

# Thornleigh West Public School

## Annual Report



2017



4276

## Introduction

The Annual Report for **2017** is provided to the community of **Thornleigh West Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Chantal Mamo

BTeach BEd MA Creative Arts

Principal

### School contact details

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9484 4242

### Message from the Principal

Thornleigh West Public School (TWPS) has had another stunning year of excellent achievement. From outstanding results in academics, creative arts and the sporting arena. It is clear that TWPS students are well rounded. It is persistence and participation that really counts. This year all students were encourage to become lifelong learners who think critically and problem solve. TWPS students are creative, innovative and resourceful.

I am honoured to be supported by an instructional leadership team who focus on quality teaching and learning. They have made our vision come alive. Our teachers are dedicated and passionate about learning and this is the reason why in 2017 our students thrived and grew. They are the reason for success and made every day of learning special.

I am truly humbled by the support provided by parents and carers. Thank you for entrusting your children with us and supporting our strategic directions to ensure the best possible outcomes for students. The congruence between home and school has ensured improved student outcomes

I am grateful for the privileged of leading such a great school. I look forward to building on our successes in 2018.

Chantal Mamo

BTeach BEd MA Creative Arts

## Message from the school community

We are fortunate to have a great school community where parents come together to ensure that our school has the best for our students. I would like to thank our families and the wider community for supporting all the P&C initiatives in 2017

### **In 2017 the P&C has gifted the school:**

Learning Support Teacher (42,000)

50% for classroom phone systems (4,000)

New Air Conditioning in the Canteen (4,000)

CARES Bike Safety program for Year 6 (1,000)

Big Fan in the hall (15,000)

New interactive whiteboards – we allow for 4 each year to be replaced (5,000 each)

New Class room ipads (18,5000)

New Laptops for the library (12,000)

New PA system throughout the whole school (30,000)

In addition many incidentals such as contribution towards Wakakirri, The Year 6 Farewell, TWPS Sporting Teams and teacher class contributions. Thank you to the TWPS community who work tirelessly to fundraise and pay the P&C contributions.

In 2017 we held a successful Mother's Day high tea in support of The McGrath Foundation, a 5c Challenge to purchase new gazebos for Spring Fair, Mothers Day Stall, Fathers Day Breakfast and stall, our garden continues to grow, our Band program has been successful. Spring Fair raised \$61,000 profit. Thank you to all the sponsor and the TWPS community.

We have had a fantastic Executive Committee in 2017 – many have come to the end of their 3 year role and we thank you for your time and commitment.

Thank you to Chantal Mamo who continues to lead our school to excellence. Her passion for education, learning and well – being is outstanding. Thank you to all our hard working and dedicated teachers who make a difference everyday.

Finally, thank you to Vervan McAllister for her incredible leadership of the P&C the past 3 years, she has built a committed community at TWPS and I thank her for her mentorship.

I am looking forward to another successful 2018 at TWPS.

Vanessa Erickson

TWPS P&C President

## School background

### School vision statement

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

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

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

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

### School context

Thornleigh West Public School is located in a magnificent position overlooking bush land in Sydney's northern suburbs. It is an area renowned for its natural beauty. Founded in 1961, it is situated on traditional Aboriginal Garingal land. Our school is fortunate enough to have a wonderful community of students, with 28% of our students coming from Language Backgrounds Other than English.

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



# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

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

### Teaching

Teachers are architects of learning at TWPS. Teachers look at what students need to know and do. This is used to identify what teachers need to know and do. Sustained deep professional learning with a relentless focus is having an impact on student and teacher outcomes.

All staff are in learning pods that meet every three weeks. Self organised learning environments have been created. These learning pods have been led by aspiring leaders resulting in developing leadership capacity. The teacher professional learning is differentiated to ensure deep sustained learning.

Teachers are focused on valued student outcomes, worthwhile content, integrated knowledge and skill, assessment for professional inquiry, staff have multiple opportunities to learn, apply and opportunity to process new learning with colleagues. Creative and critical thinking is paramount and teams are learning to ensure these skills are explicitly taught.

Instructional Rounds (IR) data reflects that formative assessment at TWPS is embedded and a natural flow within the classroom. All teams have been using improvement "Sprints" to reflect on their teaching. Teachers in teams set the improvement directions. They focus on what learning outcomes should they seek to deliberately improve? What evidence do they have to support this? Then the team define, understand, design, sprint, review and reset.

