

# Parramatta West Public School

## Annual Report



2018



2843

## Introduction

The Annual Report for 2018 is provided to the community of Parramatta West Public School as an account of the school's operations and achievements throughout the year.

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

Twelve months ago, I felt honoured and excited about being appointed as the new principal of Parramatta West Public School. I had high expectations about the school and, with great confidence, I can attest that every expectation I had has been exceeded, particularly with regard to our students.

As principal I often encourage staff and parents to reflect on what we use to measure the success of our school. There are many measures:

- The way a teacher assists a student to learn a new skill in reading or maths
- A student achieving personal best in a sports or performing arts activity
- Seeing the joy on the face of a child when he or she receives positive feedback about an area of learning that he/she has been struggling with for years.

At Parramatta West, we continue to do well on state and national performance measures. Student results in NAPLAN and other assessment tasks are consistently of a high standard. Our students as a cohort are amazing, no matter the measure we apply. Achieving excellent results is important and we will continue to strive for excellence each year. Apart from students striving for personal best in all areas of learning, three other critical elements highlight that our school is a healthy place for learning:

- Teachers who deeply care about the students in their respective classes. Teachers and support staff who love, respect and show true interest in the personal, learning and wellbeing needs of students.
- Parents and community members, including our outstanding P&C and parent volunteers, who are partners with the school, sharing in the success of their children and working with teachers to help maximise life and learning outcomes for their children.
- Opportunities, enabled by staff and parents, which allow our children to shine. We all want and desire the best for our children and the core curriculum and co-curricular opportunities for our students allows them to develop in many areas.
- Parramatta West Public School enjoys tremendous support from our parent body and local community. Once again the Parents and Citizens Association of Parramatta West have provided exemplary support and resources for the school. Their very active role in providing optimal classroom and playground environments for the learning community is evidenced by a very enviable modern school community

When you combine academic excellence, adults who love and care about children and opportunities designed for children to flourish together, the results are clear – we have a truly successful school. When you think about why our school excels, one word surfaces – connectedness. Parramatta West Public School is a highly successful school because of the way parents, community and staff connect to maximise opportunities for students.

I invite you to visit our school website for further information [www.parramattw-p.schools.nsw.gov.au](http://www.parramattw-p.schools.nsw.gov.au)

Teunis Ploeg

Principal

### School contact details

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## School background

### School vision statement

Parramatta West Public School aspires to be at the forefront of quality, future focused education.

We equip students with the knowledge and skills necessary to be active and critical learners in a changing world who are informed, resilient problem solvers with a passion for learning.

Our staff are inspiring and engaging leaders who collaboratively foster the collective wellbeing of the school community using best practice to improve the whole child.

Our school is inclusive and holds high expectations, pursuing excellence through active consultative partnerships with our entire school community.

### School context

Parramatta West Public School is located in the suburb of Parramatta and is part of the Western Sydney educational area with an enrolment of 858 students. The school has 91% of its community identifying as coming from Non-English Speaking Backgrounds.

Parramatta West Public School has been identified by Infrastructure NSW as one of many schools to undergo a building redevelopment. This redevelopment will see the establishment of a new future focused development on the school site along with the refurbishment of a number of current learning spaces to meet the future focused learning space philosophy.

The whole school community is committed to providing a welcoming school environment where students are nurtured, guided, challenged and inspired to learn and create. The school provides a diverse range of programs to support students, including enrichment opportunities in literacy and numeracy, as well as building their confidence and self-esteem through extra curricula programs such as debating, SRC, choir, dance, music, art and sport.

The school offers a variety of support programs, in addition to our English as an Additional Language/Dialect (EALD) we have Learning and Support teachers (LaST) and Teacher Librarians. The school is fortunate to have a number of bilingual Student Learning Support Officers (SLSO).

The teachers at Parramatta West Public School are committed to planning for the ongoing learning of students in their care by creating ongoing learning opportunities that are engaging, differentiated and develop a deep knowledge and understanding of the curriculum. Students are encouraged and supported to realise their full potential as confident and creative individuals focused on a future of success and positive wellbeing.

Parents value education and are very supportive of the school and its programs.

