

Gordon West Public School

Annual Report



2018



3943

Introduction

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

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

Jim Huckerby

Principal

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Message from the Principal

Annual Report 2018

Reflecting on the Principal's Annual Report comments that I have written over the past 30 years, a number of Gordon West strengths become apparent. Our school is an exciting dynamic centre of learning with hardworking, cohesive, dedicated teachers, great students and a wonderfully supportive community.

In 2018 Gordon West has continued to maintain these fine traditions with students being provided an extensive range of opportunities in cultural, sporting and academic domains.

Gordon West parents generously support a range of extra curricular activities ensuring that our students are not only exposed to best practice pedagogy but also receive a comprehensive and varied educational experience. Community assistance encompasses additional specialist physical education, learning support and technology teachers. Our extensive band program goes from strength to strength with the Concert Band 1, Concert Band 2, the Training Band and the Jazz Band, all supported financially by the Gordon West parents.

A variety of school excursions and visiting school performances selected by teachers to complement the teaching of the DoE mandatory key learning areas are also funded by the school parent body.

With the introduction of NAPLAN testing in 2009 there was concern that we would not be able to perform at the highest levels of academic excellence as expected and still offer this large number of extra curricular activities. Although we have made minor changes to the school timetable, with tennis coaching and Ceroc dance lessons, both being removed from in class instruction, our NAPLAN results have consistently shown that a balance can be achieved between academic success and providing a variety of opportunities which meet the diverse needs and interests of our students.

Gordon West consistently ranks as one of the most successful comprehensive schools in the state in NAPLAN. However the school cannot be complacent and rest on its laurels. We must always be focused on ensuring that the school community is passionate in relation to continuous improvement.

Although noted for its academic, cultural and sporting success the primary aim of Gordon West is to develop a well rounded student who is a respectful member of society with a genuine commitment to the school and its values.

The recent Year 12 reunion where the majority of Gordon West students returned to the school to celebrate the last day of the HSC is indicative of the close association and commitment Gordon West students have to their school, now and in the future.

We look forward to the challenges that the future may bring and remain confident of our ability to embrace new

directions, ensuring that Gordon West remains a centre of learning excellence with a definite purpose and direction.

Congratulations to the staff, students and school community on its achievements in 2018.

Mr J Huckerby

Principal

Message from the school community

President's Report

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

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

- replacement and purchase of smartboards for classrooms
- resurfacing of the tennis court
- arranging presentations by the school on relevant topics
- participation in staff selection boards
- participation on the school play equipment committee to identify maintenance and upgrade requirements
- support for the Year 6 farewell
- numerous FRASC events, meticulously organised and led by Amanda Hewson
- and many other activities that improve the daily experience for our children.

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

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

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

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

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

James O'Keefe

President

Message from the students

I have had the pleasure of being Gordon West's School Captain for 2018. Being School Captain has given me so many opportunities such as going to leadership camp, or representing the school at community events. Gordon West is a great school and I hope everyone who is coming back in 2019 enjoys themselves. This year I have had so many great memories like the Year 6 Farewell. The Year 5 students did a great job decorating and everyone did their part to make the night very special. My favourite memory from this year was the Year 5 and 6 Milson Island camp. It brought our year even closer and I will miss everyone so much.

Beccy Alfred – School Captain 2018

I have had the honour of being the boy School Captain of Gordon West 2018. I have thoroughly enjoyed being School Captain and it has provided me with many memories. I have been so proud to be the School Captain and to represent this school. Thank you everyone for making this year such a great year and I will definitely miss going to such a lovely school and at my high school, I can say with pride that I attended this school.

Hamish Reyes – School Captain 2018

School background

School vision statement

Gordon West Public School is a future-focused school committed to nurturing confident and motivated students who are actively engaged in their lifelong learning. Teachers, students and parents work together to build respectful relationships within our school community.

School context

Gordon West Public School is a metropolitan school on Sydney's North Shore in the Department of Education region of Macquarie Park. GWPS has 580 students enrolled in 2018 from Kindergarten to Year 6 with 43% of students from a language background other than English. The school has strong community support and engagement which is integral to our success.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

LEARNING

The **Learning** elements of 'Learning Culture', 'Reporting' and 'Student performance measures' were rated as *Excelling*. This is based on the themes of high expectations, attendance, whole school reporting practices and the growth in the value-added data that has improved over the past three years. The **Learning** elements of 'Wellbeing', 'Curriculum' and 'Assessment' were rated as *Sustaining and Growing*. This means our school:

- continues to provide a whole school approach to wellbeing to further strengthen partnerships between home and school;
- uses evidence based teaching practices to ensure students effectively develop their knowledge, understanding and skills;
- ensures formative and summative assessments are used to create opportunities for students to receive feedback on their learning.

TEACHING

The four **Teaching** elements were all rated as *Sustaining and Growing*. Teachers collaborate across stages to share curriculum knowledge, data and feedback. The school promotes and demonstrates professional learning in data concepts and all teachers contribute to gathering and analysing data. Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in the school to improve whole school practice.