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

TWPS has a strong Learning and Support Team who support all students' social, emotional and educational needs. The student well-being policy is used consistently to celebrate student successes while also providing support for inappropriate behaviour. 25% of the students have received their citizenship medal. TWPS attendance rate is 96.8% a true reflection of student engagement.

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

The "You Can Do It" program is explicitly and systematically taught K – 6. You Can Do It! (YCDI's) main purpose is to support communities, schools, and homes in a collective effort to optimize the social, emotional, and academic outcomes of all students. Its unique contribution is in identifying the social and emotional capabilities.

The P & C fund a learning assistance teacher two days per week to run the Multilit program and support Stage 1 students in their literacy skills. Volunteers come to implement this program. The literacy support teacher supports students who need additional support in reading. The P & C provided resources for , technology and air conditioning for all classrooms. The parent body are supportive of the school. This positive congruence between home and school ensures better outcomes for students.

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

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

## Learning

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

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

In the KLA's of Science & Mathematics, are we ensuring that our students have regular opportunities to:

- be curious and pose questions,
- engage in authentic and visible learning,
- think critically and creatively, and
- collaborate and communicate with others to develop their understandings and ideas?

What is Instructional Rounds?

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

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

Tell Them From Me (TTFM) survey indicates that:

- 96% of the students have friends at school they can trust and who encourage them to make positive choices.
- 95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 96% students that do not get in trouble at school for disruptive or inappropriate behaviour compared to NSW government norm 83%.
- 95% of students try hard to succeed in their learning compared to 88% NSW government norm.

Parents contributed to the TTFM survey they communicated that future skills their children require: problem solving, communication, Science Technology Engineering and Mathematics, emotional intelligence, resilience, information technology, creative and critical thinking and flexibility.

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

An explicit Kindergarten transition program has been designed. Parents attend four sessions (2 hours) with the principal. The focus of these workshops is articulating and explaining school strategic directions, vision, curriculum, routines and opportunity to network with parents. The children attend class with the teacher they will have in 2018. Teachers are able to assess student needs and alleviate any anxiety about coming to school.

## Leadership

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

Regular strategic direction meetings are scheduled in weeks 4 and 9 of each term to refocus on the purpose of strategic direction and reflection actions taken. The teams share data and discuss success and areas to focus on. Milestones are reflected upon and executive provided each other with effective feedback. Key funding initiatives are documented, progress is monitored and budgets tracked.

Building leadership capacity is TWPS focus. Aspiring leaders meet twice a term to learn more about leadership. They are coached and encouraged to lead projects within the school.

For more information about the School Excellence Framework:

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

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

### Creative and Critical Thinking

#### Purpose

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

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

#### Overall summary of progress

Formative assessment strategies are used in all classrooms. Teacher professional learning provides a consistent focus on current school directions and is enhanced by strong connections outside of our school, with staff expertise being recognised through presentations at TeachMeets and participation in the Instructional Rounds Network. Classroom teaching programs show evidence of the five elements of formative assessment, learning intentions and success criteria, eliciting evidence, effective feedback and peer and self assessment. Students are more actively engaged in the learning process, setting goals and identifying evidence of their achievement, while providing increasingly constructive feedback for their peers. Formative assessment strategies have been maintained while teachers developed a shared understanding of problem based learning and critical and creative thinking.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students achieving above national growth rates in Year 5 for all areas.  100% of programs reflect embedded formative assessment practices. Student work samples will reflect effective feedback.  Instructional Rounds findings and recommendations. Classroom assessment for learning audit growth measure over time.	Teacher professional learning \$18,000  QTSS funding one teacher allocation.	Formative assessment is embedded into daily teaching and is a natural occurrence.  Staff have more knowledge of Creative and Critical Thinking.

#### Next Steps

Reporting to parents – reflecting growth mindset and formative assessment.

Thinking routines – creating a culture of thinking within our school.

Continued focus on quality questioning to, from and between students.

Fine tune processes for data collection and evidence of improvements.

Further develop students as reflective and self-regulating learners.

Formative assessment embedded in school induction programs .



## Strategic Direction 2

### Visible Exceptional Leadership

#### Purpose

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

#### Overall summary of progress

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

2017 successes:

Staff moved into learning four pods to ensure more intimacy and accountability within the professional learning model. The Assistant Principals (APS) stepped back and aspiring leaders took over the learning pods. Two of which have APs jobs in other schools. This team is focused on building leadership capacity for the future. One of the learning pods is led by the principal. Instructional leadership ensures the best possible outcomes for both teachers and students.

