

Guildford West Public School

Annual Report



2018



4000

Introduction

The Annual Report for **2018** is provided to the community of Guildford 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.

Ms Kerry Weston

Principal

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School background

School vision statement

In order to become active, informed global citizens, members of the Guildford West Public School community will:

- Work Collaboratively
- Think Critically
- Communicate Clearly
- Embrace Culture
- Develop Creativity
- Utilise Connectivity

School context

Guildford West Public School has a current student enrolment of 405. This includes 79% of students from a Language Background Other Than English. 45% of our students come from an Arabic speaking background, 8.4% from a Farsi/Dari background, 5.1% come from a Pacific Islander background, 4.6% from a Turkish speaking background and 15.7% from other language backgrounds, including Mandarin, Hindi and Tagalog. Our school population also includes a relatively small number of 7 indigenous students. Our student mobility rate has continued to increase over the last few years.

Our school has a Multi-categorical Support Unit with 4 classes. One AP, 3 permanent teachers and 4 permanent SLSOs work within the unit at Guildford West. The school also has a strong integration program for students with special needs and there are currently 4 SLSOs employed in various capacities.

Our school is PBL school, implementing the four core values of being, "On Track". A school expectations matrix was developed and communicated to the school community. Teachers have developed and teach lessons to our students to ensure that expectations are understood. A consistency matrix has also been developed and is implemented alongside the student matrix.

As an Early Action for Success school, Instructional Leaders have been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all student in Kindergarten to Year 3.

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

In the domain of learning, there has been a whole-school focus on Science Technology Engineering Mathematics (STEM) to ensure students are equipped with the skills required to be agents of change and to succeed and thrive as 21st century learners. All staff received training in how to develop authentic and meaningful STEM units of work, incorporating the Digital Global Fluencies and 6Cs (collaboration, culture, creativity, communication, connectivity, critical thinking). Opportunities to showcase this learning with the parents and community was shared at both Education Week celebrations as well as a STEM Showcase in Term 4. The school has moved from delivering to sustaining and growing in the area of learning: curriculum.

In 2018 we also began trialling a new program, Life Skills GO, to support students in their social and emotional learning and wellbeing. This program aims to target skills in the area of wellbeing, social relationships and identifying emotions. This program has enabled teachers to provide whole-class lessons as well as tailor individual learning programs to support students in particular areas of need. This year, in the area of learning: wellbeing, the school has maintained sustaining and growing in all areas and has moved to excelling in one domain.

All students are now using Seesaw to document and reflect on their learning. This learning is then shared with their parents/carers to provide opportunities for families to be involved in their child's learning and for the students to articulate their learning goals and share their learning with others. The school has moved from delivering to sustaining and growing in the area of learning culture, with strong partnerships with parents and students supporting learning.

Teaching

As an Early Action for Success (EAFS) school, in 2018 the school moved from using the Literacy and Numeracy Continuum to the Literacy and Numeracy Progressions. This tracking tool, designed to measure student performance in the areas of literacy and numeracy was implemented across the school, with staff collecting data on all students in the areas of creating texts, understanding texts and quantifying numbers. All staff received professional learning in using this tool to support teaching and learning.

In 2018, staff collaborated with stage teams to design units of work in the area of STEM. This ensured staff were able to share curriculum knowledge and could develop quality, evidence-based programs and lessons which meet the needs of all students. In the area of effective classroom practice, the school has moved from delivering to sustaining and growing.

All staff received professional learning in the area of Professional Development Plans (PDPs). Staff received mentoring and support in how to write professional and personal learning goals, and a whole-school approach towards the professional development process saw targeted professional learning being provided to staff in areas which were part of their PDP. In 2018, the school moved from delivering to sustaining and growing in the area of professional standards.

Leading

In 2018 a leadership team was developed which ensured aspiring leaders and teachers identified as being highly accomplished were provided with coaching and mentoring opportunities to further their skills in leading others. Executive staff were also provided with regular coaching and mentoring in a variety of areas from highly experienced leaders.

The leadership team recognised the expertise of teaching and non-teaching staff and deployed them to make best use of available resources in order to provide high-quality learning opportunities for all students. The school has moved from sustaining and growing to excelling in the area of school resources in 2018.

Sentral was utilised again in 2018 as an administrative system across the school, with the Parent Portal being introduced. This has provided a means of communication between home and school as well as streamlining administrative procedures. This year, the school has moved from delivering to sustaining and growing in management practices and processes.

