

Wollongong West Public School

Annual Report



2018



3477

Introduction

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

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

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Principal

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School background

School vision statement

At Wollongong West Public School, we will learn, teach and lead for excellence. We will empower students to be successful learners, confident and creative individuals and active and informed citizens of today and for tomorrow.

School context

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

Our school celebrates and values our diverse community, with 8% of students being Aboriginal and 45% of students learning English as an Additional Language/Dialect.

All elements of quality teaching are embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong educational programs across all key learning areas.

Future focused learning is integral at our school. A computer lab, mobile labs and a maker space area ensure students are accessing and interacting with technology through learning experiences, including coding, robotics and enrichment lessons.

Our staff include experienced and expert teachers who implement effective and evidence based teaching practices.

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

Standing proudly at the base of Mount Keira, traditionally a women's learning place of the Dharawal nation, our school has beautiful gardens, spacious sporting grounds, an indoor swimming pool and plentiful outdoor learning areas including a permaculture garden.

It is our engaged learners, quality teachers and active wider community that ensures Wollongong West Public School delivers excellence in education.

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.

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

Wollongong West Public School was **sustaining and growing** in the element of **Learning Culture**. There was a demonstrated commitment within our school community to all students making learning progress. Partnerships with parents and students supported clear improvement aims and planning for learning. The school engaged in strong collaborations between parents, students and the community that informed and supported continuity of learning for all students at transition points. Attendance data was regularly analysed and was used to inform planning. Whole school and personalised attendance approaches were improving regular attendance rates for all students, including those at risk.

In the element of **Wellbeing**, our school was **sustaining and growing**. Every student could identify a staff member to whom they can confidently turn for advice and assistance at school. There was a school wide, collective responsibility for student learning and success, which was shared by parents and students. Planning for learning was informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Expectations of behaviour promoted effective conditions for learning.

In the element of **Curriculum**, our school was **excelling**. The school's curriculum provision supported high expectations for student learning. The curriculum was enhanced by learning alliances with other schools and organisations, such as Project Bucephalus and the University of Wollongong. Student learning was monitored to ensure continued challenge and maximum learning. Teaching and learning programs were dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Teaching and learning programs across the school showed evidence that they were adjusted to address individual student needs, ensuring that all students were challenged and all adjustments led to improved learning.

Wollongong West Public School was **sustaining and growing** in the element of **Assessment**. Teachers routinely used evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment was a tool that supported learning across the school. Teachers used reliable assessments to capture information about student learning. Teachers shared criteria for student assessment with students. Formative and summative assessments created opportunities for students to receive feedback on their learning. The school used systematic and reliable assessment information to evaluate student learning over time and implemented changes in teaching that led to measurable improvement. The school had processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Wollongong West Public School was **sustaining and growing** in the element of **Reporting**. The school used a centralised system for analysing and reporting data on student and school performance. The school used data to inform collective decisions about student learning, aligned with improvement measures in the school plan. Student reports contained personalised information about individual student learning progress and achievement, and previewed plans for meeting future learning goals. Parents were presented with clear information on what and how well their children were learning and received regular information in accessible formats about how to support their children's progress. The school solicited feedback on its reporting from parents.

In the element of **Student Performance Measures**, Wollongong West Public School was **delivering**. The school's value add trend was positive. The school used internal as well as external assessments, such as NAPLAN, to assess student progress and achievement against syllabus outcomes.

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

Wollongong West Public School was **sustaining and growing** in the element of **Effective Classroom Practice**. All lessons were systematically planned as part of a coherent program that had been collaboratively designed. Accommodations and adjustments were made to suit needs as they arise. Lesson planning referenced student information including progress and achievement data, curriculum requirements, and student feedback, and provided continuous improvement for all students, across the full range of abilities. A whole school approach ensured the most effective evidence based teaching methods optimised learning progress for all students, across the full range of abilities. Effective methods were identified, promoted and modelled, and students' learning improvement was monitored, demonstrating growth. Teachers provided explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supported improved student learning. A school wide approach to effective and positive classroom management was evident. Support was provided to teachers where needed, ensuring optimum learning