The executive team has been building a common narrative on sustaining change and overcoming key challenging. As a team they have been reading theory and making it reality. The leadership team have established focus, set a small number of priorities, build and maintained a positive learning culture, set meaningful benchmarks, expect the unexpected, dealt with distraction and kept it simple to ensure success.

A formal mentoring program is in place at TWPS. This sustained, dynamic relationship allows quality teachers to share their professional and personal expertise and experiences. With many beginning teachers in their first three years of teaching this program is paramount. The aim of mentoring is to accelerate the learning process for colleagues while not depriving them of their independence or responsibility. It is especially relevant in career transition. It has benefited all staff involved. Most importantly for students it means enjoying the benefits of teachers, school staff and leaders who have increased motivation, skills and knowledge and who know how to transform the impact of their professional learning into practice to support enhanced student learning outcomes. Mentors and mentees focus on the accreditation process and achieving professional learning goals.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Executive staff and teaching staff engage professionally with the Performance and Development Plan(PDP);</li><li>• Executive staff undertake GROWTH coaching model and coach a classroom teacher who is an aspiring leader;</li><li>• Self–Organised Learning Environment (SOLE) is developed as the professional development paradigm to differentiate learning for teachers in pedagogical knowledge of Assessment for Learning (AfL);</li><li>• Instructional Rounds(IR) undertaken with a group of local schools provides baseline and on–going data for pedagogical improvement.</li></ul>	<p><i>Making Thinking Visible</i> – books for staff \$900</p> <p>Instructional Rounds – \$6,000 for paraprofessional and sixteen casual days.</p>	<p>Build leadership capacity at classroom teacher and executive level.</p> <p>Deep sustained professional learning through a networked approach.</p> <p>Beginning teachers are supported and confident due to mentoring.</p> <p>Built a culture of change.</p>

## Next Steps

Some future actions for 2018:

- Continue mentoring program. Ensure induction is explicit and systematic.
- New members on the Instructional Rounds Team.
- Upskill new staff in formative assessment.
- Introduce "Learning Walks" and Action Research.
- Lead a culture of thinking.
- Build a culture of authentic data.

## Strategic Direction 3

### Enhancing community connectedness

#### Purpose

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

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

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

#### Overall summary of progress

Many programs conducted in 2017 aimed at enhancing community connections and provided meaningful learning experiences for students beyond classrooms. A wide variety of initiatives were utilised and acknowledged the valuable contribution of expert community members. Some key programs in 2017 were:

- Expansion and continuation of the school garden. A Green Thumbs Committee was established. The School Garden is utilised as a link to school community where by working bees and vege swap meets enable social interaction and beautifying of our school grounds.
- Expert knowledge encouraged from outside providers such as Powerhouse Museum and Gibberagong Environmental Education Centre.
- New School Website launched. Modern design and accessible on all devices, the website provides most current information, newsletter, notes, school plans, payments etc.
- Parent feedback sought via an online Homework Survey. Very large numbers supported the survey. Large data representation to be used to guide future policy.
- 3 way interviews trialed in some Year 4 classrooms with high rate of success. Greater student acknowledgement of strengths and weaknesses.
- Increased use of third party software and internet platforms to allow parent insight/involvement in classroom practice. Seesaw, Edmodo, Class Dojo and Google Classroom utilised across all stages. Formative assessment, critical and creative thinking and future focused learning supported in a protected virtual space.
- Cultural Exchange initiated with Blaxcell Street Public School. Strong partnership developed. School visits for a Year 5 class at both schools. Sharing of ideas, developing awareness and respect for cultural difference.
- Clarke Road SSP Partnership enhanced with visits from Year 5 class. Developing community awareness and support for people with disability.
- Extra-curricular opportunities supported by the school and P&C. Robotics, Wheelchair Basketball and Auskick programs establish and promote ongoing learning beyond the classroom.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff will have a clear understanding of the PBEL philosophy and use it on a daily basis.  Staff will explicitly teach social skills K – 6 and regularly share major concepts with parents.  High attendance of parents at information sessions and workshops held at school during day and night.  Sharing student successes will become interactive and	Garden resources \$2500  Website \$350  Cultural exchange \$1000	Students cultural and diversity awareness has developed and increased.  Big ideas of sustainability and environmental education are integrated into daily teaching.  Student learning is more visible to parents.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
innovative.  Partnerships beyond the school will increase with universities, academic partnerships, local business and community groups.		Students cultural and diversity awareness has developed and increased.  Big ideas of sustainability and environmental education are integrated into daily teaching.  Student learning is more visible to parents.

