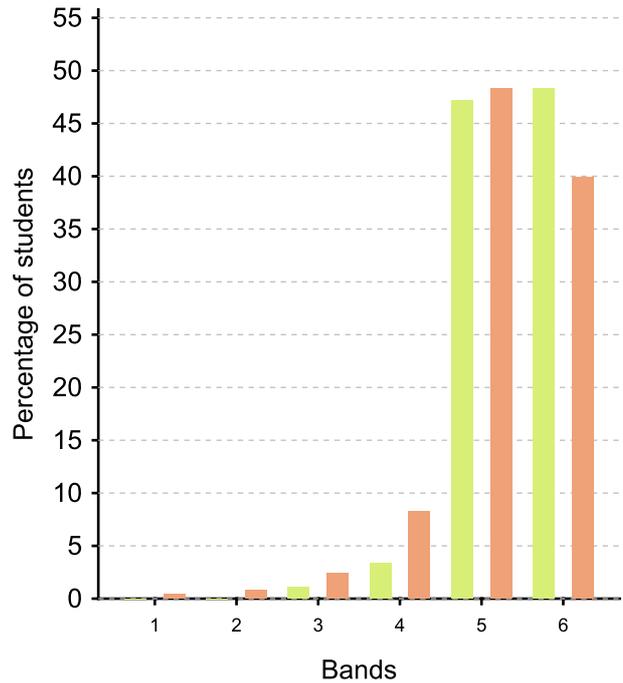
Percentage in bands:
Year 3 Spelling



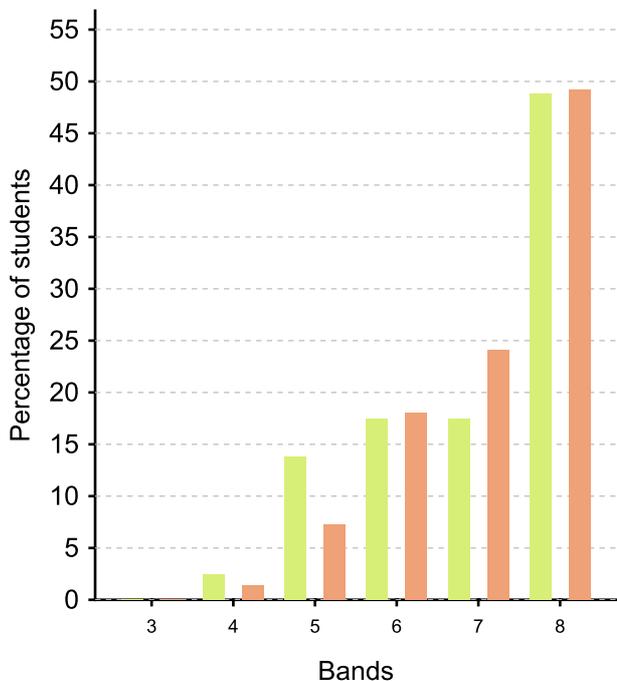
Percentage in bands:
Year 3 Reading



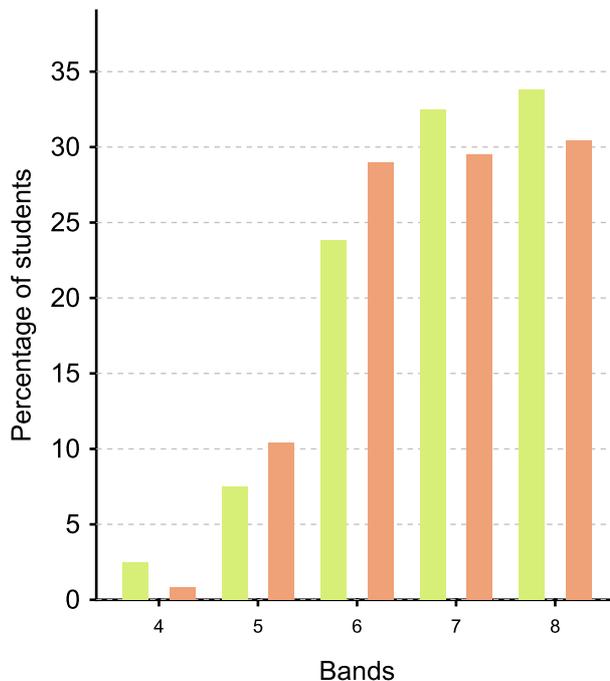
Percentage in bands:
Year 3 Writing



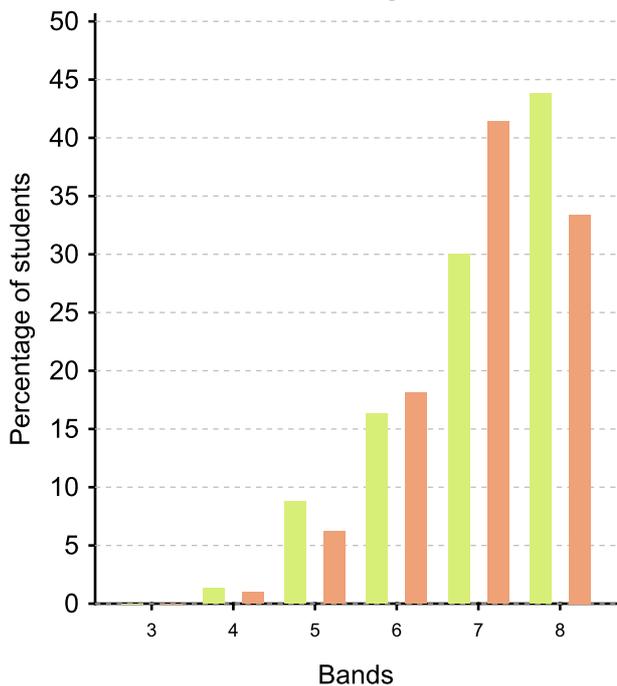
Percentage in bands:
Year 5 Grammar & Punctuation