In the element of **Data Skills and Use**, Wollongong West Public School was **sustaining and growing**. All teachers had a sound understanding of student assessment and data concepts. They analysed and interpreted data and they collaboratively used this to inform planning, identify interventions and modify teaching practice. The learning goals for students were informed by analysis of internal and external student progress and achievement data. Progress towards goals was monitored through the collection of quality, valid and reliable data. Reporting on school performance was based on valid and reliable data and analysis. Assessments were developed and used regularly across stages to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Our school was **sustaining and growing** in the element of **Professional Standards**. Teachers' Professional Development Plans (PDPs) were supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identified strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. The school monitored the accreditation status of all staff. All teachers used professional standards and PDPs to identify and monitor specific areas for development or continual improvement. All teachers understood and explicitly taught literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

In the element of **Learning and Development**, our school was **sustaining and growing**. The school used embedded and explicit systems that facilitated professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drove ongoing, school wide improvement in teaching practice and student results. Whole school and inter school relationships provided mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers, such as an Instructional Leader. Teachers actively evaluated, shared and discussed learning from targeted professional

development with other staff in our school to improve whole school practice. Teaching staff demonstrated and shared their expertise within their school and with other schools. All teachers had expert contemporary content knowledge and deployed effective teaching strategies. The school trialled innovative practices and had processes in place to evaluate, refine and scale success

Wollongong West Public School was **sustaining and growing** in the element of **Educational Leadership**. The leadership team maintained a focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student made measurable learning progress and gaps in student achievement decreased. The leadership team established a professional learning community which was focused on continuous improvement of teaching and learning. Teaching and non teaching staff proactively sought to improve their performance. The school supported collaborative performance development and efforts to continuously monitor improvement. The school regularly solicited and addressed feedback on school performance from students, staff, parents and the broader school community.

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

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

In the area of **School Planning, Implementation and Reporting**, Wollongong West Public School was **sustaining and growing**. The leadership team actively supported change that led to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team embedded clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understood what they needed to do to help address the school plan's strategic directions and meet the school's improvement measures.

Our school was **excelling** in the element of **School Resources**. The leadership team deployed teaching and non teaching staff to make best use of available expertise to meet the needs of students. The leadership team used data to evaluate the effectiveness of management processes, and created a culture of shared accountability to achieve organisational best practice. The leadership team took a creative approach to the use of the physical environment to ensure that it optimised learning. Technology that supported learning was available and integrated into lessons by teachers. Administrative staff were expert users of available technology and systems. The school collaborated with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Longer term financial planning was integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

In the element of **Management Practices and Processes**, Wollongong West Public School was **sustaining and growing**. The school made informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. Streamlined, flexible processes existed to deliver services and information and to support parental engagement and satisfaction. The leadership team analysed responses to school community satisfaction measures.

Our self assessment process will assist our 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

Excellence in Literacy and Numeracy

Purpose

To foster a school wide commitment to data informed, collaborative and evidence based pedagogical teaching practice where proficiency in literacy and numeracy is the minimum expectation for every child.

Overall summary of progress

Wollongong West Public School made significant progress in our pursuit of **Excellence in Literacy and Numeracy** in 2018.

A whole school priority of improved student outcomes in writing through targeted professional learning, fortnightly data talks and short term cyclic programming led to a noticeable shift in teaching practice. All teachers are now implementing modelled, guided and independent practice in daily writing sessions. Teachers explored the Learning Progressions in the element of Creating Texts, and used this knowledge and understanding to inform targeted learning experiences for individual students.

2018 saw the implementation of formative assessment practices as a priority for professional learning. Teachers worked with a peer to complete lesson observations and provide feedback to support the implementation of formative assessment into every classroom.

Instructional rounds undertaken by the Instructional Leader and Principal in Terms Three and Four provided valuable data to evaluate the impact of professional learning on teaching practice school wide.