## Next Steps

In 2018:

Develop a strategic direction that focuses on communicating learning. This will involve redesigning school report, introducing three way interviews and using technology to share learning on a regular basis. As this area has been a strength in 2018 – 2020 plan enhancing community connectedness will be integrated into all three strategic directions.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$821	All Aboriginal students had an Individual Learning Plan. Student's leadership skills were developed within the classroom setting. Teachers focused on quality teaching and learning to ensure the best possible literacy and numeracy outcomes for students. Providing learning experiences to compliment the student's needs. Learning goals were shared with parents.
<b>English language proficiency</b>	\$24,304	School Learning Support Officer (SLSO) were employed to support students in literacy and numeracy in the regular classroom. SLSOs supported students in literacy and numeracy sessions providing scaffolding of language to become confident learners.
<b>Low level adjustment for disability</b>	\$30,514	SLSOs were timetabled to support students with special needs. The Learning and Assistance Teacher (LaST) developed individual learning programs that the SLSOs implement and monitor within the mainstream classroom. The SLSOs met weekly to share successes of student progress. Two iPad's were purchased for students with special needs to use in their classroom.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing allocation 1.0	<p>QTSS funding is used for teachers to observe each other's practice and learn from one another.</p> <p>Focused on teachers' individual needs and the opportunity to learn from others.</p> <p>Practice and offer constructive feedback to peers.</p> <p>Aims to support the sharing of practice and building awareness about the impact of own teaching in order to affect change.</p> <p>Peer observations provides opportunities to discuss challenges and successes with</p>
<b>Socio-economic background</b>	\$4,586	This funding was used to supply Mathematics text books, excursions and camp attendance to students who needed assistance.
<b>Support for beginning teachers</b>	\$39,089	This was used for beginning teachers to have an extra 2 hours release from face to face teaching. The teachers attended demonstration lessons, mentors were assigned, time and support was provided to complete accreditation. Professional learning courses were attended linked to the teachers professional development plan. In 2017 five teachers qualified for this funding.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	266	265	273	293
Girls	275	287	285	295

TWPS enrolments have increased each year. This year we had six kindergarten classes. TWPS is experiencing many local student returns due to its outstanding reputation for developing the whole child and the positive relationships with the school community.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97	96.5	96.9	96.7
1	96.3	96.1	97.3	96.9
2	96.3	96.4	97.6	96.3
3	96	96.5	97	96.8
4	95.8	95.5	96.4	95.4
5	95.9	97.2	96.6	96.5
6	95.7	95.2	96	95.8
All Years	96.1	96.2	96.8	96.4
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

The importance of students attending school regularly is highlighted regularly to both students and parents. The school has an Attendance Policy that is followed diligently. Class rolls are monitored on a fortnightly basis by the executive team and phone calls are made to students at risk of poor attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	22.51
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

TWPS is dedicated to building teacher capacity.

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

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

Three of the executive staff attend the Dural Principal

Network AP/DP network and are mentored beyond the school.

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

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

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

## Financial information (for schools 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	298,949
<b>Revenue</b>	5,060,021
Appropriation	4,566,491
Sale of Goods and Services	24,782
Grants and Contributions	463,484
Gain and Loss	0
Other Revenue	0
Investment Income	5,264
<b>Expenses</b>	-4,956,655
Recurrent Expenses	-4,956,655
Employee Related	-4,300,097
Operating Expenses	-656,558
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	103,365
<b>Balance Carried Forward</b>	402,315

The finance committee meet once a month to report on programs and funding. this year sixty laptops were purchase, fixed playground will be installed 2018 and the school foyer was upgraded. The intended use of funds available is to provide quality professional learning for teachers to ensure the best possible outcomes for students and the school community. TWPS will need to strategically plan for technology in the future.