LEADING

The four elements of **Leading** were all rated as *Sustaining and Growing*. Teaching and non-teaching staff proactively seek to improve their performance. The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress. All staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. Technology is effectively used to enhance learning and service delivery. The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

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

Consistent, high quality student learning in literacy and numeracy.

Purpose

To provide an engaging learning environment which promotes high expectations in all key learning areas resulting in improved learning outcomes for all students. To develop successful lifelong learners who are literate, numerate, creative, critical and resilient.

Overall summary of progress

All teachers completed the **Focus on Reading** professional learning for literacy in 2018. A number of teachers designed an action research project to improve the amount of quality texts students read and responded to. The continued commitment to professional learning for the **L3** program in Kindergarten has proven to be successful with all four Kindergarten teachers confident to organise the daily literacy sessions to suit the needs of every student.

During Semester 1, all teachers worked in their stage teams to trial and implement a new scope and sequence for mathematics to ensure every sub-strand in the mathematics syllabus is taught twice in the year. Students were engaged in a logical sequence of mathematics lessons to build upon the transfer of skills between mathematics concepts. This is particularly evident in the working mathematically sub-strand where problem solving tasks use many and varied skills from all sub-strands.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students using individual learning goals in literacy and numeracy on a regular basis.	N/A	All students have learning goals they are working towards. These goals are reflected in the Semester 1 progress reports.
80% of students at or above expected growth in NAPLAN reading from Year 3 to Year 5.	N/A	In 2018, 78% of students in Year 5 showed expected growth in reading.
75% of students at or above expected growth in NAPLAN spelling from Year 3 to Year 5.	N/A	In 2018, 69% of Year 5 students were at or above expected growth in spelling.
80% of students at or above expected growth in NAPLAN numeracy from Year 3 to Year 5.	N/A	In 2018, 70% of Year 5 students were at or above expected growth in numeracy.

Next Steps

In 2019, a focus on writing across all grades will be implemented. Teachers will access professional learning sessions with visiting experts, as well as regular collaborative practices in stage and grade teams. Explicit strategies in teaching writing will be implemented with a timeline for assessment of all students to be negotiated.

A refined structure for the wellbeing initiative *You Can Do It* will be implemented to give the five key messages of 'Getting along', 'Persistence', 'Organisation', 'Confidence' and 'Resilience' more presence in the classroom and playground. Each term will have an emphasis of one aspect of *You Can Do It* with resilience being the overall theme throughout the year.

Strategic Direction 2

Quality, innovative and reflective teaching.

Purpose

To support and inspire all teachers through quality professional development that will result in deep pedagogical knowledge and reflective, responsive practices in order to maximise learning outcomes.

Overall summary of progress

As part of the Department of Education's *Quality Teaching, Successful Students* initiative, the school used this funding for all classroom teachers to engage in professional learning directly linked to the best practice teaching methods in literacy and numeracy. Grade teams collaborated to engage in a Lesson Study method of designing highly engaging literacy and numeracy lessons. The team of teachers used professional readings, fluid and flexible teaching methods with quality feedback given to the students. Reflection of each lesson prompted individual teachers to continue to design regular best practice lessons in their classroom.

Throughout 2018 the student progress reports were refined to ensure the continuity of indicators from Kindergarten to Year 6. Each grade report now contains indicators for every aspect of English and mathematics for Semester 1 and 2. In conjunction with the reports being refined, each stage redesigned their assessments to have purposeful data for reporting student progress to parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of staff will be engaged in regular mentoring sessions throughout the year.	\$100, 573	80% of staff were engaged in mentoring (Lesson Study best practice methods of inquiry) through the use of QTSS funds.
All grades have established consistent, rigorous assessment schema.	N/A	Stage teams worked on refining grade assessments in line with the new student progress report templates.

Next Steps

In 2019 teachers will continue to strengthen the use of learning goals for every student to allow individual learning to be more evident in each classroom. The introduction of the National Literacy and Numeracy Learning Progressions will be introduced to teachers through professional learning sessions at school. The use of the progressions will directly link to student learning goals and help teachers observe learning behaviours linked directly to syllabus documents.

Strategic Direction 3

Organisational effectiveness and leadership capacity.

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of empowered leadership and inclusive organisational practices.

Overall summary of progress

Organisational structures and management practices were designed to involve more teachers for capacity building. This occurred through the extra-curricular teams lead by teachers other than an executive staff member.

The 'Community of Schools' professional learning gained momentum with Gordon West PS staff joining West Pymble PS staff for two twilight sessions – positive education and personal health choices. The continued support for the Year 4 'Community of Schools' Powerful Projects saw another successful year using Year 10 mentors from Turramurra HS work with groups of Year 4 students throughout Term 3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased opportunities as identified in staff PDPs for leadership opportunities.	N/A	Some staff members took on extra leadership opportunities through KLA committee and extra-curricular activities.
Increased opportunities for connections with 'Community of Schools'.	\$3304	Two extra whole staff professional learning sessions were attended by Gordon West PS and West Pymble PS.