Whole school, stage, class and individual student assessment data in literacy and numeracy was analysed regularly by executive and class teachers. The analysis of data was used to inform future professional learning experiences at the whole school level as well as to inform future learning experiences at the teacher level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Consistent, effective and evidence based pedagogies to support quality literacy and numeracy teaching practice will be evident in all classrooms.	\$15000 English and Mathematics teaching and learning resources \$5548 L3 Training	A balanced writing program, encompassing modelled, guided and independent practice, was evident in all classrooms.
All teachers will use formative and summative assessment strategies to inform daily teaching practice.	\$3000 Teachers attended a Conference – Dylan William.	Formative assessment was evidenced in teaching practice school wide. Instructional rounds produced data that demonstrated learning was visible in all classrooms. Teachers mentored and supported a peer partner in the implementation of formative assessment practices, through observations and feedback.
An increase in the percentage of students achieving proficiency and expected growth in literacy and numeracy using external and internal data sources will be evident	\$115930 Instructional leadership Program \$89363 Support teachers in literacy and numeracy	Internal and external measures supported increased growth and achievement in literacy and numeracy. Achievement of personalised learning goals by students was evidenced.

Next Steps

In 2019, a priority will be providing quality and consistent teaching practices school wide in numeracy. Extensive

professional learning and collaborative planning will be undertaken to ensure a balanced numeracy session, including modelled, guided and independent practice, is being implemented in all classrooms.

Consistent planning templates for English and Mathematics will be utilised school wide. Termly Assessment and Data Plans will be collaboratively designed in stage teams to support consistent, planned and quality assessment, data collection and reporting practices.

The use of the learning progressions, in the elements of Creating Texts, Understanding Texts and Additive Strategies, will be incorporated into data talks to inform short term cyclic programming in literacy and numeracy.

A cycle of inquiry model will inform instructional Rounds for 2019. This model will be teacher directed and led, supported by our Instructional Leader. Five weekly data talks will support the implementation of cycles of inquiry in every classroom.

Our Instructional Leader will have as her priority in 2019, providing support for teachers in the implementation of quality writing and numeracy lessons K–6.

Strategic Direction 2

Learning for Today and Tomorrow

Purpose

To deliver a rich, personalised and integrated curriculum where students are engaged in diverse learning experiences as critical, curious and creative thinkers who are able to solve complex problems. To equip students with the skills and capabilities to lead their own learning and thrive in a rapidly changing world.

Overall summary of progress

Wollongong West Public School made significant progress in our pursuit of excellence in **Learning for Today and Tomorrow**.

Our Wellbeing Framework continued to be revised to meet the evolving needs of our students. Professional learning was undertaken to empower teachers to design proactive and reactive behaviour plans. The Zones of Regulation program was implemented in Stage 1 classrooms to support emotional regulation in students. A Wellbeing Hub was established to support students in need of a quiet and reflective space at break times.

Our Enrichment Program continued in 2018, with our Robotics Team achieving a 3rd place award for programming at the National Championships. Flexible learning spaces were introduced into some classrooms in 2018. The teaching of the History and Geography curriculum was integrated into library lessons.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased levels of student wellbeing and engagement school wide will be evident. All class and individual programs will show adjustments to meet the learning needs of all students.	\$10000 Student assistance to support engagement in school activities for all students. \$38130 release of Assistant Principal to support wellbeing initiatives.	Proactive and reactive behaviour plans were developed for students with significant emotional and social needs. The Wellbeing Framework was revised to reflect evolving student needs.
All teachers will design and implement future focused learning experiences through inquiry based units of work.	–	History and Geography curriculum areas integrated into the library program. Flexible learning spaces were incorporated into some classrooms.
All teachers will embed a technology rich curriculum within classroom teaching and learning programs.	\$11000 I–pad purchase to support equitable use of digital technologies \$18000 Digital technologies purchased to support future focused learning.	Class programs reflected integrated learning using digital technologies.

Next Steps

In 2019, our school will be refining our learning and support processes. New procedures are being implemented that streamline processes for students to access additional support. A consistent proforma will be utilised for Personalised Learning and Support Plans. A priority will be to further develop teacher capacities to design quality proactive and reactive behaviour plans. The Zones of Regulation program will be implemented in all K–2 classrooms. A whole school Scope and Sequence has been designed and will be implemented in 2019 to support a cohesive approach to the teaching of social skills, child protection and wellbeing lessons.

Next year, our school will introduce integrated, inquiry based and student directed units of work that incorporate the History, Geography, Science and Technology and Personal Development & Health curriculum areas. Students will

complete a rich assessment task each term, that requires real word action and design thinking.