### Financial summary equity funding

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



	2017 Actual (\$)
<b>Base Total</b>	3,946,846
Base Per Capita	85,277
Base Location	0
Other Base	3,861,568
<b>Equity Total</b>	182,113
Equity Aboriginal	821
Equity Socio economic	4,586
Equity Language	85,248
Equity Disability	91,458
<b>Targeted Total</b>	67,988
<b>Other Total</b>	189,265
<b>Grand Total</b>	4,386,212

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

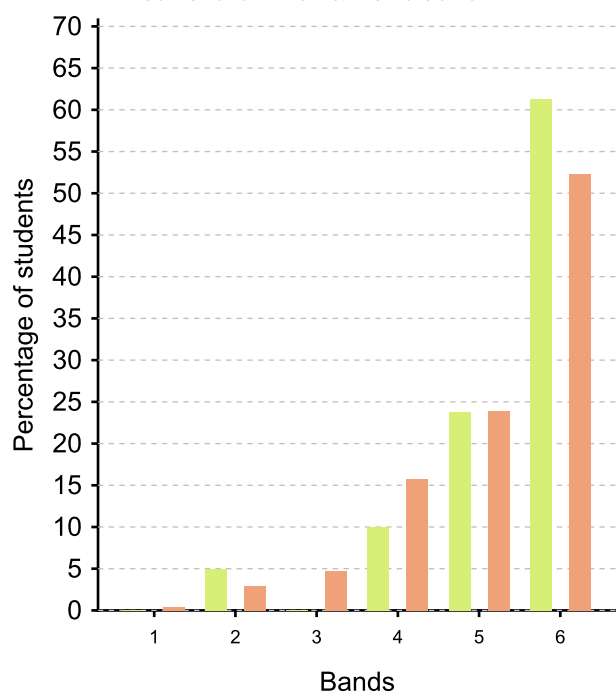
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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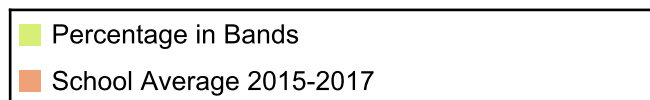
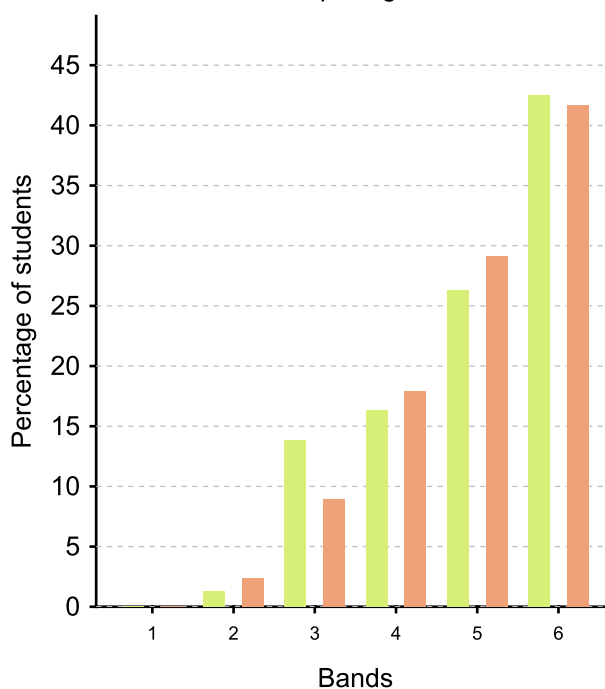
- NAPLAN measures only a subset of the expected outcomes from primary schooling. The tests are designed to measure growth rates.
- The school results in average growth rates in literacy and numeracy from 2010 – 2016 are, in the majority of cases, the same as the NSW DET growth rates.
- In 5 of the 6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

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

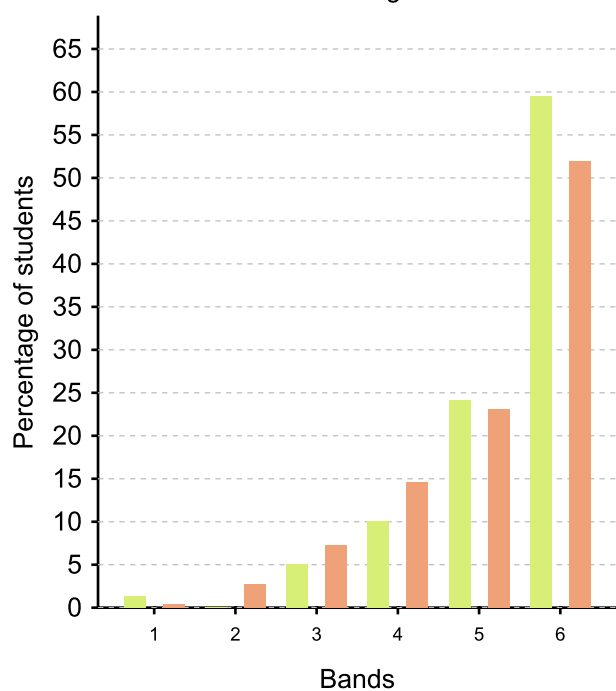
**Percentage in bands:**  
Year 3 Grammar & Punctuation