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

Quality

Purpose

To create a responsive, evidence-based and dynamic learning culture where, as a community we are critical and creative thinkers who have a strong sense of control over our learning in order to meet the diverse needs of our students, staff and community.

This is about shifting the responsibility for learning to the student, and developing a sense of accountability for lifelong learning. It includes demonstrating how one governs oneself in matters of finance, ethical and moral boundaries, personal health and fitness, and all relationships.

Overall summary of progress

Guildford West Public School has continued to be an Early Action for Success (EaFS) school in 2018. We have aimed to improve students' performance in literacy through the Language, Learning and Literacy (L3) program in K–2 and the implementation of Daily 5 in Years 3–6. The Instructional Leaders have led teachers through quality professional learning, focused around modelled, guided and independent teaching practices and collecting and analysing data using the Literacy and Numeracy Learning Progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of programs include differentiation, learning intentions, assessment and future directions.	Professional Learning	<p>Future-focused furniture purchased for all 3–6 classrooms</p> <p>Observations were conducted by school executive around PDP goals, classroom practice, differentiation, learning intentions and assessment. ILs carried out observations of Daily 5 and L3</p> <p>IEPs reflected in teaching and learning programs in response to the needs of individual students</p>
At least 80% of students to achieve expected growth in numeracy and literacy.	Instructional Leader 1.4fte \$60 000 OT & Speech SLSOs	<p>All students K–6 were plotted on the Literacy and Numeracy Continuums in the mandated areas. ILs supported teachers to plot and track students on the continuums and assisted teachers to interpret and use data</p> <p>SLSOs employed across K–6 classes to support literacy and numeracy intervention programs.</p> <p>SLSOs</p> <p>IEPs consistently implemented, reviewed and modified in response to individual student needs in Literacy and Numeracy.</p> <p>Improvement measures</p> <p>79% of Kindergarten students reading level 9 or above</p> <p>89% of Year 1 students reading level 18 and above</p> <p>90% of Year 2 students reading level 22 and above</p>
Increase the percentage of school run professional	\$196 000 PL	Optional professional learning conducted throughout the year in response to survey data and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
development sessions that are differentiated for individual teacher knowledge/experience.		<p>discussions about teacher and whole school needs.</p> <p>Leadership and executive teams have worked with a mentor throughout the year. Leadership groups have continued to develop and implement their skills gained through the Aspiring Leaders Program.</p> <p>Data was collected and provided to staff around areas of expertise and confidence in order to observe one another for professional learning.</p>

Next Steps

- A continued focus on literacy programs within the school– L3, Daily 5
- Introduction of a Daily 3 framework for guiding mathematics sessions
- Professional learning around the learning progressions and on moderating work samples to match progression data
- Literacy & Numeracy Progressions to continue to be implemented across the whole school. All students to be actively tracked on the progressions in the EAFS mandated sub elements
- Refining assessment practices and schedules for each stage
- Differentiated professional learning aligned to PDPs and individual teacher needs.



Strategic Direction 2

Innovation

Purpose

To create a high quality learning environment through the application of 'The 6 Cs' (collaboration, culture, creativity, communication, connectivity, critical thinking).

This is a demonstration of common-sense values, and an appreciation for the beauty and majesty that surrounds us every day. It encourages us to explore how to make use of Earth's resources, and to take responsibility and actions on personal, local, regional, national, and international levels.

Overall summary of progress

In 2018 students in Stage 3 classes participated in The S.E.A.T Project. This program empowers students to make a valuable contribution to their community. Students worked collaboratively to investigate problems facing their society through inquiry-based learning tasks. Students worked in small groups to design, create and sell a seat with the proceeds going to a charity. Students were required to research charities on both a local, national and international scale and put forward reasons why their charity should be supported through the sales of the seats. The S.E.A.T project will be run bi-annually at Guildford West Public School, and during this process Stage 3 staff and students made connections with S.E.A.T project staff to deepen their understanding of this task.

In 2018 a STEM committee was formed, who were responsible for implementing and leading STEM throughout the school. Professional learning was provided to all teachers in this area, to assist in developing their understanding of how to create meaningful, authentic learning experiences for students to develop their skills in inquiry-based learning projects. All classes implemented STEM projects throughout the year with evidence of this in teaching and learning programs. In Term 3, a STEM showcase was held where parents were invited to learn more about STEM and the projects that had been undertaken across the school.