Next Steps

Continued encouragement of leadership opportunities for staff will take place in 2019. All staff are able to nominate themselves to be part of subject or extra-curricular teams for organisation, building school community and providing extra opportunities for students to succeed and thrive. A continued commitment to the 'Community of Schools' will occur in 2019 with more shared professional learning experiences.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3338.00	Funding for Aboriginal background loading was used to support literacy and numeracy learning for students identified as Aboriginal background. This funding also assisted classroom teachers to embed Aboriginal cross-curriculum priority in learning.
English language proficiency	\$179,104.00	English language proficiency funding was used for additional staffing and resources to support the EAL/D teaching team. There were 107 students supported through this funding in 2018.
Low level adjustment for disability	\$81,525.00	The school elected to employ additional time for the Learning and Support teacher. There were 126 students supported for additional learning needs in 2018. Support was given through in-class assistance using School Learning Support Officers (SLSOs), small group withdrawal and MiniLit and MultiLit literacy groups.
Quality Teaching, Successful Students (QTSS)	\$100,573	All classroom teachers worked with their supervisor in grade groups for four days across Term 2 and Term 3. These days were explicitly linked to literacy and numeracy targets where students were exposed to best practice pedagogy. Teachers used these professional learning days to reflect on their own classroom practice and build on their teaching skills.
Socio-economic background	\$3567.00	This funding was used to support the wellbeing component of Strategic Direction 1. All students were able to access every learning experience for school excursions and whole grade activities.
Support for beginning teachers	\$31,736.00	Beginning teachers were assigned a mentor to work on identified professional learning tasks through the ' <i>Strong Start Great Teachers</i> ' program. Mentors met weekly with each beginning teacher to reflect on lessons, planning, assessment and classroom management. Mentors gave demonstration lessons and supported beginning teachers in the classroom with lesson observations.
Targeted student support for refugees and new arrivals	Additional funding for an EAL/D teacher for four days per week	New Arrivals Program funding provided additional teacher time to support students who had newly arrived in Australia.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	273	277	274	290
Girls	282	287	294	307

Student attendance profile

Year	School			
	2015	2016	2017	2018
K	95.1	97.2	97	96.2
1	95.8	96.2	95.3	95.1
2	95.1	96.7	95.4	95.5
3	95.8	97	93.6	95.7
4	95.7	96.2	95.5	94.8
5	97	97	97	97
6	96.1	96.3	95	95.8
All Years	95.8	96.7	95.5	95.7

Year	State DoE			
	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

Attendance is monitored on a weekly basis with most year groups having an attendance rate above the average for NSW Department of Education schools. Gordon West Public School students understand the importance of being at school every day, ready to learn. The management of non-attendance is compliant with NSW Department of Education policy. Students must have a justified reason for leave. Reminders about the importance of school attendance are published in the school newsletter. Processes are followed for student absence if a justified reason has not been produced within seven days. The school will continue to monitor attendance to identify trends and assist in positive strategies when student attendance is difficult for individual students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.02
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1.4
School Administration and Support Staff	4.06

*Full Time Equivalent

One staff member at Gordon West Public School identified as an Aboriginal person in 2018.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

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

The professional learning calendar was directly linked to the school's strategic directions and individual teacher Professional Development Plans (PDPs). All staff in 2018 were accredited as proficient with new requirements for all teachers to maintain their professional learning over a five year cycle.

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	433,158
Revenue	5,226,965
Appropriation	4,590,385
Sale of Goods and Services	47,829
Grants and Contributions	578,996
Gain and Loss	0
Other Revenue	1,900
Investment Income	7,855
Expenses	-4,939,535
Recurrent Expenses	-4,939,535
Employee Related	-4,241,843
Operating Expenses	-697,692
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	287,430
Balance Carried Forward	720,588

The school's financial management processes prioritise the use of resources to meet the needs of the students and the school. Professional learning for office staff and principals continued throughout 2018 to maintain a solid understanding of the integrated administration system provided by the introduction of LMBR.

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	3,917,198
Base Per Capita	109,834
Base Location	0
Other Base	3,807,364
Equity Total	267,534
Equity Aboriginal	3,338
Equity Socio economic	3,567
Equity Language	179,104
Equity Disability	81,525
Targeted Total	105,933
Other Total	100,739
Grand Total	4,391,404

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.

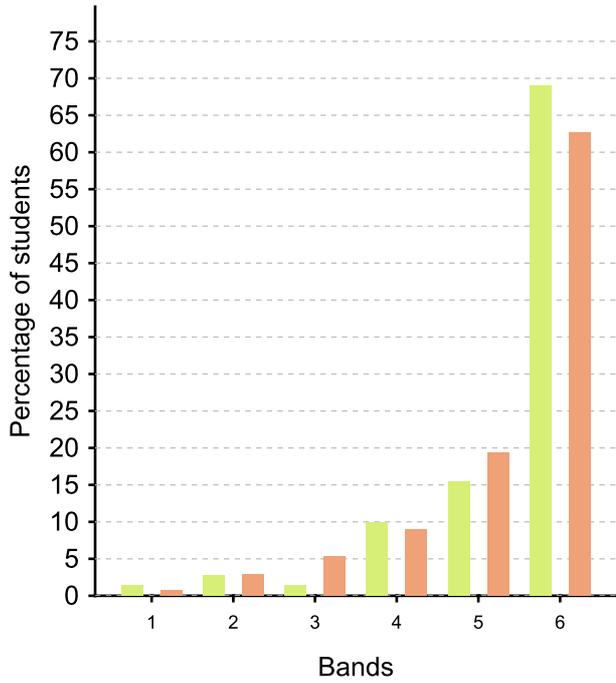
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