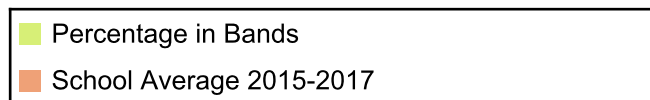
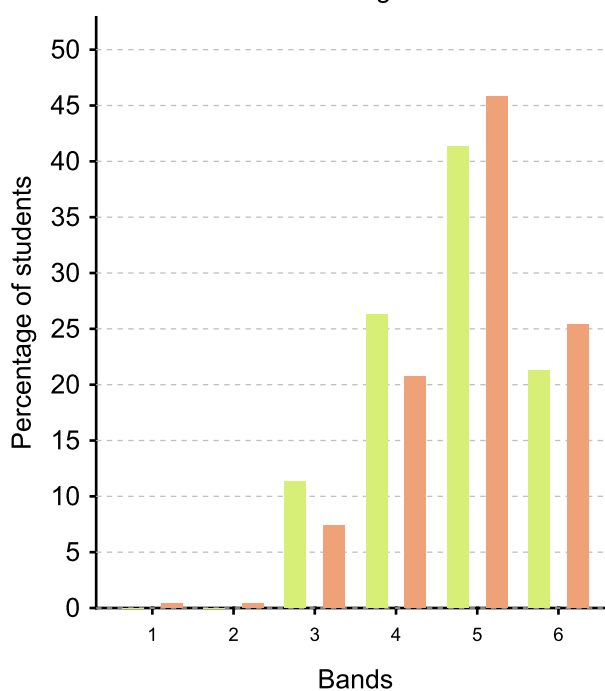
**Percentage in bands:**  
Year 3 Spelling



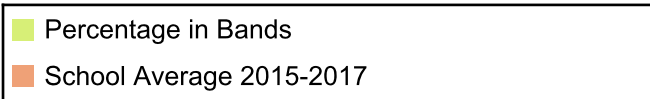
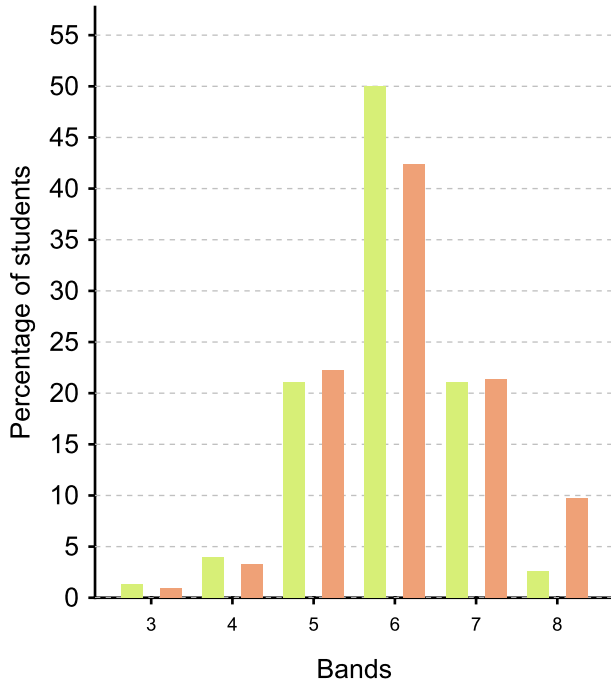
**Percentage in bands:**  
Year 3 Reading



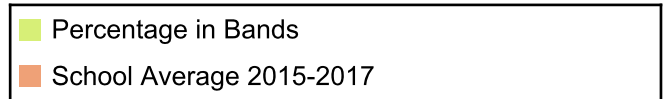
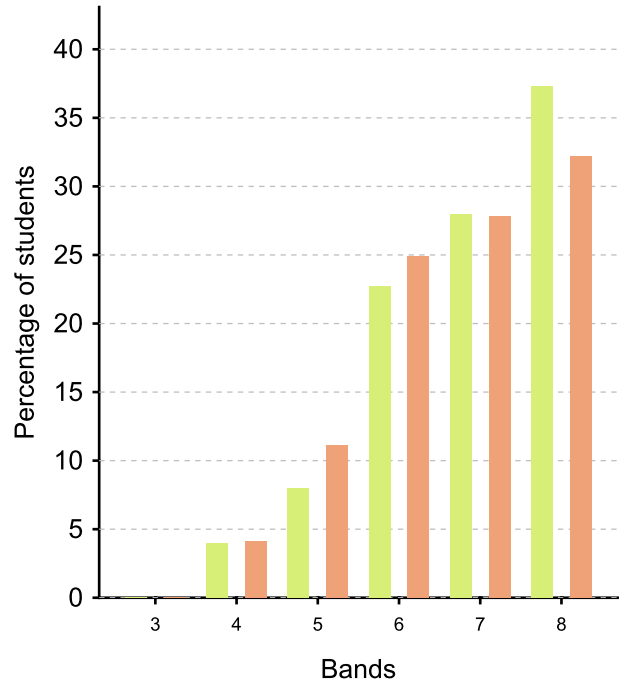
**Percentage in bands:**  
Year 3 Writing