The Global Digital Fluencies Project was implemented across the school in 2018. This framework assists teachers to provide opportunities for students to think critically and creatively and collaborate with others in order to develop real-life problem solving skills through teaching and learning programs. Professional learning was offered to staff in this area, however, after implementing this project for two terms, it was decided to focus on STEM and how we could implement the fluencies already focused on within these inquiry-based learning in order to provide students with deeper learning experiences in these areas.

Progress towards achieving improvement measures

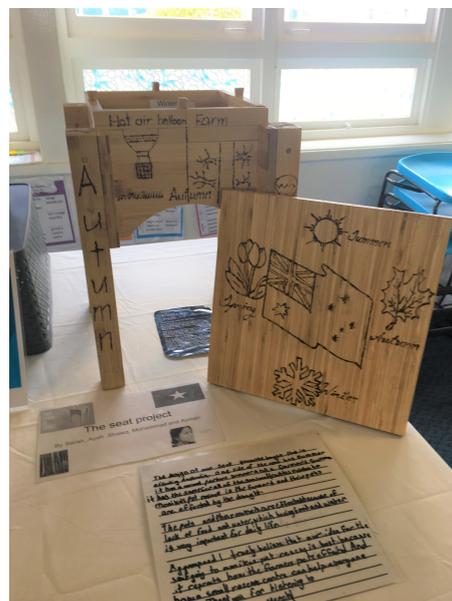
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All teaching and learning programs incorporate essential fluencies	STEM resources \$5000	<ul style="list-style-type: none">All stages have developed teaching and learning experiences for STEM incorporating aspects of essential fluencies including collaboration and information fluencySTEM expo run across the school showcasing student projects from Term 4Parents invited to attend Education Week with the focus being on STEM. Parents participated in hands-on activities with their child to better understand STEM.Change in focus across the school with STEM projects – evaluation of projects at end of year will allow for direction for 2019 to be set.
<ul style="list-style-type: none">All students are able to work within the phases and fluencies to become agents of change.	Professional Learning \$2000	<ul style="list-style-type: none">STEM programs reviewed, with changes made to support level of student understanding. Importance was placed on the fluency students were working on and the skills required for this, rather than the phase in which they were working in.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		<p>– STEM programs reviewed, with changes made to support level of student understanding. Importance was placed on the fluency students were working on and the skills required for this, rather than the phase in which they were working in.</p>
<ul style="list-style-type: none"> • Stage 3 students will express their understanding of global issues facing their generation 	<p>\$2500 SEAT project</p>	<p>– All Stage 3 students participated in S.E.A.T Project and developed their understanding of global issues facing their generation through inquiry-based teaching and learning experiences</p> <p>– All Stage 3 students researched a charity of interest and presented to a larger group why this was an important charity to consider donating the profits of the seats to.</p>

Next Steps

- Staff to receive PL in implementation of the new Science and Technology syllabus
- Continued implementation of STEM projects across the school
- Inquiry-based, integrated units of learning to be created (with staff receiving professional learning in this area) in the area of STEM and Humanities
- STEM Share kits to be booked and utilised to support learning in the area of innovation
- S.E.A.T Project to be refined for 2020 implementation to cover this program of a shorter period of time to ensure maximum engagement with the project



Strategic Direction 3

Engagement

Purpose

To create a stimulating and flourishing school community, supported by a positive collaborative culture.

We are all global citizens today. Global Citizenship involves recognising and respecting how 21st-century technology and digital media have eliminated boundaries between citizens of the world, enabling dialogue, communication, collaboration, and debate across all levels of our society