In 2019, all teachers will be supported by a mentor teacher in the integration of digital technologies into regular classroom practice across all key learning areas.

Strategic Direction 3

Quality Teachers and Leaders

Purpose

To foster a culture of continual school improvement where teachers as leaders are committed to individual and collective learning and development. To promote a school culture that is primarily focused on learning, the building of educational aspiration and ongoing growth in performance.

Overall summary of progress

Wollongong West Public School made significant progress in our relentless pursuit of developing **Quality Teachers and Leaders** in 2018.

A full cycle of the Performance and Development Framework was implemented. Teachers worked throughout the year with a peer, to support, mentor and coach each other in the implementation of formative assessment practices. The implementation of Instructional Rounds in Semester Two, provided further feedback to teachers and executive on the effectiveness of targeted professional learning in 2018.

Community of School (CoS) initiatives continued to flourish. 2018 saw the implementation of a CoS Visual Arts program and Science Fair. Transition to high school for our senior students was supported through thorough and responsive orientation programs.

Partnerships with our parenting body and wider community were strengthened in 2018. Student led conferences and semesterly showcases of learning provided strong connections between learning at school and home. A solid partnership was developed with a nearby church as community members supported our students emotionally, socially and cognitively through a mentoring program.

The introduction of a Community Hub to support families from a refugee background saw English classes and playgroups introduced at our school.

In 2018, our school revamped our school website and introduced a Facebook site to support improved communication with our families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will be achieving personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.	–	Full implementation of the Performance and Development Framework. Instructional rounds supported teacher growth and development.
Effective engagement and collaboration within communities of schools to share quality teaching practice and deliver innovation will be evident.	–	Students were fully supported at transition points upon entering Kindergarten and exiting Year 6.
Increased levels of parent/carer engagement in student learning will be evident.	–	Increased engagement with refugee families through initiatives established by the Community Hub. Strong attendance rates of parents/carers at Showcases of Learning and Student Led Conferences.

Next Steps

In 2019, our school will continue to use Instructional Rounds as a means of supporting continual teacher development. The process will be further refined to include a Spiral of Inquiry model. Our school executive team will be further developed through a detailed analysis of Centre of Educational Statistics and Evaluation (CESE) publications that support quality practices in schools.

Community of School partnerships will be further strengthened through the introduction of transition programs in the Technical and Applied Studies and Languages curriculum areas.

Our Community Hub will continue to grow, with swimming lessons and cooking classes being introduced in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$10411 Support teacher employed to support the literacy and numeracy development of all learners, including Aboriginal students.</p> <p>\$5548 L3 training for K–2 teachers to support literacy growth and achievement for all learner,s including Aboriginal students.</p>	Internal and external data sources indicated that the achievement and growth in literacy and numeracy is comparable between Aboriginal and non Aboriginal students.
English language proficiency	<p>0.4 FTE Support teacher employed to support the literacy and numeracy development of students learning English as an additional language/dialect.</p> <p>\$47561 (flexible funding) Support teacher employed to support the literacy and numeracy development of students learning English as an additional language/dialect.</p>	Students learning English as an additional Language/Dialect (EAL/D) made expected growth as indicated on the EAL/D progressions.
Low level adjustment for disability	<p>0.8 FTE Support teacher employed to support the literacy and numeracy development of students with additional learning needs.</p> <p>\$31391 (flexible funding) Support teacher employed to support the literacy and numeracy development of students with additional learning needs.</p>	Students with additional learning needs achieved short term personalised learning goals.
Quality Teaching, Successful Students (QTSS)	\$42582 Employment of Instructional Leader to support the implementation of Instructional Rounds.	Data collected about the impact of teaching practice to evaluate success of professional learning experiences in 2018 was strong.
Socio–economic background	<p>\$73348 Distributed instructional leadership program established K–6. Teacher release for Instructional leaders and teachers to attend data talks. In class support for teachers provided by Instructional Leaders.</p> <p>\$15000 Purchase of teaching and learning resources to support literacy and numeracy development.</p>	SMART, PLAN and SCOUT data indicated the achievement and growth in literacy and numeracy is comparable between students from all socio economic backgrounds.
Targeted student support for refugees and new arrivals	\$5727 Employment of Arabic speaking School Learning Support Officers	High participation rates of students from a refugee background in school activities was evident.