## 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.

Parramatta West staff members discussed the School Excellence Framework with the purpose of monitoring and informing our school's pursuit of excellence and the provision of high quality educational opportunities for each and every child. Time was spent examining staff responses to their self assessment against the School Excellence Framework. Responses were used to evaluate the progress being made across the school as a whole against the expectations identified in the School Excellence Framework and to identify the focus for our improvement efforts in the School Management Plan 2018–2020.

## Learning

In the domain of **Learning** our staff's on-balance judgement is that we are performing at the **sustaining and growing** level. In 2018 our efforts have primarily focussed on curriculum provision within a high expectations framework. Teachers' evaluations indicated that our school performed strongly in creating a positive culture that supported a planned approach to wellbeing. Quality programs and systems are in place to monitor, review and address the individual learning needs of students. The recognised importance of wellbeing is based on a culture of respect, kindness and valuing of each other. Teachers' responses demonstrated a consistent view that students participate in the development of explicit behaviour expectations that are consistently and supportively applied, ensuring optimal conditions for learning. Differentiation of class programs was seen to be a strength of our school, catering for the varying levels of student achievement, increasing challenge and fostering student engagement.

Our future directions include developing teacher capacity to use a range of quality assessment practices to inform programming and create further opportunities for students to receive explicit feedback and take responsibility for their learning. Students will be supported to develop learning goals, maximising opportunities for them to demonstrate expected growth on internal school progress and achievement measures.

## Teaching

Within the domain of **Teaching**, our staff's judgement is that we are performing at the **sustaining and growing** level. Teachers are skilled at lesson planning and classroom management and indicate a high level of confidence in their knowledge and skills to explicitly teach literacy and numeracy to students across a wide ability range. Student progress and achievement data supports the staff's view that they are skilled in explicit teaching techniques. During 2018 significant professional learning was undertaken by all staff in a variety of areas, with particular focus on Literacy and Numeracy development along with the implementation of the science curriculum. In 2019, building teacher capacity to regularly analyse data and use it to identify and measure the progress made by students, reflect on teaching effectiveness and target teaching to maximise student engagement and outcomes will be a priority. All learning will be informed by individual performance data, based on formative assessment practices and, in literacy and numeracy, through the utilisation of learning progressions and continuums. Teachers will continue to develop their understanding of future-focussed learning and will implement new syllabuses using inquiry and project-based models.

## Leading

Under **Leading** in the School Excellence Framework, the staff's on-balance judgement is that the school is performing at the **sustaining and growing** level. The leadership team ensured that implementation of syllabus and associated assessment and reporting practices met NESA and Department of Education requirements, underpinning quality teaching and learning. In 2018 there was a sustained focus on building a cohesive, networked, involved school community. Finances were managed strategically to maximise the resources available to implement the school plan. There is significant usage of school facilities by the local community to provide benefits for students. In 2019, our school's future directions in the domain of Leading include the strategic development of effective instructional leadership to promote evidence-based teaching in a culture of continuous improvement, the clear articulation of a dynamic school vision in the context of an explicit framework for its effective implementation to engender a collective commitment to the school's improvement measures and the authentic integration of technology to support and enhance student learning.

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

Inspired active learning

### Purpose

To continue to build a culture of excellence focused on improving student learning outcomes by empowering staff and students to teach and learn in an ever changing world where staff inspire and facilitate students to be creative, critical problem solvers.

### Overall summary of progress

Students are continuing to be encouraged and equipped with the skills to take ownership of their learning through the provision of engaging learning experiences in order to develop critical thinking, problem solving, creativity, communication and collaboration skills and strategies. Teaching programs continued to reflect a change in pedagogy to engage, inspire and motivate students in order to become lifelong learners. Differentiation and focused support were an integral part of classroom practice. Data was regularly collected and analysed providing evidence to drive classroom programs and interventions to support all students. Staff continue to develop their capability to utilise ICT resources effectively to enable students to collaborate and engage in relevant and meaningful learning tasks. Engaging learning experiences, clear learning intentions, high quality evidenced based frameworks, visible learning, learner qualities, appear in class programs, classroom displays and conversations and as a part of Performance and Development plans across the school. Parents as active participants in their child's education with clear communication of what their child is achieving utilising a range of communication platforms.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Increase the percentage of students demonstrating growth in literacy and numeracy K–6.</b>	Targeted support through Learning and support team structures was used to support this area.	NAPLAN data indicates that the school performed significantly better than state in both numeracy and spelling measures of expected growth.
<b>Increase the proportion of students achieving in the top two NAPLAN bands by 8%.</b>	Staff professional learning budget funds allocated to support this achievement. Grade budgets utilised to purchase appropriate curriculum resourcing based on identified needs.	During 2016 37.91% of students performed in the top two bands for literacy and numeracy with 40.3% performing in these bands during 2018.
<b>Teacher surveys indicate that professional learning has developed a deep knowledge of:</b> <ul style="list-style-type: none"><li>• student learning needs</li><li>• assessment practices; and</li><li>• a deep understanding of syllabus documents</li></ul>	\$71,000.00 allocated to support professional learning agendas.. additional funds through beginning teacher allocations supported specific individuals	2018 saw a professional development focus on assessment practices. with staff involved in numerous workshop session addressing consistency of judgement when assessing students.
<b>Tell Them From Me Surveys reflect growth in confidence in implementing new technologies.</b>	\$50,000.00 allocated to support the enhancements in infrastructure and technology support	Technology continues to be a focus within the school with a wide range of infrastructure issues being identified and addressed. Staff surveys continue to reflect a school mean of 5.8 when questioned on their use and implementation of technology.