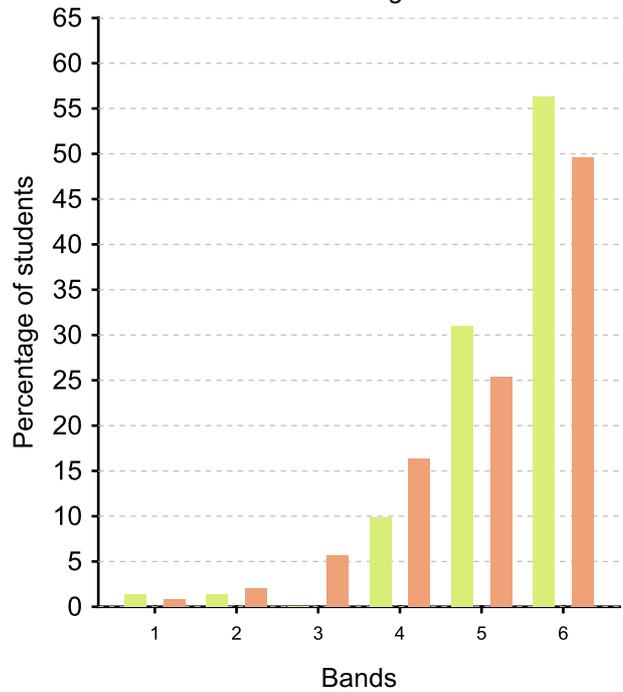
NAPLAN literacy results were exceptional in 2018. Year 3 excelled in reading, with 87.3% achieving at Proficient (top two bands) which is 35.5% above state average. In writing, 91.3% of Year 3 students were proficient and this was 46.2% above state average and 20.2% above SSSG (Statistically Similar School Group). In the areas of grammar and punctuation and spelling our school percentage at proficiency was significantly higher than the state average and SSSG.

Year 5 students achieved outstanding growth in reading with 79.4% achieving at or above expected growth which was 16.4% above state average. In the areas of reading, grammar and punctuation and spelling the percentage of students at proficiency was well above the state and SSSG average. Although our results are well above state average, a focus for future improvement will be to increase the percentage of students in Year 5 in the top two bands for writing and improving growth for Year 5 students in spelling and writing.

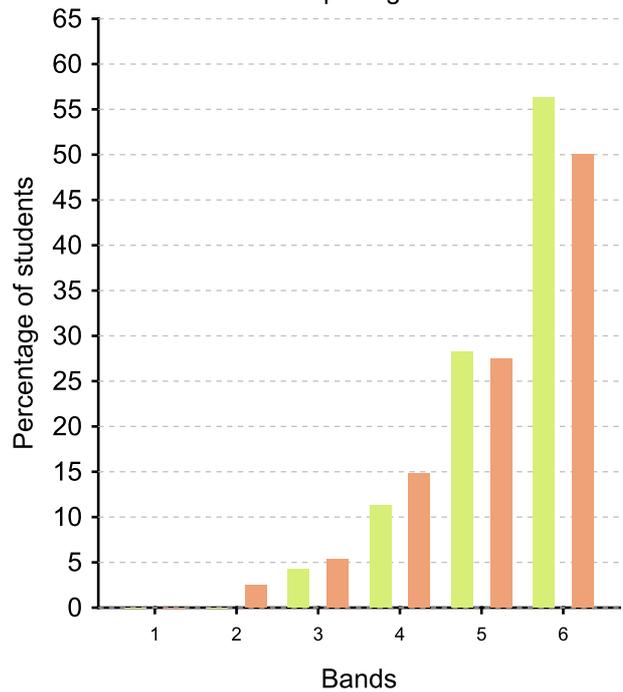
Percentage in bands:
Year 3 Grammar & Punctuation