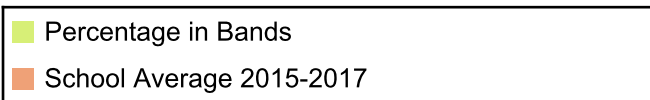
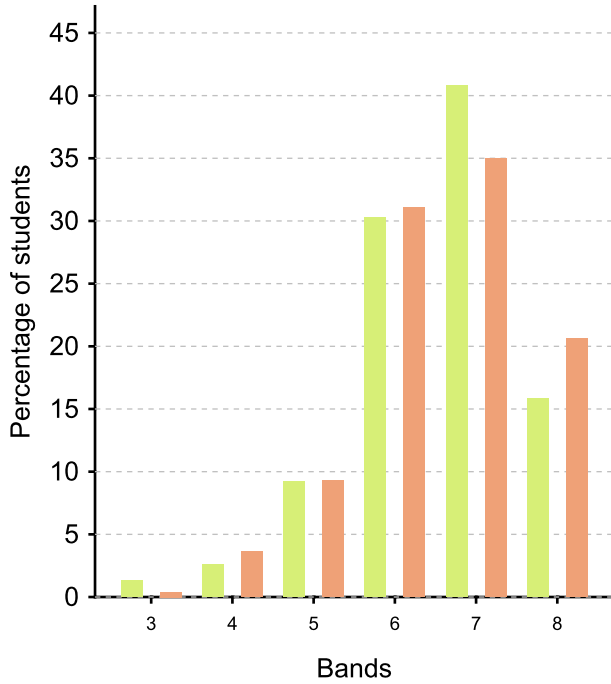
**Percentage in bands:**  
Year 5 Writing



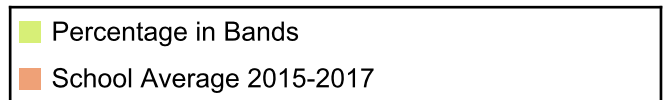
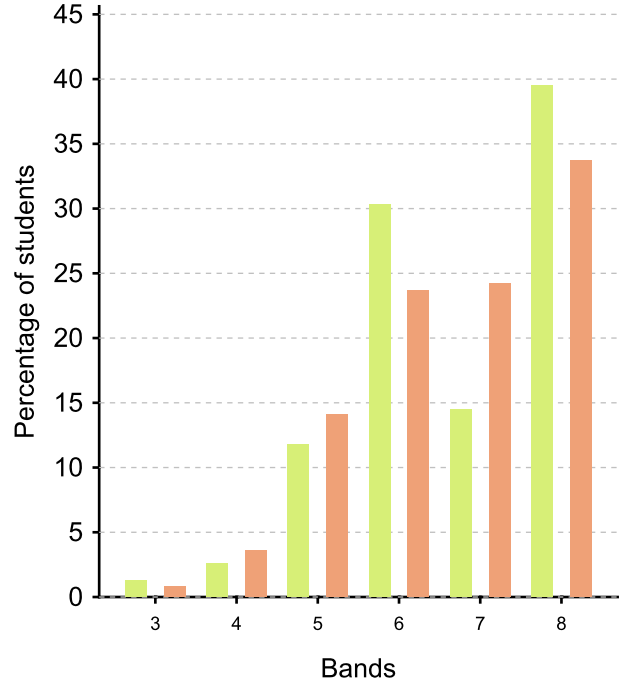
**Percentage in bands:**  
Year 5 Reading