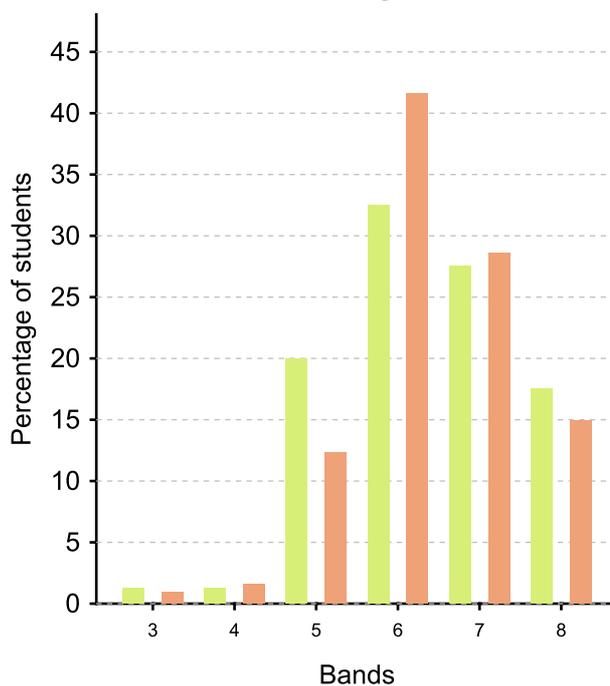
Percentage in bands:
Year 5 Spelling



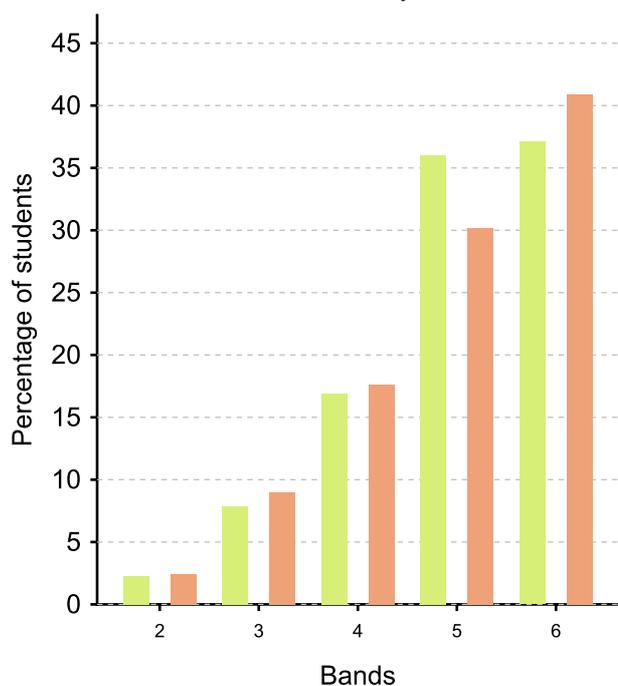
Percentage in bands:
Year 5 Reading



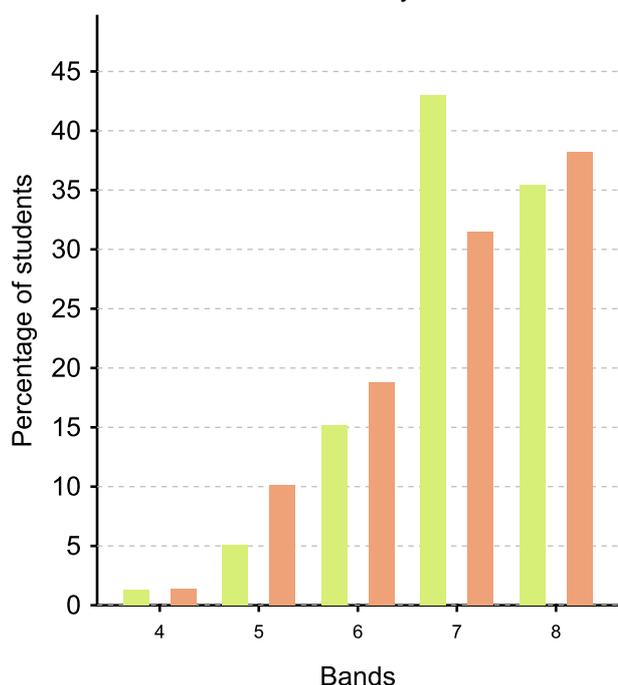
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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* and State Priorities: *Better services* –

Improving Aboriginal education outcomes for students in the top two NAPLAN bands. Gordon West PS did not have students in these cohorts to report on.

Parent/caregiver, student, teacher satisfaction

STUDENT SATISFACTION

A total 216 students were surveyed from a range of primary classes regarding student outcomes and school climate. Overall students indicated positive results to a true sense of belonging to the school, a climate for positive relationships and valuing schooling outcomes.

86% of students feel accepted and valued by their peers and by others at school with 95% of students reporting they have friends at school they can trust and who encourage them to make positive choices. 94% of students report they try hard to succeed in their learning with 39% of students recognising they have high skills and are highly challenged. 43% of students are confident in high skills tasks and want to be challenged further.

Students indicated that important concepts are taught well at Gordon West Public School with classroom instruction relevant to their everyday lives. Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

TEACHER SATISFACTION

All staff were surveyed to highlight eight important elements in driving student learning. These elements include collaboration, learning culture, teaching strategies and leadership across the school. The strengths in collaboration, learning culture and teaching strategies were evident from the survey results, particularly with teachers who had less than five years teaching experience.

Collaboration with grade, stage and whole staff teams highlighted two particular strengths:

1. discussions with other teaching staff to increase student engagement was highly regarded as an excellent practice;
2. the use of assessment strategies as a collaborative exercise to ensure consistency.