### Next Steps

Students will be provided with engaging learning experiences in order to develop critical thinking, creativity, communication and collaboration skills and strategies. Staff will be supported to be proactive about their own learning by engaging in ongoing professional learning as reflected in performance and development Plans (PDP) and the strategic directions of the school.

## Strategic Direction 2

Enhanced collective responsibility

### Purpose

To enhance the capacity of staff, students and parents to work collectively to support students to connect, thrive and succeed through informed, evidence based strategies with excellence and equity at the forefront.

### Overall summary of progress

A culture of ongoing teacher learning is becoming evident across the school where teachers are being exposed to educational research and encouraged to implement best practice pedagogy. Through the delivery of this professional learning, teachers are making use of formative assessment techniques to gain an understanding of student knowledge and skills in order to ensure every student experiences success.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b><i>Students identified as having a disability or additional learning needs under the National Disability Data Collection have learning adjustments implemented.</i></b>	The school supported this through human resources from our staffing allocation. Additional commonwealth funds of \$7,000.00 supports this process.	56 students were identified as requiring adjustments under the federal governments disability data collection criteria. <ul style="list-style-type: none"><li>• 8% required substantial adjustment</li><li>• 21% extensive adjustments</li><li>• 23% supplementary adjustments</li><li>• 46% required quality differentiated teaching.</li></ul>
<b><i>TTFM and other school based surveys indicate overall growth of students, parents and staff understanding of wellbeing programs and policies.</i></b>	Department of Education based survey.	Survey responses indicated the need to evaluate and modify the student welfare merit system within the school which will become a 2019 focus.  A new focus on the Safe, Respectful, Responsible learners will form the basis for the new merit system.
<b><i>Teaching and learning programs reflect differentiation for all students.</i></b>	Support provided to staff through the Quality Teaching Successful Teaching school allocation 1.5 FTE.	Release from class teaching requirements has meant the team leader for each grade have had the opportunity to work closely with all members of their teams to discuss, model, demonstrate and observe teaching and learning practice that reflect quality differentiation.

### Next Steps

In order to continue as innovative, collaborative and future focused teachers and leaders we will:

- Recognise and share outstanding teaching practice, through lesson observations, collaboration, mentoring and coaching to encourage ongoing staff learning whilst building leadership capabilities.
- Cultivate staff workforce capabilities through the implementation of quality school-wide systems and organisational structures that promote active distributive leadership and accountability.
- Engage parents in all aspects of the educational process through regular communication on curriculum and a changing pedagogy.
- Further use of collaborative learning practises will be embedded in teaching across the school.

## Strategic Direction 3

Leadership for excellence

### Purpose

To create a high performance culture that promotes best practice through instructional and shared leadership with a vision for success. To proactively engage with school stakeholders through strategic decision making to enhance whole school and administrative systems, structures and processes in response to the needs of a changing community.

