

Thornleigh West Public School

Annual Report



2018



4276

Introduction

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

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

Chantal Mamo

Principal

BTeach BEd MA Creative Arts

School contact details

Thornleigh West Public School

Giblett Ave

Thornleigh, 2120

www.thornleigw-p.schools.nsw.edu.au

thornleigw-p.school@det.nsw.edu.au

9484 4242

School background

School vision statement

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

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

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

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

School context

Thornleigh West Public School is located in Sydney's Northern suburbs. Our school is fortunate enough to have a wonderful community of students, with 32% of our students coming from Language Backgrounds Other than English. In 2018 a Multi-Categorical support unit was established. This comprises of three support classes.

Thornleigh West Public School has a strong sense of community which is actively promoted and valued. Our school encourages students, staff and the wider community to work together as a team to enhance the learning experiences of all students. We do this through quality teaching and learning, a positive environment and community participation. Developing resilience, building relationships and a love of learning are the cornerstones upon which everything we do is built. TWPS nurtures student curiosity and has built a culture of thinking. The students at TWPS are well rounded and enjoy creative arts, academics and music.

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.

At Thornleigh West Public School we are Sustaining and Growing on the majority of elements – with particular strengths in Learning Culture, Teacher Development and Educational Leadership. 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.

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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

Culture of Thinking

Purpose

To create a learning environment where thinking is highly valued and learners are challenged to question, problem solve, create and connect in and beyond the classroom

Overall summary of progress

This year, there has been an emphasis on creating a culture of thinking within classrooms across the school based on Harvard University's Project Zero, lead by Ron Ritchhart. Heavy emphasis has been placed on professional development around 'what is a culture of thinking?', the 8 cultural forces and the thinking routines that facilitate deep and connected thinking for our students.

9 staff members participated in personal action research projects which involved designing a problem of practice for their own classroom and trialling ways in which we can give opportunities and time for our students to question, problem solve, create and connect. The action research team attended multiple professional learning sessions with project mentor Simon Brooks, in conjunction with our partner school, and 4 participants were further trained as project facilitators to support the ongoing professional learning of both the action research team and the staff as a whole. Throughout the action research project, Simon Brooks met one on one with participants

Professional learning pods with all staff focused on the principles of cultures of thinking, with action research participants putting forward their personal research questions for consultancy protocols, sharing successes and challenges from the classroom and supporting other colleagues in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students actively engaged in inquiry and problem based learning	NA	Stage 3 trialed inquiry based projects for student homework., including the creation of a Hall of Prime Ministers which included artworks, written pieces and Scratch animations to present student learning.
Evidence of quality questioning, teacher to student and student to student, in all classrooms	Teacher Release \$5,000 Instructional Rounds \$5,000	Instructional rounds data indicated many teachers observed were using constructive, generative and facilitative questions. 14 out of 16 classes observed provided opportunities for all students to participate in classroom talk.
Thinking is visible in all classrooms, through the use of thinking routines and other strategies	Paraprofessional – Simon Brooks \$10,000	Thinking routines are being used across the school for a range of purposes. Teaching and learning programs show evidence of embedded thinking strategies. Learning PODS based around Cultures of Thinking introduced all staff to thinking routines.
100% of teaching programs have Digital Technologies embedded	NA	IT interest groups introduced, with up to 20 teachers attending sessions around Padlet, SeeSaw and Google Classroom.
Range of data sources indicate positive value – added growth for all students.	NA	Focus group data indicates better understanding by students about what thinking is and why it is important.

Next Steps

- Continue to have learning PODS focused on creating a culture of thinking
- Expand the Action Research team to include new and continuing participants and train new facilitators to continue to embed the cultures of thinking ideas across all stages
- Explore options for more effective study group format with Action Research team to ensure all staff feel supported and continue to develop their understanding of cultures of thinking
- Extend the focus of professional learning from a "thinking routines" focus to a wider study of the cultural forces that help build a culture of thinking.
- Introduce an Instructional Leader to coach and mentor beginning teachers.
- Executive team canvass strategic directions to work on bringing all staff learning on formative assessment, culture of thinking and curiosity to move towards teaching the "big ideas"

Strategic Direction 2

Effective Communication of Learning

Purpose

To develop and maintain a shared language about learning among all members of our school community.