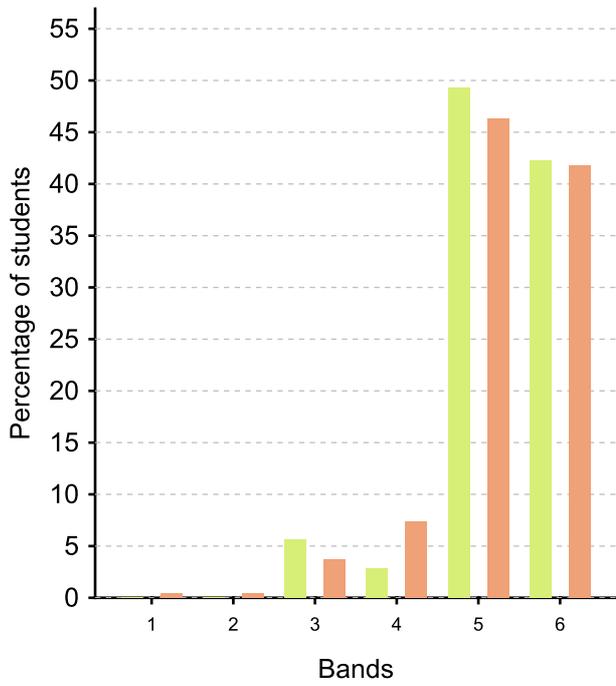
Percentage in bands:
Year 3 Reading



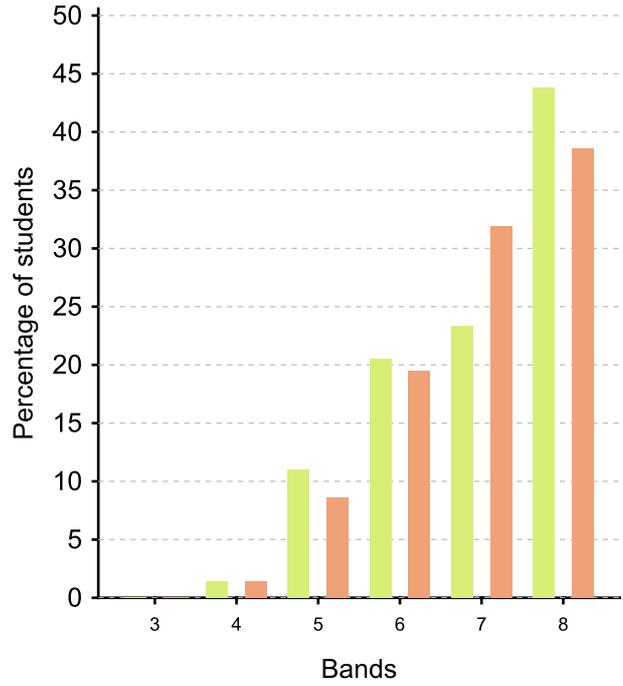
Percentage in bands:
Year 3 Spelling



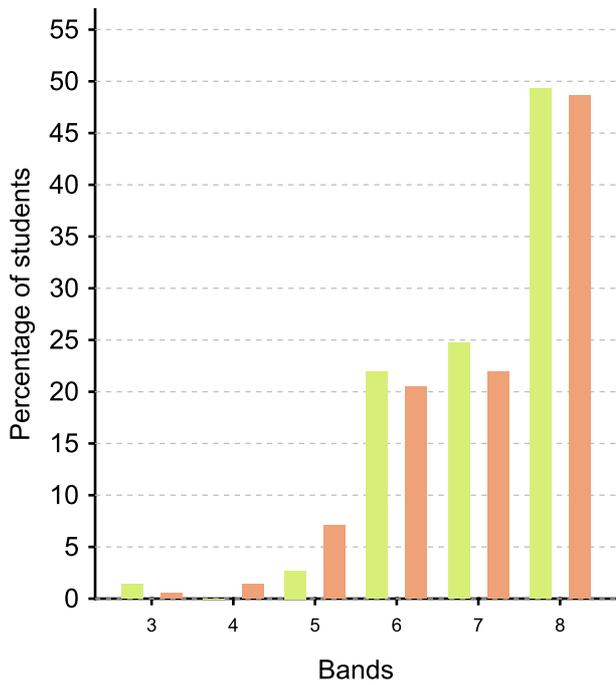
Percentage in bands:
Year 3 Writing



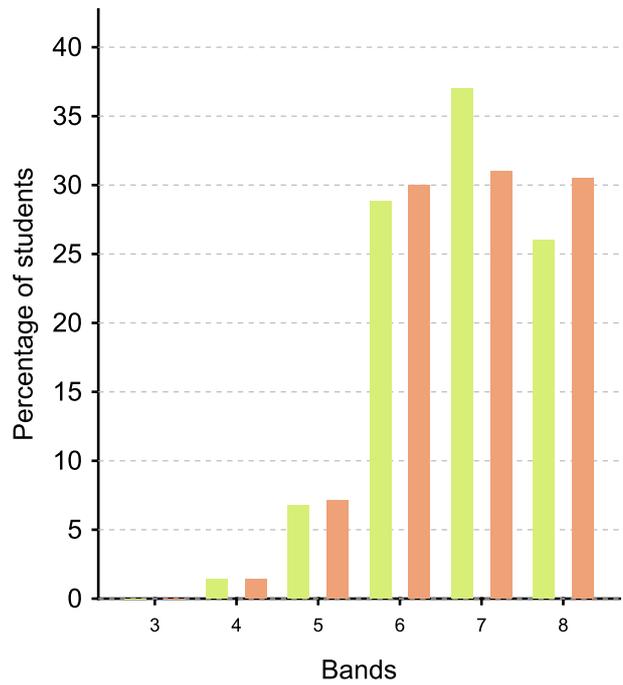
Percentage in bands:
Year 5 Reading



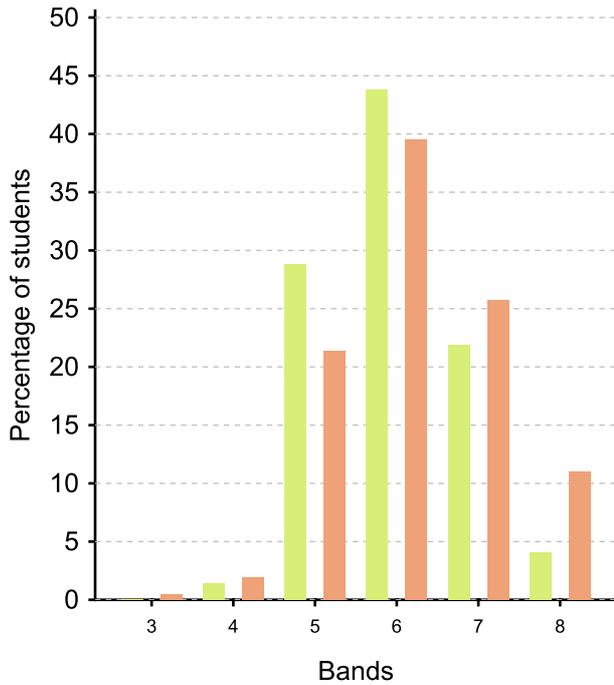
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



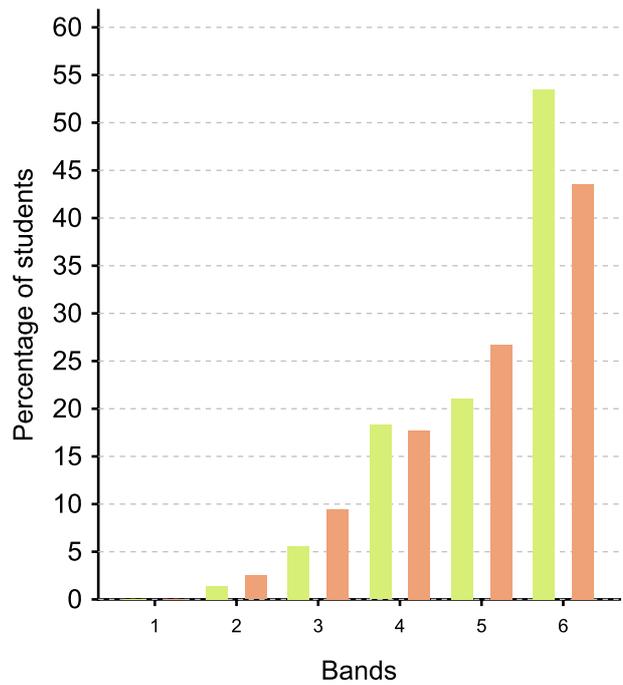
Percentage in bands:
Year 5 Writing



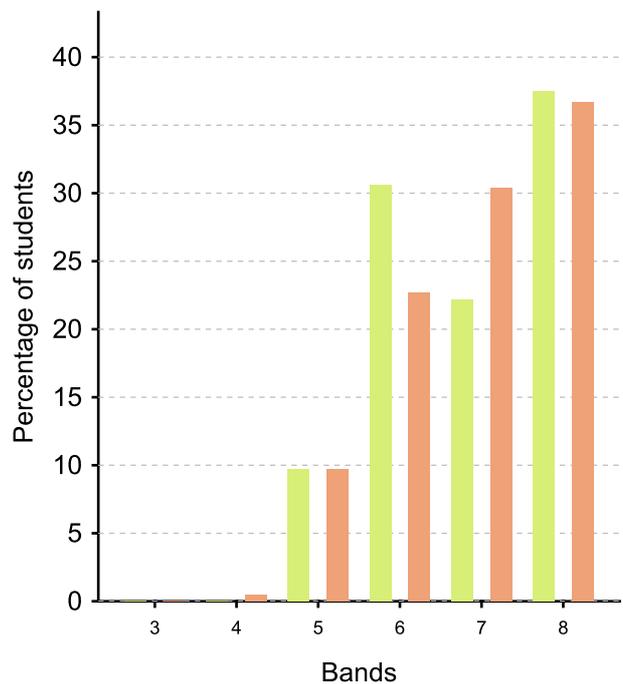
NAPLAN numeracy results were extremely positive in 2018. 74.6% of Year 3 students were proficient (top two bands) in numeracy and this was 33.6% above state average and 3.5% above the SSSG (Statistically Similar School Group).

There were 59.7% of Year 5 students achieving at proficient in numeracy. This is 30% above state average. Our growth statistics were also outstanding, with 69.4 % of Year 5 students achieving at or above expected growth in numeracy which is 10.4% above state average.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* for students in the top two NAPLAN

bands, Gordon West Public School NAPLAN results demonstrate excellence in all aspects for Year 3. At least 75% of the Year 3 cohort in 2018 reached the top two bands for every aspect, with 91% of students reaching the top two bands for writing.