Targeted student support for refugees and new arrivals	<p>to support students and families from a refugee background.</p> <p>\$5000 Release for Assistant Principal to lead refugee initiatives, including supporting the community hub.</p> <p>\$11000 Purchase of digital technologies to support refugee students unable to participate in the Bring Your Own Device Program.</p>	<p>Evaluations of community members participating in Community Hub initiatives was strong.</p>
Wellbeing	<p>\$38130 Assistant Principal released from teaching duties to lead student wellbeing initiatives.</p>	<p>The additional learning and wellbeing needs of all students were supported through personalised learning and support plans.</p> <p>Wellbeing procedures were responsive to student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	124	120	112	105
Girls	120	118	117	109

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93	92.5	91.3	90.7
1	93.2	93.4	94.5	93.7
2	93.1	91.5	95.6	95.2
3	92.5	92.5	94.8	91.4
4	96.2	92.8	95.3	93.3
5	95	95	93.4	94.2
6	95.4	93.5	94.6	89.4
All Years	94.1	93.1	94.1	92.6
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

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

Proactive attendance plans were also developed to support students identified at risk. Support was sought from the Home School Liaison Officer as required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.39
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.32

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Targeted, linked and evidenced based professional learning was undertaken in 2018. Professional learning included coaching programs, mentoring initiatives, workshops, collaborative planning sessions and data talks. The priority areas for professional learning in 2018 were writing, formative assessment and data informed practices. A full cycle of the Performance and Development Framework was implemented. All professional learning was linked to systemic priorities and localised need, as identified in our School Plan.

Two early career teachers successfully sought accreditation at the level of proficient.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	266,061
Revenue	2,634,760
Appropriation	2,547,405
Sale of Goods and Services	16,699
Grants and Contributions	68,946
Gain and Loss	0
Other Revenue	100
Investment Income	1,611
Expenses	-2,550,006
Recurrent Expenses	-2,550,006
Employee Related	-2,247,240
Operating Expenses	-302,767
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	84,754
Balance Carried Forward	350,815

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

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,711,278
Base Per Capita	44,282
Base Location	0
Other Base	1,666,997
Equity Total	308,192
Equity Aboriginal	15,959
Equity Socio economic	88,346
Equity Language	89,206
Equity Disability	114,681
Targeted Total	94,756
Other Total	240,380
Grand Total	2,354,606

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.

In 2018, our school continued our positive trend in improved value added data. Data in Years K–3 and 5–7 identified our school value added data as sustaining and growing. Our value added data across Years 3–5 was delivering.

Our school priority of writing for targeted professional learning in 2018 was reflected in a strong school performance in the area of writing. Our school average

growth scores and percentage of students achieving at or above expected growth far surpassed that of the state and similar school groups in the area of writing. Our school average performance scores in the area of writing in Year 5 also surpassed the average performance scores of the state and similar school groups.

The percentage of students achieving at or above expected growth matched that of the state and similar school groups in the area of grammar and punctuation. Our school average performance scores in the area of grammar and punctuation in Year 5 also matched the average performance scores of the state and similar school groups.

The percentage of students achieving at or above expected growth matched that of the state and similar school groups in the area of 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 2018, Wollongong West Public School showed progress on achieving the Premier's Priority of *Improving Education Results*.

The number of students performing at proficient (top two bands of NAPLAN) in 2018 is:

Year 5 Reading – 24%

Year 5 Numeracy – 18%

Year 3 Reading – 26%

Year 3 Numeracy – 26%

In 2018, Wollongong West Public School showed progress in achieving the State's Priority of *Better Services – Improving Aboriginal Education Outcomes*.

In 2018, Aboriginal students in Year 3 at Wollongong West Public School surpassed the average achievement of non indigenous students in reading and numeracy. Aboriginal students in Year 5 at Wollongong West Public School equalled the average achievement of non indigenous students in reading and numeracy.

Parent/caregiver, student, teacher satisfaction

In 2018, Wollongong West Public School evaluated our students' sense of agency in learning and the connection between learning at home and at school.