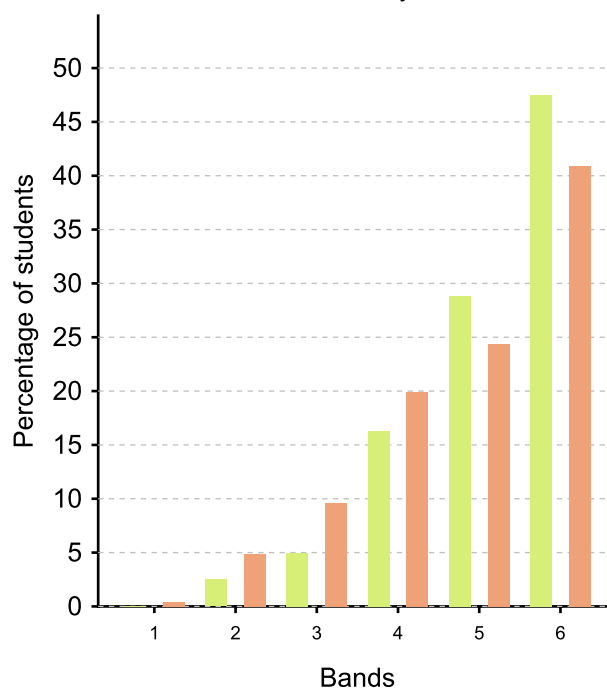
**Percentage in bands:**  
Year 5 Spelling



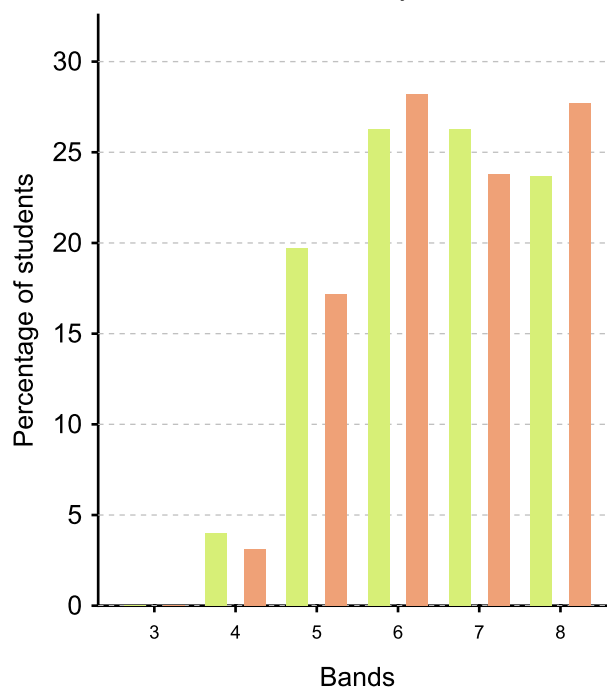
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**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.



## Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

The students expressed pride in TWPS and their strong desire to attend school each day. Student recognise the relevance of their learning and the strength of their teachers in scaffolding them to self direct learning and embed a love of learning.

Likewise, teachers also acknowledge the dedication and professionalism of their colleagues. All the staff felt encouraged and support but the collaborative learning and planning that take place at TWPS. The teachers commented positively on professional learning opportunities provided by the school.

Parents of the school were appreciative of the many varied learning and extra curricular experiences offered at TWPS. The school community believed that the staff of TWPS genuinely care for the students and want them to achieve to the best of their ability.

## Policy requirements

### Aboriginal education

Aboriginal perspective were taught in all Key Learning Areas at TWPS, ensuring student learnt about Aboriginal history, culture and contemporary issues within a meaningful context. Teachers also engaged in professional learning related to the Geography and History syllabus documents. The local environment that surrounds the school is also utilised to learn more about local Aboriginal history.

Individual Education Plans were developed and improvement occurred for each Aboriginal student at the school. These focused on ensuring experiences building strengths and addressed any learning needs in literacy and numeracy.

TWPS celebrated NAIDOC week with relevant class activities.

### Multicultural and anti-racism education

In 2017, approximately 26% of TWPS students came from English as an Additional Language Dialect (EAL/D). TWPS endeavoured to ensure an inclusive school community and racism free environment. Our school undertook a number of initiatives to support and foster diversity.

- E/ALD program implemented in classrooms.
- A New Arrivals Program which focused on oral language, reading and writing.
- Culturally inclusive content was integrated in all class teaching and learning programs.
- Cultural exchange with Blaxcell Street Public School in South Western Sydney. The aim of the is program was to celebrate diversity and develop cultural understanding.

As a school community, we celebrated our cultural diversity with Harmony Day. TWPS has continued to ensure that we encourage participation of parents and community members from diverse backgrounds.