### Overall summary of progress

We have seen an increase in efficiency across the school, as a result of consultation, collaboration and the improved communication of milestones. Regular reviews of milestones and the adjustment of action plans ensures all stakeholders know and understand our purpose. This has enabled extensive leadership opportunities for all staff in all roles across the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Teacher surveys indicate that the school's leadership strategy has supported them in their professional growth.</i>	Quality Teaching Successful Student time along with significant professional learning funds was utilised to assist staff in meeting specified goals.	Staff evaluations on Personal Professional Development plan goals reflected a positive progression for most staff towards achieving their specific goals.
<i>Student, staff and parent surveys indicate satisfaction with school wide systems and structures.</i>	Department of Education online survey	Parent surveys in the following domains are compare to state wide means. <ul style="list-style-type: none"><li>• Feel welcome. School 7.5 state 7.4</li><li>• Inclusive school. School 7.5 state 6.7</li><li>• Support learning at home. School 7.3 state 6.3</li><li>• Safe at school. School 7.6 state 7.4</li><li>• Informed. School 7.1 state 6.6</li><li>• School supports learning. School 7.0 state 7.3</li></ul>
<i>Improved school wide systems and structures.</i>	School Budget Allocation utilised various funding amounts to support initiatives within this area.	Significant planning and development has taken place within teams to ensure a variety of teaching and learning modes are available to support students learning through flexible learning space design.
<i>Maintain above state mean levels as measured by the 'Tell Them From Me' survey.</i>	Department of Education online survey	In the area of leadership the school mean score for 2018 is 7.6 compared to the state mean score of 7.1. The school leadership team will continue to work toward expanding the school and state mean gap.

### Next Steps

Distributed instructional leadership and evidence-based teaching is embedded school wide. Systemic practices and processes will be embedded across the school, informing future directions for whole school improvement. Administrative systems structures and processes will underpin ongoing school improvement and professional effectiveness of all school members. Resources will be aligned strategically to achieve and improve student out comes and high quality service delivery. Parents will be supported to become active participants in their child's education with clear communication of what their child is achieving through the utilisation of a range of communication platforms. A collaborative learning community will be established by providing opportunities for parents and teachers to work together to improve the intellectual quality of programs within the school. A responsive, whole school approach, maintaining customer satisfaction and improvement of service delivery will be established and maintained.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	Targeted funding for English language proficiency was \$624,678. Of this \$562,210 was centrally directed to staffing and \$62,468 was able to be used flexibly. To best meet the needs for the students at PWPS most of the flexible funding was directed to staffing to enable the employment of specialist EAL/D and Language teachers. The remaining funds were directed to resources for use to support a large variety of English language proficiency needs.	In 2018 the EALD teachers worked in a variety of ways to support EALD learners within the school. Direct teaching was used to assist students along with direct teaching involving students being withdrawn from their classrooms to work in a small group taught by the EALD teacher. Collaborative teaching was also used to assist students during 2018. Collaborative teaching involved the EALD teacher working along side the classroom teacher to support EALD students in their own classroom. A resource model was used to assist students during 2018. EALD teachers used this model to create resources to support the learning of EALD students in the classroom. Some EALD students received assistance through more than one way during 2018.
<b>Low level adjustment for disability</b>	Targeted funds for low level adjustment for disability was \$154,944. Of this \$93702 was centrally directed to staffing for a Learning and Support Teacher (LaST). \$61,242 was able to be used flexibly. To best meet the needs of the students at PWPS, Flexible funding was used to employ School Learning Support Officers to support student learning in the classroom.	During 2018 the LaST teacher provided in-class support to identified students, co-ordinated the volunteer program providing students the opportunity to participate in a reading support program, provided one-to-one withdrawal programs for identified students and provided resources and information to classroom teachers.  SLSO assistance was provided each week to support the individual learning plans of identified students and to support in-class intervention programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	Targeted funding for QTSS was \$149,925 which was centrally directed to staffing.	During 2018 this funding was used to release the team supervisors from face to face teaching to support teachers deliver of various curriculum areas. Learning programs were discussed with teachers, support was offered to differentiate the curriculum, demonstration lessons were conducted and feedback was given.
<b>Socio-economic background</b>	Socio-economic background funding was \$92,380.	During 2018 funding was used flexibly to support improved teaching and learning through enhanced student access to a wider range of curriculum learning experiences. Financial assistance was provided to families experiencing difficulties, sustaining an inclusive culture by supporting these families with school related expenses.
<b>Support for beginning teachers</b>	Mentoring structures and collaborative practices of support are embedded to improve professional knowledge and practice. Funds allocated are tied to specific staff identified centrally.	Centrally identified beginning teachers were released from class to participate in a range of activities to develop their skills. These activities included mentoring sessions with supervisors, lesson observation and professional learning targeted to their needs and those of their students. Support was also provided for the teachers to gather and annotate evidence for their accreditation at proficient.  The beginning teachers reported that they felt