Overall summary of progress

All new staff attended a Formative Assessment (FA) network induction day with the community of schools. Principals from all schools presented along with other executive staff. The leadership team is knowledgeable and promote formative assessment has ensure a united front to make the vision reality. All new staff have been provided with relevant Formative Assessment resource books to ensure they understand and know the research behind why formative assessment is vital at TWPS. Formative Assessment is shared weekly at a communication meeting. This has ensured sustained implementation. Team leaders continued accountability of FA within team meetings. All staff were involved in a formative assessment professional learning session that reminded them of best practice. Teams use formative assessment data to inform teaching regularly and change teaching to ensure student learning moved forward.

SeeSaw is being used as a medium to share students learning on a daily and weekly basis. Students are using SeeSaw for peer and self assessment. Sharing the learning regularly is vital and supports moving learning forward. An expert SeeSaw ambassador on staff held regular workshops to support teachers in using this platform. In class support was provided. An increase of teachers are now using this tool and are more confident in using it to share learning. Parent feedback is positive. They have a better understand of student learning and can have learning conversations with their child/ren.

Introduced new staff the process of "Learning Sprints". Learning Sprints provides a simple, effective and field-tested approach to support your teachers in continually enhancing their practice.

Engagement in Learning Sprints supported the adoption of evidence-informed practices and enabled teachers to collectively plan, act and evaluate their impact. The approach is aligned with the existing research evidence into the features of effective teacher professional learning and the science of behaviour change. As a result student data reflected an improvement in learning outcomes and the craft of teaching was enhanced.

Instructional Rounds (IR) has been sustained in 2018. The problem of practice focused on communicating learning and data use for future planning. IR team attended four sessions this year focused on FA, creative and critical thinking and creating a culture of thinking. Data from rounds informs best practise. Recommendations helped to form strategic directions and school focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student focus groups will demonstrate a language of learning and reflect deep learning is occurring daily.	\$1000 teacher release to interview students and collate data.	First focus groups held with a focus on a culture of thinking. This data was shared with staff and an action plan to improve teaching and learning was developed. These focus groups will occur in 6 months to measure the growth.
Formative assessment drives teaching and learning decision in Literacy and Numeracy.	\$10,000 teacher release to implement learning sprints. \$2,000 course fees for FA. \$1000 resources to support FA.	IR data reflected that FA is a natural flow in all the classrooms at TWPS. Many strategies have been put in place to maintain momentum and sustain the change in pedagogy. All teachers are sharing what works for them in regular team meetings. FA data is used to inform programming for future learning.
Students share their learning progression via technology and	\$50,000 laptops and interactive TVs.	SeeSaw workshops are well attended by new and experienced staff. These were held once a term. As

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>three way interviews. 100% of technology supports learning, is available and integrated into day lessons.</p> <p>25% increase of teachers using SeeSaw to share learning with parents on a daily basis.</p>		<p>a result more teachers are using this tool to share learning. Parents are more connected to learning and understand FA and a Culture of Thinking. A group of staff initiated a technology group who share best practice and use technology to complement teaching and learning.</p>
<p>Sharing learning with parents reflects formative assessment.</p>	<p>Professional reading.</p> <p>SeeSaw is used to share learning. 65% of the staff are using this platform.</p>	<p>Staff are working on designing a new report to ensure FA is present.</p> <p>Staff visited other schools who implement learning conversations with students and parents. They are currently collecting data to make informed decision for TWPS.</p>
<p>Instructional rounds problem of practice will focus on communicating learning and data use for future planning.</p> <p>TWPS will build leadership capacity.</p>	<p>Critical Friend \$1500</p> <p>Teacher release \$12,000.</p> <p>Aspiring leaders coached by executive.</p>	<p>New staff trained in IR.</p> <p>IR data is shared and used to create strategic plans for the future.</p> <p>Student outcomes have improved due to the leadership of the IR team.</p> <p>IR principals presented network success at the State Principals Conference.</p> <p>15% of the staff are attending the aspiring leaders on a regular basis.</p>