Overall summary of progress

This year, we have launched a number of online platforms to boost parent and community engagement with the school. Our first platform, Seesaw, was utilised by all classroom teachers to communicate student learning to their parents. Throughout the year, the school executive provided a number of optional professional learning sessions to support staff with posting high quality content. Sentral Parent Portal was rolled out this year to parents and carers to enable them to communicate with the school regarding wellbeing and administrative issues. Parents who signed up to the portal were able to communicate directly with teachers via messaging, track the attendance of their child/ren and receive important information regarding school events. Our online school newsletter was launched this year and at present is accessible via Sentral Parent Portal. In weeks five and ten of each term, staff across all stages communicate student learning and achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of parents/carers have engaged and indicated satisfaction with school-home communication platforms	\$2700 Seesaw cost	GWPS have achieved our goal of engaging 80% of parents through one or more of the school-home communication platforms. During this processes, parents have been provided with regular information about their child's progress throughout the year. Due to technical difficulties in 2018, only 60% of parents were connected to the Parent Portal. In 2019, Sentral Parent Portal will be relaunched to the parent community with sessions provided to assist with connecting and operating the app.
85% of students attending On Track Reward Day and less than 5% of students appearing on suspension register	\$10000	In 2018 a tiered approach to attendance at On Track day was established to ensure all students attended some activities (relevant to the number of On Track points they earned throughout the year) to celebrate positive behaviour.
Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience (SEF v2)	\$12000 Sentral \$10000 PBL On track \$32000 CEO 0.6fte	This year, we have launched a number of online platforms to boost parent and community engagement with the school. Our first platform, Seesaw, was utilised by all classroom teachers to communicate student learning to their parents. Throughout the year, the school executive provided a number of optional professional learning sessions to support staff with posting high quality content. Sentral Parent Portal was rolled out this year to parents and carers to enable them to communicate with the school regarding wellbeing and administrative issues. Parents who signed up to the portal were able to communicate directly with teachers via messaging, track the attendance of their children and receive important information regarding school events. Our online school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience (SEF v2)		newsletter was launched this year and at present is accessible via Sentral Parent Portal.

Next Steps

- Engagement team hope to engage more parents with Sentral Parent Portal and continue to develop staff capacity to regularly post about quality student learning experiences.
- PBL team are looking to ensure procedures and the communication goal continue to be followed. Changes to Sentral need to be made to ensure the continued accurate collection of positive behavioural data



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7164	In 2018, there were 7 students of Aboriginal and Torres Strait Islander background enrolled K–6. Personalised Learning Pathways (PLPs) were developed for these students in consultation with the students and parents or carers where possible. The majority of goals in these PLPs were academic, specifically targeting either aspects of writing or maths or a combination of reading, writing and/or maths. Other goals targeted attitude, motivation and behaviour and one targeted a specific aspect of sport.
English language proficiency	1.4 FTE \$32352 – Flexible funding	Students from non–English speaking backgrounds form 64% of the school population. The English as an Additional Language or Dialect (EAL/D) allocation included 1.4 FTE. Students are supported in the classrooms with additional resources, including SLSOs to enhance their English language acquisition. Update EAL/D phases following assessment and review student progression against Continuums in literacy and numeracy.
Low level adjustment for disability	2.1 FTE \$99136 Flexible funding 0.7 Literacy Numeracy	All students requiring adjustments and learning support including IEPs are catered for within the classroom through differentiated programming and teaching. The school's Learning and Support Teacher (LaST) allocation is 2.1 staff across the school. This is allocated based on student needs across the school with all stages K–6 having access to tiered interventions. As an EAFS school focusing on early tiered intervention an additional Reading Recovery teacher has been employed. This program is strongly supported by the engagement of two full time SLSOs. SLSOs are employed to support students who receive targeted funding and students identified as having low level adjustment disability needs.
Quality Teaching, Successful Students (QTSS)	0.806 QTSS	QTSS funding was used to provide additional release time for Assistant Principals to have time to support their stage teams and work alongside them in the classroom to improve teaching and learning.
Socio–economic background	\$350386 Occupational Therapy and Speech Therapy	Funding was used in this equity area to support students through employment of SLSOs as Early Intervention in accessing areas of the curriculum. Additional support through targeted intervention accessing Occupational Therapy and Speech Therapy. Funds were used to increase student engagement and participation through the provision of necessary classroom resources, quality future focused learning environments and ICT with a focus of working towards 1:2 device ratio.
Support for beginning teachers	\$73094 beginning teacher	In 2018, Beginning Teacher funding support

<p>Support for beginning teachers</p>	<p>funding</p>	<p>was used to release teachers & Executive to conduct observations, write programs, mentor and reduce face to face teaching for Beginning Teachers.</p> <p>Guildford West Public School supported six beginning teachers through Great Teaching, Inspired Learners (GTIL) funding. Beginning teacher and beginning teacher Mentor Time was scheduled into release timetables to facilitate successful orientation and individualised and targeted professional learning. This professional learning included L3, planning for differentiation, classroom management, collaborative planning time with other staff members and assistance in writing IEPs and student reports.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>SLSOs</p>	<p>Students are supported in class with SLSOs to assist new arrival and refugees. The SLSOs also support families and the communities to access support and also provide English classes at school.</p>
<p>Early Action for Success</p>	<p>1.4 FTE Instructional Leaders</p>	<p>At Guilford West Public School we have aimed to improve students' performance in literacy through the implementation of a K–2 Literacy program Language, Learning and Literacy (L3).</p> <p>This was extended across the school as part of our transition strategy with Daily 5 Yr 3–6</p> <p>The Instructional Leaders have led teachers through quality professional learning focused around differentiated teaching practices, collection and analysis of data and targeted interventions. This has included support in the classrooms and in professional learning sessions.</p> <p>Professional Learning through Early Action for Success strategy, access to L3 trainers K–2. The years 3–6 teachers have accessed Professional learning through a Daily 5 professional learning website and in school professional learning and mentoring.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	249	241	226	213
Girls	206	195	189	189