Learning culture aspects of student high expectations and monitoring individual progress scored highly as valued practices. Teachers observe that effective pedagogy includes new concepts linked to previously mastered skills and knowledge. Teachers observe that the use of feedback supports students to achieve their learning goals and to seek clarification in their learning.

PARENT SATISFACTION

The parent satisfaction survey had 95 respondents

to eleven questions related to the overall operation of the school. The ten questions and/or statements in the satisfaction survey were as follows:

1. My child is happy and enjoys being at school
2. As a parent or guardian I feel welcome at the school
3. The school encourages students to achieve their best
4. The school is a caring and nurturing place
5. The school facilities are clean and well maintained
6. The office staff are approachable and helpful
7. The school values parents' opinions
8. There are effective lines of communication between home and school
9. I am kept well informed about school events and activities
10. What is the school doing well?
11. What could the school do better?

For questions one to nine where respondents had to rate their satisfaction on a five point scale from strongly agree to strongly disagree, every question had a positive response of 93% or more. This clarifies the understanding that parents feel mostly satisfied with aspects of the school for student wellbeing, communication and parents feeling valued. The written responses for question ten, the overwhelming comment was the care taken for students needs overall. Staff commitment to student learning and a community spirit where everyone feels valued also rated highly.

The written responses to question eleven were heavily weighted towards the need for extra curricular activities and support structures for student interests. Only 51 of the 95 respondents answered this question.

Policy requirements

Aboriginal education

All students have access to Aboriginal education as a cross curriculum priority in all key learning areas. Teaching and learning programs reflect the inclusion of Aboriginal perspectives to provide students with a range of opportunities to build knowledge and understanding of Aboriginal histories and culture.