<p><b>Support for beginning teachers</b></p>	<p>Mentoring structures and collaborative practices of support are embedded to improve professional knowledge and practice. Funds allocated are tied to specific staff identified centrally.</p>	<p>supported in the development of their curriculum knowledge and pedagogical skills and that their efforts and contributions for and beyond the students in their classes were valued.</p> <p>Nine beginning teachers were successful in achieving accreditation at proficient and indicated that the support they received through the accreditation process improved their practice and enhanced their knowledge of curriculum and professional responsibilities.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>.Targeted funds of \$15,793 were combined with immigration funding support to employ Bilingual SLSO staff.</p>	<p>Funds were utilised to engage Bilingual School Learning Support Officers (SLSO) to support students and families with adjustment to a new culture and learning environment. All refugee students are engaged in school based programs supported by SLSO time when required. SLSO during 2018 were utilises to provide interpreter services for newly arrived families ensuring a deep understanding of family needs and increased understanding for parents of school life and expectations.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	382	402	436	453
Girls	303	336	364	403

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	95.9	93.6	93
1	94.7	94.9	93.7	91.9
2	94.6	95.1	94.1	92.5
3	94.1	96	95.8	94.6
4	94.1	94.3	96.1	93.5
5	93.7	95.2	94.9	94.8
6	93.2	93.6	94.5	93.5
All Years	94.2	95.1	94.6	93.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

The school monitors attendance regularly through class rolls and seeks to work with families to support high levels of student attendance. The attendance levels of Parramatta West students is impacted across each grade when compared to State DoE levels due to a significant number of parents taking families overseas during school terms. All such leave is record against students as unjustified leave contributing to the below state levels of school attendance. Timely and clear communication with parents and carers and diligent monitoring of attendance levels are the foundations on which optimal levels of student attendance are founded. At the beginning of the year during Parent Information Evenings and in writing, teachers outline procedures for parents or carers to explain student whole or partial

absences. Where a student's attendance causes concern, a number of strategies are put in place including meetings with parents or carers, referral to the Learning Support Team/attendance committee to develop an Attendance Improvement Plan and when required support from the Home School Liaison Officer from Nirimba Office, Macquarie Park, to assist families to restore good levels of attendance of their children..

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	36.06
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.4
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	8.17

\*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on the Aboriginal composition of the school's workforce. In 2018 no members of the Parramatta West staff identified as being of Aboriginal or Torres Strait Islander descent.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	22

## Professional learning and teacher accreditation

In 2018 Parramatta West teachers participated in an extensive range of professional learning activities designed to build the capacity of staff in order to achieve the targets outlined in the School Plan. Expenditure on professional learning totalled \$55,115 of targeted funds with an additional \$16,00 of flexible resource allocation being added.

All staff have completed mandatory compliance training in the scheduled areas. More importantly, research supporting teacher quality being the single largest indicator of student success, was a focus for us. Our professional development is closely linked to our strategic directions. Our strategic directions were derived from current research about best practice. Deep teacher learning is occurring, where collegial conversations about research is transformed into practice. Teacher professional learning is focused on students outcomes, worthwhile content, integrated knowledge and skills, assessment and reporting. Observation lessons are occurring in every classrooms between colleagues, negotiated feedback is provided.

Nine teachers were working towards accreditation at proficient level. These teachers collected annotated evidence to demonstrate their proficiency in each of the accreditation standards. All beginning teachers are supported by experienced teachers, the deputy principal and a supervisor who oversee the accreditation process.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	216,679
<b>Revenue</b>	8,404,845
Appropriation	7,979,977
Sale of Goods and Services	14,227
Grants and Contributions	404,645
Gain and Loss	0
Other Revenue	300
Investment Income	5,697
<b>Expenses</b>	-7,469,164
Recurrent Expenses	-7,469,164
Employee Related	-6,853,717
Operating Expenses	-615,448
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	935,681
<b>Balance Carried Forward</b>	1,152,360

Parramatta West Public School's finance committee allocated funds strategically to ensure the success of improvement measures as stated in the school plan. The committee also regularly met during 2018 to review budget planning and expenditure. Additional funds were allocated to the area of technology to purchase iPads and computers for use in classrooms. The school received significant funds reimbursements relating to staffing overspends during 2016–17 work health and safety claims. Surplus funds from 2018 have been targeted to the area of technology in 2019 and for future asset replacement including a staged Library upgrade and an air conditioning replacement program..