Our student enrolment fluctuates as we do have a number of families moving in and out of our area.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.6	94.9	93.1	93.5
1	94.8	92.2	93.3	93.8
2	94.2	92.3	90.7	92.3
3	93.7	92.4	90.6	92
4	94.8	92.1	90	91
5	94.2	93.9	90.6	92.3
6	94	92.9	93.4	92.3
All Years	94.2	92.9	91.6	92.5
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

All students are encouraged to attend school daily. In 2018, students who achieved 100% attendance were presented with an award at the Presentation Day Assembly.

Student attendance at Guildford West Public school was 92.5% in 2019. Rolls are marked electronically and attendance is monitored by teachers on a daily basis.

Information was provided to families regularly in the school newsletter outlining the importance of regular

attendance. When a student's attendance was of a concerning nature their parents were notified through a letter. Staff would make a telephone call to ensure that appropriate support was provided so that students were attending regularly. Notes for non-attendance are provided by parents and caregivers and followed up by staff where necessary. The Home School Liaison Officer was also available to offer support where necessary.

The inclusion of 85% attendance was added to the school's Positive Behaviour for Learning "On Track" procedures for 2018.

Class sizes

Class	Total
K COOK	18
K SMITH	18
K LOCK	17
S1 FRANKLIN	22
S1 BANKS	23
S1 WILLS	23
S1 MARTIN	23
S1 HARPER	21
S2 CAMPBELL	21
S2 BURKE	21
S2 WATSON	21
S2 TASMAN	22
S2 LAWSON	21
S3 BLAXLAND	22
S3 WENTWORTH	22
S3 WALTON	21
S3 KENNARD	22
S3 FLANNERY	20

Structure of classes

Classes in years 1–6 are stage based classes. Classes are formed based on social, emotional and academic needs across the stage.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.51
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	2.1
Teacher Librarian	0.8
Teacher ESL	1.4
School Administration and Support Staff	7.32

*Full Time Equivalent

There are no teachers from Aboriginal or Torres Strait Islander backgrounds currently employed at Guildford West Public School.

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	50

Professional learning and teacher accreditation

Professional Learning is a high priority at Guildford West Public School.

In 2018 we had a number of teachers who were new scheme teachers maintaining accreditation at proficient and 3 teachers who obtained their proficient accreditation.

Individualised professional learning was engaged in by all teaching staff through the implementation of Professional Development Plans. Teachers identified professional learning goals that were aligned with the Australian Teaching Standards. Throughout 2018, teachers sought professional learning opportunities to develop their knowledge and skills in identified areas. These goals were considered during the mid-year and annual reviews. All non-teaching staff, including SLSOs and administrative staff undertook the PDP process for the first time in 2018. Professional learning opportunities were made available to these staff members in relation to their goals, and the PDP cycle was carried out with their supervisors.

As an EAFS school, K–2 teachers continued to implement the L3 Early Literacy program with 8 teachers participating in the training. In 2018 the Daily 5 program was implemented in 3–6 classes. Staff received additional in-school and online professional learning to support their understanding of implementing this program.

Whole school professional learning in 2018 included:

- Maintenance of compliance training such as Anaphylaxis and Asthma training, CPR, e-Emergency Care courses and Child Protection training
- Courses targeting Quality Teaching, syllabus implementation, literacy and numeracy
- Student Engagement
- Positive Behaviour for Learning (PBL)
- STEM
- Behaviour management
- Differentiation
- Individual Education Plans

In 2018, optional professional learning was offered each week for staff. This professional learning was targeted based on PDP goals of staff, whole-school system priorities and areas of needed identified by executive staff.

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	479,329
Revenue	5,319,695
Appropriation	5,120,164
Sale of Goods and Services	1,220
Grants and Contributions	194,195
Gain and Loss	0
Other Revenue	0
Investment Income	4,116
Expenses	-5,124,496
Recurrent Expenses	-5,124,496
Employee Related	-4,485,873
Operating Expenses	-638,623
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	195,199
Balance Carried Forward	674,528

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. This summary details funds for operating costs and does not involve expenditure in areas such as permanent salaries, major building and/or major maintenance of the school's physical environment. A full copy of the school's 2018 financial statement is tabled at the Annual General Meeting of the parent/carer groups.