The Year 5 NAPLAN results for 2018 show the majority of students reached the top two bands in all aspects, except for writing. The writing results reflect the trend of all NSW Government schools. Gordon West Public School is above the average results in all aspects and is on par compared with similar schools results.

Parent/caregiver, student, teacher satisfaction

Student, teacher and parent satisfaction in 2018 was measured using the Tell Them From Me surveys. These surveys are conducted by the Centre for Education Statistics and Evaluation (CESE). Thousands of students, teachers and parents across NSW completed these surveys in 2018.

STUDENT SATISFACTION

Students in Years 4, 5 and 6 who responded to the *Tell Them From Me* surveys throughout 2018 expressed their opinions on a positive sense of belonging, relationships with peers, their effort to succeed and teacher–student interactions. Results indicate that Gordon West students feel accepted and valued by their peers with the school mean above the NSW average. 93% of students recognise they have friends at school they can trust and who encourage them to make positive choices. 94% of students say they try hard to succeed in their learning.

The school student scores for 'Effective learning time', 'Relevance' and 'Rigour' were all above the NSW averages with students indicating important concepts are taught well, class time is used efficiently and homework supports class objectives. The majority of students find classroom instruction well–organised with a clear purpose and relevant to their everyday lives. The majority of all students surveyed also recognise that school staff emphasise academic skills and hold high expectations for all students to succeed.

TEACHER SATISFACTION

All staff were given the opportunity to complete the *Tell Them From Me* survey. The survey focused on eight of the most important drivers of student learning. There was significant growth from the previous year's survey in positive attitudes to staff collaboration, school leadership and an inclusive school environment. Teachers at Gordon West scored seven of the eight drivers higher than the NSW average.

The second part of the survey focused on four dimensions of classroom and school practices. These practices include having challenging and visible learning goals; learning opportunities with intentional transfer of skills; giving quality feedback to students; and extra support for students to overcome obstacles in

their learning. In all four dimensions the staff results from Gordon West scored higher than the NSW average.

PARENT SATISFACTION

The '*Partners in Learning*' parent survey was completed by 71 respondents of the Gordon West parent community. The survey was based on parent perceptions of their children's experiences at home and school. Parents from Gordon West indicated that the most valued aspect of their experience with school was that they feel welcomed and know that the school supports positive behaviour. Parent responses scored very high in their child knowing the rules for school behaviour and that teachers expect their child to pay attention in class.

The survey results indicate high scores for parents to easily speak to their child's teacher and written information from the school is in clear, plain language. Informal meetings and formal interviews are the most useful types of communication when discussing student needs. School news is communicated most effectively through the school newsletter with 94% of respondents saying this was useful or very useful. The school website and emails to parents also scored highly as an important form of communication.

Policy requirements

Aboriginal education

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

Throughout 2018, students engaged in lessons linked to Aboriginal perspectives in all key learning areas, in particular in history and geography. During NAIDOC week students attended an Aboriginal performance of song, dance and storytelling.

Students continue to show respect toward the local Aboriginal leaders and community both past and present through Acknowledgement of Country in school assemblies and weekly flag raising ceremonies.

Multicultural and anti-racism education

Four staff members in 2018 were trained as Anti–Racism Contact Officers (ARCO). This training included action tasks within the school with all four newly appointed ARCOs presenting to the staff what their roles in the school. The role of the ARCO in the NSW Department of Education is to receive suggestions, complaints or allegations regarding racism and advise or assist the relevant organisations throughout this process.

Gordon West Public School celebrates diversity in cultures every day, with a more formal celebration on

'Harmony Day'. All students wore a touch of orange to represent harmony across all nationalities in our community.

Many students at Gordon West Public School speak a language other than English. Students who require extra support to learn English have access to a strong team of dedicated EAL/D teachers. In 2018 159 students were supported by the EAL/D staff. Teaching and learning programs are creatively designed with the focus on four English modes: speaking, listening, reading and writing. EAL/D teachers work within each K–2 classroom to ensure support is directly linked to whole class tasks. Students in Years 3–6 receive withdrawn support in small group structures.

Other school programs

SPORT

2018 has been a success for Gordon West Public School in the sporting arena. We have seen numerous individual and team successes. The Senior Girls and the Junior Boys touch football teams were runners up in their competitions. The touch football players also played in an Oztag gala day where the Junior and Senior Girls teams won. They were invited to play in the finals day.

On the netball court, the Senior 1 team were runners up whilst the Junior 1 team won their competition. On the soccer pitch, the Junior Division 2B team were runners up.

After a very successful school swimming carnival, Gordon West Public School finished third at the zone swimming carnival and saw seven students represent the school at the area carnival. In athletics, Gordon West Public School finished sixth at the zone athletics carnival where seven students were successful in making it through to the area carnival.

DEBATING

Gordon West Public School was proudly represented in the Ryde/Ku-ring-gai Debating Competition by a talented team of enthusiastic and hardworking students. Our team worked actively to research, write and convincingly present arguments. Some of the topics included, 'That we should convert to nuclear power', 'We should support Australian charities, not charities abroad' and 'All students should BYO devices to school'.