Student Responses

Kindergarten – Year Two

85% of students were able to describe their learning task. 91% of students were able to identify and explain their learning intention and 72% of students could identify the relevant success criteria. 62% of students were able to accurately self evaluate their success in achieving their success criteria. 78% of students knew where in their room to go or what to do to seek help with their achieving their learning intention.

Year Three – Year Six

86% of students were able to describe their learning task. 52% of students were able to identify and explain their learning intention and 67% of student could identify the relevant success criteria. 67% of students were able to accurately self evaluate their success in achieving their success criteria. 71% of students knew where in their room to go or what to do to seek help with achieving their learning intention.

Teacher Responses

100% of teachers felt that they make regular contact with parent/carers using a variety of means including phone, email and face to face interactions, however 16% teachers did not contact parents with positive news as well as concerns. 85% of teachers actively communicated student learning goals in the key learning area of English to parents/carers and all teachers felt that the student led conferences greatly supported this process. All teachers felt that the school, P & C and wider parent/carer body regularly planned events that supported education. Teachers felt that digital communication, such as apps, were highly supporting connecting learning at home and school. Teachers felt that a more engaging approach to homework by the school could facilitate improved connectivity.

Parent Responses

100% of parents surveyed felt that they make regular contact with teachers using a variety of means including phone, email and face to face interactions, however 60% parents felt they were not contacted with positive news as well as concerns. 40% parents were not aware of their child's goals in literacy, however these parents also reported that they did not attend the student led conferences in Terms One and Three. The majority of parents indicated that they were unaware of what students were learning throughout the year. 80% parents/carers felt that the school, P & C and wider parent/carer body regularly plan events that support education. One parent reported that a model of parent-teacher interviews combined with student led conferences would be ideal.

Implications for 2019

Professional learning experiences will be personalised to support teachers in making learning visible for all students. This will address the discrepancy between junior and senior students in knowing their learning intention and success criteria.

Our revamped school website will provide information

to parents/carers about what students are learning across all key learning areas in 2019. This will include scope and sequence documents and unit overviews.

Digital communication, including apps and social media, will be used more extensively to communicate with parents/carers. The opportunities for parent/carer–teachers interviews will be further promoted. Information will be clearer to parents/carers about how to request an interview.

Policy requirements

Aboriginal education

Aboriginal education was a priority for Wollongong West Public School in 2018.

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

Over the past twelve months, the relationship between Wollongong West Public School and The Northern Illawarra Aboriginal Education Consultative Group (NIAECG) strengthened. The NIAECG and our school's Aboriginal community were represented during extensive consultation for the development of our 2018–2020 school plan. Authentic opportunities for consultation occurred, ensuring key improvement measures, expenditure of RAM funding and school processes are representative of departmental agendas, reflective of school priorities and also in line with community thoughts and ideals.

In 2018, Wollongong West Public School participated in community initiatives such as the Reconciliation Morning Tea, the NAIDOC public speaking competition and the painting of dreaming poles..

Aboriginal education has been prioritised, valued and celebrated at Wollongong West Public School in 2018.

Multicultural and anti-racism education

Multicultural education has been acknowledged and celebrated at Wollongong West Public School in 2018.

This year, English as and Additional Language / Dialect (EAL/D) teachers received extensive evidenced based professional learning in literacy to provide for consistent curriculum delivery. Increased collaboration between

support teachers and classroom teachers through collegial data analysis, collaborative planning and evaluation, and team teaching modes of delivery enabled strengthened and consistent teaching practice to occur within classrooms. These initiatives were brought about following an analysis of localised need and the implementation of a strong instructional leadership program.

In 2018, WWPS was involved in the Refugee Support Leadership Strategy to develop a whole school approach to supporting refugee student learning and wellbeing. This initiative saw inter–school collegial support networks developed, strengthened relationships with support services such as Illawarra Multicultural Services (IMS) and provided opportunities for teacher professional development in supporting students who have experienced trauma.

In 2018, a Community Hub was established at our school to support refugee families in our community. Initiatives introduced by our hub include English language classes and playgroups.

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

The cultural diversity of Wollongong West families was celebrated through special events such as Education Week celebrations, Refugee Week initiatives and Harmony Day activities.

Multicultural perspectives were embedded in school wide teaching and learning programs across all key learning areas.