2018 had substantial leave due to illness resulting additional costs in overspending.

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	2,717,016
Base Per Capita	84,905
Base Location	0
Other Base	2,632,111
Equity Total	853,434
Equity Aboriginal	7,164
Equity Socio economic	350,386
Equity Language	178,110
Equity Disability	317,773
Targeted Total	779,507
Other Total	386,425
Grand Total	4,736,382

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

Improvement measures in Reading levels

79% for Kindergarten level 9 or above

89% Year 1 Level 18 and above

90% Year 2 Level 22 and above

NAPLAN

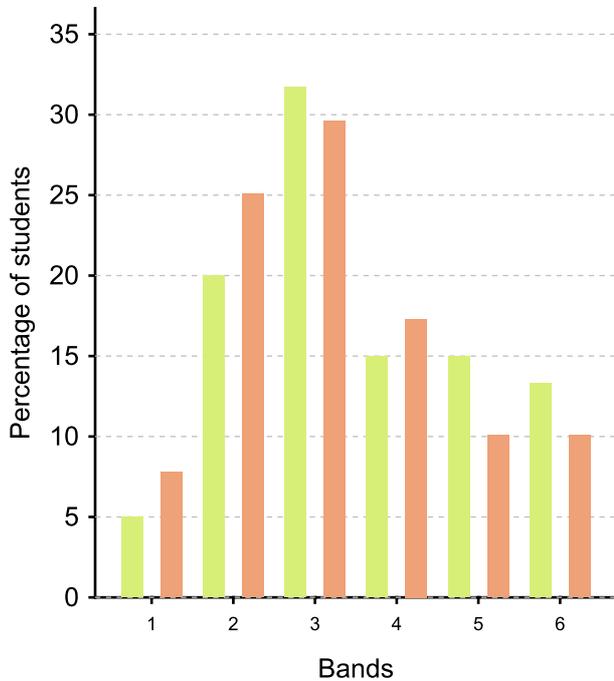
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

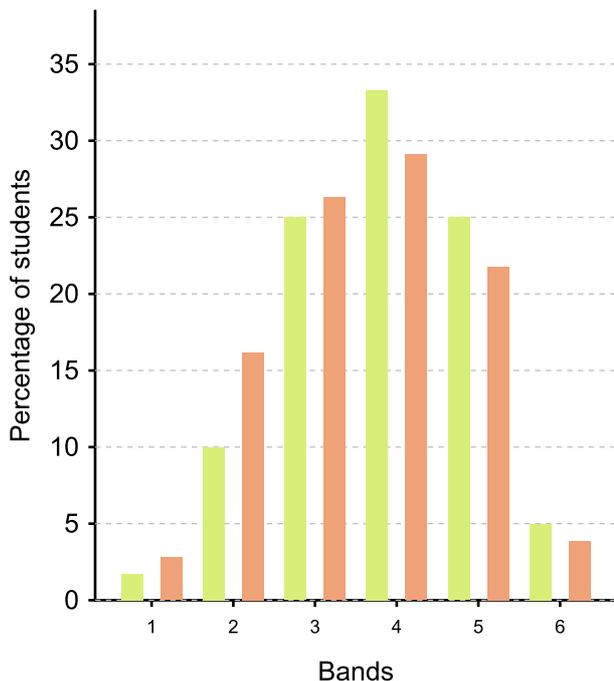
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

In 2018 NAPLAN over 28% of students in Year 3 Reading were in the top two bands (Proficiency). In Year 5 over 50% students have shown at or above growth in writing. This indicates our focus on explicit literacy instruction has had an impact. The value added from Kindergarten to Year 3 is Sustaining and Growing which provides more evidence the L3 pedagogy across K-2 has had an impact on the students learning.