The competition comprised of twenty-one teams, split into four divisions. Gordon West Public School made it through the entire competition with the finals held at Ku-ring-gai Council Chambers with the Mayor present. Gordon West successfully took first place in the Ryde/Ku-ring-gai District Debating Competition.

DANCE

The 2018 Year 6 dance group consisted of 22 talented performers under the guidance of Miss Wolujewicz and Miss Hortense. The group successfully auditioned for

the Sydney North Dance Festival in Term 2 with their piece "Forever Green" and participated in three spectacular performances at the Glen Street Theatre.

The dancers exhibited commitment to the group and were driven to improve their technique and performance skills. They were very supportive and encouraging of each other and demonstrated strong team spirit. We were lucky to have the support of parents who assisted in making beautiful costumes for the dancers. The group finished off their year of dance at Gordon West with an exciting performance at our annual Showcase.

CHOIRS

This year students at Gordon West once again had the opportunity to be a part of three different choirs, the Ryde Schools' Spectacular Choir, the Festival Choir and the Senior Singers.

The Ryde Schools' Spectacular Choir performed at the Sydney Opera House in Term 4 as part of a group of 600 students from schools in the Ryde District. The Festival Choir performed with a massed choir of 450 Public School students at the Festival of Children's Music at the Concourse Concert Hall in Chatswood in October.

The Senior Singers consisted of 54 students this year. They performed a Christmas variety show at a number of Nursing Homes and aged care facilities in December bringing joy to the staff and residents.

All choirs performed at our Annual Open Day Showcase, entertaining the Gordon West community with a selection of their songs. Mrs Tambakis and Mrs Garland enjoyed working with all of our Gordon West choirs this year and were proud of the way they attended all rehearsals and performed enthusiastically. Thank you to all students for being great musical ambassadors

BAND

One hundred and thirty children signed up to our band program this year resulting in Concert Band 1 reaching a record 58 members. This meant that Band Camp became even more exciting with a move to bigger accommodation and beautiful, big rehearsal spaces.

The GWPS Band Camp at Vision Valley Conference Centre in the Arcadian bushland is always a huge highlight. The intense two-day camp is held in Term 1 of each year to stimulate the students' learning through group tutorials, the appearance of a guest conductor and an end of camp concert for the parents. New band friendships are made across Years 4 to 6 and band students learn about teamwork, not only in a musical setting but also when they partake in the exciting outdoor activities. These include kayaking, waterslide, archery, bike riding and lots more.

In our band program we have four bands: Training Band for beginners, Concert Band 2 for intermediate level students, Concert Band 1 for our most senior band members and the Jazz Band, which is an

auditioned small ensemble for those students who wish to extend their music education to include more contemporary styles of music such as jazz, latin, funk, rock and pop.

This year our bands have had more opportunities to perform: Easter Hat Parade, lunchtime concerts, Principal's Conference, Year 2 Band Awareness Concert, Showcase – including an exciting collaboration with the Festival Choir, Training Band Welcome to School Concert, End of Year Band Breakfast, Speech Night and the Commendation Assembly. On top of that, CB1 and CB2 competed in the prestigious Sydney Eisteddfod and for the first time in GWPS Band history, all four of our bands participated in the Hornsby North Band Festival with great success.

SRC

This year our Student Representative Council was selected from each primary class allowing for a greater representation of our student's needs in our school. We have worked towards improving aspects of our school and community. As part of our responsibilities, we hold weekly meetings, organise school fundraising initiatives, consult with Mr Huckerby and teachers about our upcoming plans and promote important causes to our peers.

Part of our responsibilities as student representatives include maintaining our schools recycling initiative, communicating with our classes about upcoming activities and important events and attending regular meetings to coordinate our school and community based initiatives.

During Term 2, the SRC raised awareness for the Starlight Foundation. Their mission is "To brighten the lives of seriously ill children and their families." We used this idea to plan fun activities at lunch times for the students to brighten their day. These included activities such as an obstacle course, star art and craft and dancing. On the last day of Term 2, we held a Starlight Foundation fundraising day. Gordon West students dressed in a splash of gold and enjoyed an afternoon of fun coin competitions designed by the SRC. It was a very successful day raising \$902 to support children in need.

The Gordon West community suggested our Term 3 initiative with many Gordon West members interested in helping our drought stricken farmers. As a result we decided to make a contribution by raising and donating funds to the Country Women's Association who provide direct assistance to our Australian farmers in need. Gordon West enjoyed a day of fun dressing in farm themed mufti with many farmers and farm animals spotted around the playground. Together the SRC donated a wonderful assortment of fresh fruit and vegetables and created six lovely, fresh produce hampers. These were raffled with six Gordon West families taking home a lovely hamper of goodies, one including some of Mr Kirk's homemade honey. It was a very successful day with an enormous \$2147.00 raised.

We have enjoyed the special privilege of being selected

by our peers to represent them. Being an SRC representative has given us the opportunity to help others and make our school a better place to learn and play together.