Next Steps

- Whole staff professional development on sustaining Formative Assessment run by the Instructional Rounds team.
- Teachers involved in 3 way interviews. Students trained in how to conduct learning conversations. A team of teachers visit other schools who implement learning conversations.
- Concept/project based planning – focusing on big ideas and concepts.
- Continued professional development on Seesaw. Track the percentage of teachers who use this tool. Connect with Google Classroom experts to strengthen sharing learning.
- Coach students how to use the learning progressions to know where they are in their learning and where to next, to be able to share with their parents.
- Introduce an Instructional Leader who will mentor beginning teachers and coach aspiring leaders.
- Conduct Mini Rounds to walk through classrooms and collect data with a focus on Formative Assessment and a Culture of Thinking.
- Focus on developing rich quality tasks. The aim to move towards teaching focusing on the "Big Ideas."
- Executive team coached to ensure that TWPS vision is becoming reality.
- Student focus groups based on a Culture of Thinking.

Strategic Direction 3

Quality teaching and learning

Purpose

To ensure teaching and learning is based upon ongoing data collection and analysis of student progress. Teaching and learning is differentiated to support student need and visibly moves learning forward.

Overall summary of progress

Quality teaching and learning through ongoing data collection goes hand in hand with the school's focus of formative assessment. Teachers are constantly collecting data through formative assessment strategies. They seek to find what their students know, where they are going and plan for students to be successful in reaching their goals. This year, the progress towards ensuring collection of data was consistent throughout the school's timeline was delayed with the anticipation of the National Literacy and Numeracy Progressions and the implementation of Plan 2.

The team working on the strategic direction have worked towards brainstorming the consistent external assessments that are used from K–6. They have evaluated the previous tracking sheets, decided on effective measures of data for teachers, designed a survey tool for teachers to evaluate current data methods, modified tracking sheets for current use and have begun using the tracking sheets a tool for handover in 2019.

Members of staff attended training on the new Best Start Assessment as well as the use of the Plan 2 tool's checklists for data collection. The National Literacy and Numeracy Progressions align with the NSW syllabus, provide teachers with a 'where to next' and a way to record observations which can be passed onto the next teachers. These documents will assist our teachers to differentiate or the needs of all students in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School based assessment expectations established.		
External assessments used to compliment school based data.		
Increase the % of students with growth in literacy and numeracy.		
Teacher programs include differentiation and adjustments to learning .		
Teachers use learning progressions in literacy and numeracy to track and monitor progress and to report to parents.		
Leadership capacity is built in beginning teachers and aspiring leaders. 25% of staff will lead whole school teaching and learning programs.		

Next Steps

- Whole staff professional development on the use of Plan 2
- Survey on differentiation within the classroom.
- Whole staff focus on one sub–strand in the progressions to develop teacher's familiarity with the progressions and Plan 2.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$661 Teacher professional learning and resources.	Implementation of Personalised Learning Plans supported and monitored home-school progress.
English language proficiency	0.6 staffing \$43,632 Flexible funding	Increased employment of EAL/D staff meant that every classroom received support for students with additional language needs. Strengthened Specialist Team enabled high quality advice and support to ensure students were successfully targeted, taught and monitored.
Low level adjustment for disability	0.5 staffing. School tops up 0.1 \$37,363 Flexible funding	Employment of Student Learning Support Officers results in increased Individual Learning Plans for target students and increased targeted practice of skills for students. Every classroom received additional support for Guided Reading Groups, enabling every student to have instruction tailored to their development.
Quality Teaching, Successful Students (QTSS)	Staffing allocation 1.0. Five casuals employed one day a week.	Stage teams were release for half a day five weeks per semester. They used the learning sprints process to build teacher capacity and improve student outcomes.
Socio-economic background	\$7,135 Flexible funding	Support students from low SES backgrounds access resources at school. Literacy and numeracy support.
Support for beginning teachers	0.3 staffing allocation was used to release teachers off class per week to focus on improving their pedagogy.	In 2018 there were ten teachers in their first three years of teaching. Two induction days were held. Executive staff support their staff in gaining accreditation. Demonstration lessons were provided. Professional learning on behaviour management.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	265	273	293	311
Girls	287	285	295	282

In 2018 an addition Multi-categorical class was added to the support unit. As a result an Assistant Principal has been appointed. More students have been enrolled. This diversity is celebrated at TWPS.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.5	96.9	96.7	95.8
1	96.1	97.3	96.9	95.6
2	96.4	97.6	96.3	95.2
3	96.5	97	96.8	94.8
4	95.5	96.4	95.4	95.4
5	97.2	96.6	96.5	94.5
6	95.2	96	95.8	94.8
All Years	96.2	96.8	96.4	95.1
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