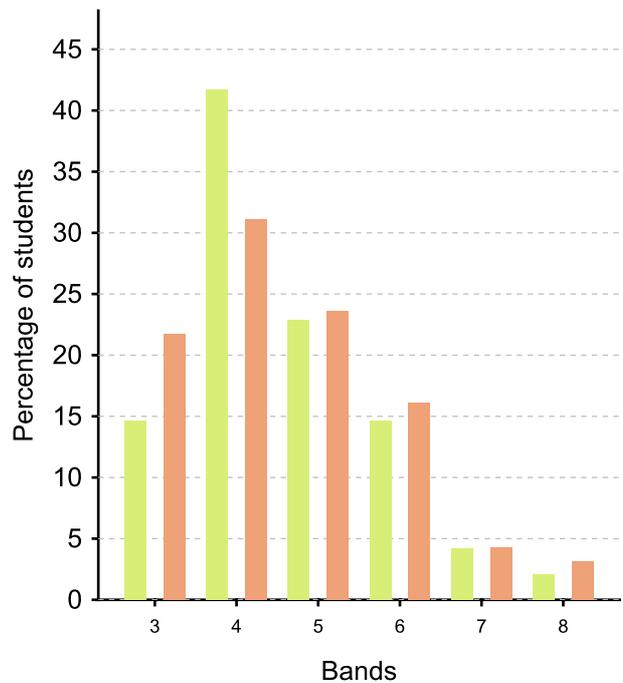
Percentage in bands:
Year 3 Reading



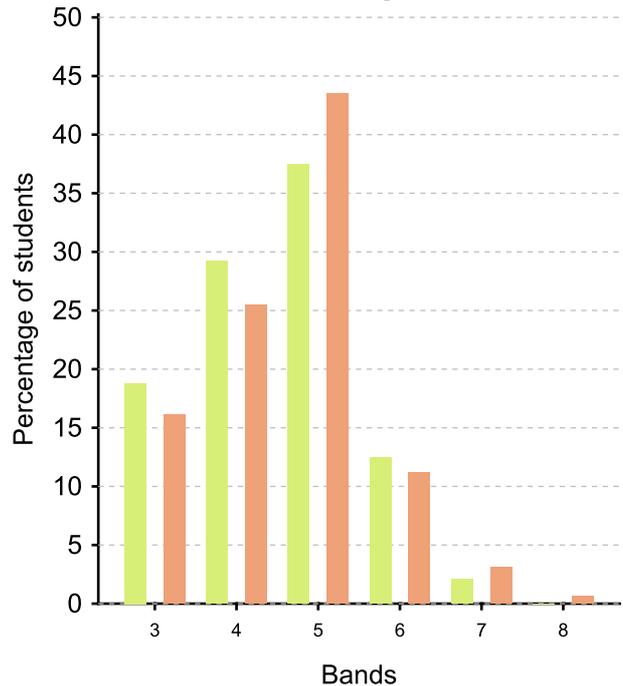
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Numeracy is an area of concern both Year 3 and 5, with nearly 10% of year 3 students proficient in numeracy.

Parent/caregiver, student, teacher satisfaction

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

Their responses are below:

Students Students from Years 4, 5 and 6 completed the online 'Tell Them From Me' survey in Term 2. Key findings from the survey include:

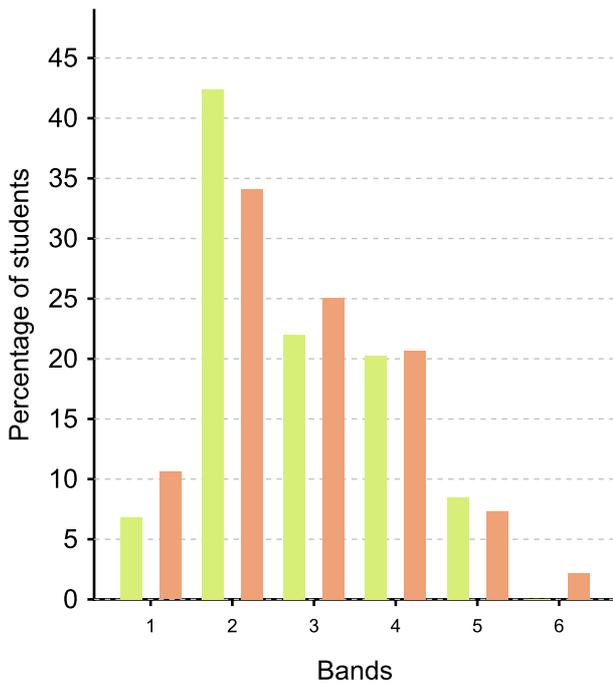
- * 81% of students have a positive sense of belonging
- * 97% of students value schooling outcomes
- * 74% of Students are interested and motivated in their learning.

Parents and Teachers Parents and Teachers were also surveyed about their perceptions. Parents agreed strongly that Classroom Teachers expected children to pay attention in class, and that students were clear about the rules for school behaviour. Parents also agreed that Guildford West expect children to work hard and encourage children to do their best.