Throughout 2017, students engaged with Aboriginal education in all key learning areas. During NAIDOC week, Kindergarten to Year 6 participated in an Aboriginal cultural performance. Students Kindergarten to Year 4 were introduced to Phil Geia from Bwgcolman, with family ties to Yarrabah and the Torres Strait Islands. Phil shared traditional stories with modern relevance using humour, storytelling, song, dance and instruments such as the bipra (clap sticks).

Students continue to show respect toward the local Aboriginal leaders and community both past and present through the Acknowledgement of Country at weekly flag raising assemblies and other formal occasions.

Multicultural and anti-racism education

Gordon West Public School integrates multicultural education into every classroom program by embracing the rich diversity of individuals that make up our school incorporating students' individual background and/or heritage. A joyous celebration throughout the year was 'Harmony Day,' which acknowledged the broad range of cultural backgrounds contributing to our schools ethos.

Many students enrolled at Gordon West Public School speak another language other than English, either at home or have parents speaking another language. These students come with varying levels of English knowledge and according to their current level of English proficiency, have received additional support from the English as an Additional Language or Dialect (EAL/D) unit. In 2017 there were 110 students enrolled in the EAL/D programs. These programs were creatively designed with the focus on the four English modes: Speaking, Listening, Reading and Writing. The students were effectively engaged throughout their learning progression over a number of years to support their language acquisition.

Other school programs

Sport

2017 was another great year for sporting achievements for Gordon West PS. There were strong teams representing the school at zone level for swimming, athletics and cross country. High achievers at each zone event from Gordon West PS went on to the area carnival. Throughout the year, selected students participated in PSSA teams: touch football, cricket, modball, netball and soccer. The team building skills and sportsmanship displayed by all students throughout the year demonstrated the level of commitment all students made to their team.

Debating

The Gordon West Public School debating team had a successful year in 2017 with four out of five debates a successful win in the Ku-ring-gai Debating Competition. The six students in the debating team met regularly to practise and refine their persuasive argument skills. Working as a team to support each other creates confidence in public speaking skills and co-operation as a group.

The leadership opportunities for the students in the debating team are life-long skills which are enhanced by group and individual research tasks to develop an awareness of current affair issues. All six students in the team supported each other to build strong arguments and present a cohesive debate in each round of the competition.

Dance

The Gordon West Dance Group had a fantastic 2017 with 12 Year 6 dancers participating in weekly rehearsals in preparation for the Sydney North Dance Festival and Gordon West Showcase. The dance routine was choreographed to the 'Stranger Things' theme song which told the story about intergalactic creatures from the upside-down who had breached the barrier between Earth and their realm.

During Term 2 the dance group had three performances for the Sydney North Dance Festival which provided the opportunity for our dancers to experience a professional performance environment. The group demonstrated their professionalism at the Gordon West Showcase for the wider school community. The dedication of students and teachers was evident in all performances.

Choirs

Students at Gordon West have the opportunity to be part of the Ryde Schools' Spectacular Choir for Year 4, the Festival Choir for Year 5 and the Senior Singers for Year 6. In 2017 the Ryde Schools' Spectacular Choir performed in the Sydney Opera House as part of a 600

student choir for the Ryde District.

The Festival Choir performed in the Festival of Children's Music at the Concourse Concert Hall in Chatswood as part of a 450 student choir with students from many public schools in the local area. The Senior Singers presented a Christmas variety show at a number of nursing homes and aged care facilities in December, bringing joy to the staff and residents. All three choirs performed at our annual Open Day Showcase, entertaining the Gordon West community with a selection of their songs. Students in all choirs developed their musicianship skills during the year and enthusiastically embraced all performance opportunities.

Band

2017 marked an exciting new era at Gordon West Public School with Ms Harvey commencing her role as Band Director. New initiatives in the band program included participation in the North Shore Primary School Band Festival and a visit from the NSW Police Band. Concert Band 1 and Concert Band 2 students also participated in the Sydney Eisteddfod and were challenged with some difficult repertoire.

There are four bands at Gordon West: Training Band for Beginners, Concert Band 1 for advanced students, Concert Band 2 for intermediate students and the Jazz Band for those students who wish to extend their music capabilities. All bands participated in performances throughout the year including the Easter Hat Parade, Showcase, End of Year Christmas Breakfast and Speech Night.

A highlight of the year was Concert Band 1 being awarded a silver medal at the North Shore Primary School Band Festival. This was an excellent result celebrating the combined effort of students and their music tutors lifting the standard of our bands. Another highlight for 2017 was the Band Camp held at Vision Valley Conference Centre. The camp offered students a variety of intensive rehearsals and tutoring by some of Sydney's top music tutors.