Additional funds have been set aside to ensure that following the redevelopment of the schools northern site with new classrooms, hall and administration that funds will be available to ensure any additional playground and learning space works will be able to be completed.

## Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	5,454,787
Base Per Capita	158,354
Base Location	0
Other Base	5,296,433
<b>Equity Total</b>	880,250
Equity Aboriginal	8,248
Equity Socio economic	92,380
Equity Language	624,678
Equity Disability	154,944
<b>Targeted Total</b>	587,829
<b>Other Total</b>	544,174
<b>Grand Total</b>	7,467,039

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The percentage of;

- year 3 students in the top two bands in reading is 54.5%. The NSW state average is 51.8%
- year 5 students in the top two bands in reading is 32.2%. The NSW state average is 35.2%
- year 7 students in the top two bands in reading is 26%. The NSW state average is 22.6%

The percentage of;

- year 3 students in the top two bands in numeracy is 39.8%. The NSW state average is 41%.
- year 5 students in the top two bands in numeracy is 31.8%. The NSW state average is 29%
- year 7 students in the top two bands in numeracy is 19.3%. The NSW state average is 23.1%.

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

In 2018, 80 parents participated in the Tell Them From Me survey. The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The report from this survey indicates:

- Parents feel welcome – positive responses were above state mean
- School supports positive behaviour – positive responses were above state mean
- Parramatta West Public School is inclusive – positive responses were above state mean
- Parramatta West Public School is at safe environment – positive responses were above state mean
- Parramatta West Public School supports learning – positive responses were below state mean
- Parents support learning at home – positive responses were above state mean
- Parents are informed about the learning and behaviour progress of their child – positive responses were above state mean

## Policy requirements

### Aboriginal education

Aboriginal education continues to form an integral part of the curriculum with students learning about Aboriginal history, culture and current issues. At all official functions our Aboriginal ancestors, the Darug

and Guringai People are acknowledged through an 'Acknowledgement of Country'. Aboriginal education is addressed in many of the units of work as part of the new National Curriculum being implemented at Parramatta West Public School. K–6 students gain a meaningful and sensitive appreciation of the history and culture of Aboriginal people. At Parramatta West Public School Aboriginal education and the Aboriginal Education Policy are important components of the school's curriculum. The school ensures that all students have an understanding of Australia's indigenous people and their history is embedded within the school's educational programs. In 2017, our school;

- Raised awareness of reconciliation issues through classroom activities throughout Reconciliation Week.
- Continued implementation of the National curriculum 'Learning across the curriculum' and the cross-curriculum priorities as outlined in the new curriculum.
- Provided all students K–6 with programs focusing on Aboriginal history, social, artistic and sporting achievements. Ensuring whole school, stage assemblies and other presentations begin with an Acknowledgement of Country.
- Developed in consultation with parents, Personalised Learning Pathways plans for Aboriginal students

### **Multicultural and anti-racism education**

The Parramatta West Public School cultural community continued to grow in 2018. The school has students from more than 51 different language backgrounds in addition to English. Approximately 92% of enrolled students were from a LBOTE (Language Background Other Than English). The predominant language groups at our school were Dari, Arabic, Mandarin and Hindi. In 2018 the EAL/D teacher allocation was 5.4. During 2018 the school also received New Arrival Program (NAP) funding. EAL/D teachers and class teachers worked collaboratively to ensure the language needs of the EAL/D students were being met. EAL/D specialists provided programs for the students in a variety of methods, withdrawal, parallel teaching and in-class team teaching. Resources and extra specialist advice was also provided. The school continued to build ties with its various cultural communities. Our school continues to implement a variety of programs and activities that provide the diversity, skills and knowledge to meet the needs of all students to ensure an inclusive school community free from racism. Culturally inclusive content is integrated into all teaching and learning programs.

It is mandatory for every school to have an ARCO (Anti-Racism Contact Officer) and this trained contact works closely with the school executive to ensure incidents of racism (students and the wider school community) are managed in a timely manner.