Teacher results Teachers were surveyed on eight drivers of student learning; leadership, collaboration, learning culture, data practice, teaching strategies, technology, inclusive school, parent involvement. 8.8 said that they set high expectations for their students learning and 8.4 I monitor the progress of individual students. 8.9 said they establish clear expectations for classroom behaviour and 8.1 work with school leaders to create a safe and orderly school environment. 8.4 strive to understand the learning needs of students with special learning needs.

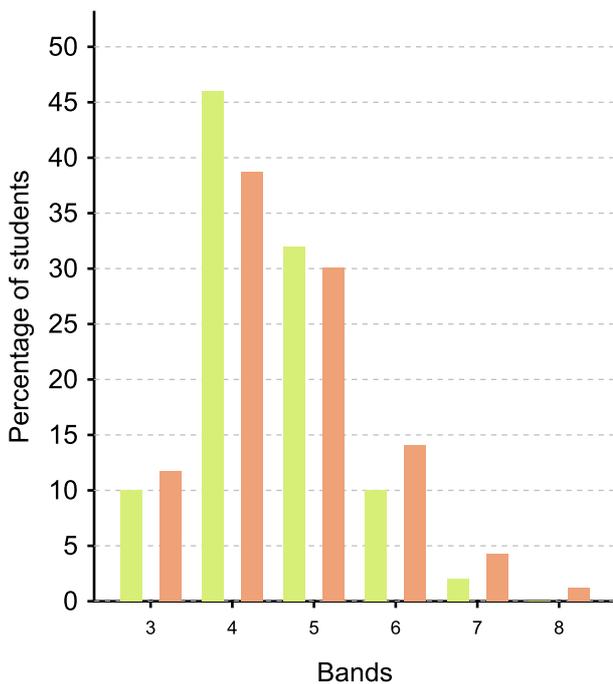
Parents results 7.6 believe that teachers expect their child to pay attention in class and 8.2 believe that their child is clear about rules for school. 7.7 of parents believe that written information from the school is in clear, plain language while 7.9 report that they can easily speak with their child's teacher. 72% agree that Guildford West supports positive behaviour while 6.3 students have someone in their family that support learning at home. Parents also reported that the most useful forms of communication were 68% Newsletters, 73% Social Media and 66% emails.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.



Policy requirements

Aboriginal education

In 2018, there were 7 Aboriginal and Torres Strait Islander background enrolled K–6. Personalised Learning Pathways (PLPs) were developed for these students in consultation with the students and parents or carers where possible. The majority of goals in these PLPs were academic, specifically targeting either aspects of writing or maths or a combination of reading, writing and/or maths. Other goals targeted attitude, motivation and behaviour and one targeted a specific aspect of sport.

In order to promote cultural pride and raise awareness of Aboriginal and Torres Strait Islander culture, we were able to roll out the Deadly Arts Program (The Song Room) for 9 weeks, Term 4 including 25 children. The Program introduced students to Aboriginal symbols with a focus on Australian animals / local totems, music and Aboriginal Art work.



English. The EAL/D teachers use the EAL/D Learning Progressions to identify EAL/D students needing support. A number of students newly arrived in Australia were given intensive support in our New Arrivals Program (NAP). Targeted EAL/D students were supported in-class to extend their language learning across all Key Learning Areas.

Our Anti-Racism Contact Officer, a trained member of staff, has been available to provide mediation for students when necessary. The school is committed to the elimination of racism and discrimination through the school's curriculum, policies, including the NSW DoE Wellbeing Policy and by promoting and maintaining an inclusive, culturally tolerant working environment. Acknowledgement and celebration of our school's cultural diversity is manifested in our observance of Harmony Day.

Multicultural and anti-racism education

Guildford West Public School is a culturally diverse community. Over 70% of our students are from language backgrounds other than English. Through our history, geography and literacy lessons students explore many different cultures and religions to develop an understanding of and respect for Australia's Indigenous people as well as our culturally diverse communities. This is reinforced by the notion that we 'accept and embrace diversity', as stated in our school wide 'On Track' matrix.

Our English as an Additional Language (EAL/D) teachers continue to support the learning needs of students from language backgrounds other than English. Students new to English are supported within classroom programs. Teachers recognise and respond to the cultural needs of the school community and the Learning and Support Team, in cooperation with the EAL/D staff and class teachers to personalise the learning for all students whose first language is not