TWPS monitors student attendance closely. All teachers ensure quality teaching and learning which results in improved love of learning. The importance of attendance at school is regularly communicated to our student and parent community. Procedures in accordance with the Attendance Policy are followed diligently to address non attendance. Some strategies to ensure student attendance:

- Executive are provided with attendance data weekly to monitor. Teachers and the executive will proactively follow up student of concern.
- Positive relationship between home and school are developed. This has support improved attendance.
- All staff know their students and how they learn has resulted in improved student attendance.
- Attendance plans have been developed to support non attendance.
- Utilized the the Home School Liaison Officers expertise to support the school executive.
- Teacher induction day attendance is on the agenda to ensure all new staff know the process and procedures to support student high attendance at school.
- Regular newsletter articles are shared to inform parents of the attendance policy.
- Kindergarten transition – attendance is a session to ensure new parents are well informed of the expectations.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.22
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	6.06

*Full Time Equivalent

TWPS staff has changed significantly over the last year. An increase of experienced staff are retiring. Staff are returning from maternity leave and requiring part-time work which has resulted in some job share teaching positions. In addition close to 40% of the staff are in their first three years of teaching. There are four new executive on the team building leadership capacity. Over the last year

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	35

Professional learning and teacher accreditation

All staff participated in regular, planned and focused professional learning activities. Staff have been involved in team-based learning and whole staff learning.

Staff are released in teams for a whole day of job-embedded professional learning. They bring student data to the table and work with expert help to plan the next steps of learning for students. A significant use of funds were used to release staff for professional learning – from Global Funding and Professional Learning funds.

Professional Learning is a significant strategy to achieving our school vision and student results. Every staff member is provided professional learning as individuals, as teams, as committees and as a whole staff. Professional Learning is ongoing and teachers are released from class to engage in deep learning in the area of a culture of thinking and formative assessment.

Number of teachers who gained their accreditation in 2018: 4

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	402,315
Revenue	5,659,856
Appropriation	5,049,051
Sale of Goods and Services	18,564
Grants and Contributions	580,196
Gain and Loss	0
Other Revenue	5,071
Investment Income	6,973
Expenses	-5,536,370
Recurrent Expenses	-5,536,370
Employee Related	-4,682,590
Operating Expenses	-853,780
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	123,486
Balance Carried Forward	525,801

Thornleigh West Public School budget committee meets once a month. The Business Manager provides regular reports and regularly communicates budget tracking. The principal identifies where finances will be targeted according to the school plan. The principal communicates budget expenditure at the P and C meeting. Areas we are saving for are shared and agreed on. All decisions ensure that student outcomes are improved and staff have opportunity to build their capacity.

In 2018 many staff unfortunately were sick with serious illnesses. Over the last few years there was savings to improve the school grounds. Large projects were finalized: playground equipment, building improvements and technology purchased.

Funds that are available we attend to spend on replacing the Interactive whiteboards which are close to 15 years old and eight classrooms have need to have their pin-boards replaced. There are many trips and hazards that need to be rectified outside the library.

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	3,955,354
Base Per Capita	113,701
Base Location	0
Other Base	3,841,653
Equity Total	163,765
Equity Aboriginal	0
Equity Socio economic	5,390
Equity Language	73,446
Equity Disability	84,929
Targeted Total	418,669
Other Total	253,229
Grand Total	4,791,018

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.

NAPLAN measures only a subset of the expected outcomes from primary schooling. The tests are designed to measure growth rates.

- In all areas measured by the tests, the percentage of students in Year 3 and Year 5 in the highest two achievement bands is above or significantly above state levels.
- In the measure of value adding, a measure that displays information about the learning growth of students, Thornleigh West is Sustaining and Growing or Delivering from Kindergarten to Year 3 and from Year 3 to Year 5 across a number of years.
- In Year 5, school growth rates in Grammar and Punctuation are above those of both the like schools group and the state with 66% of students at or above expected growth.

Ongoing formative assessment, teacher observation and school-based summative assessments will be used in conjunction with this data to make informed, contextual decisions about future school directions.

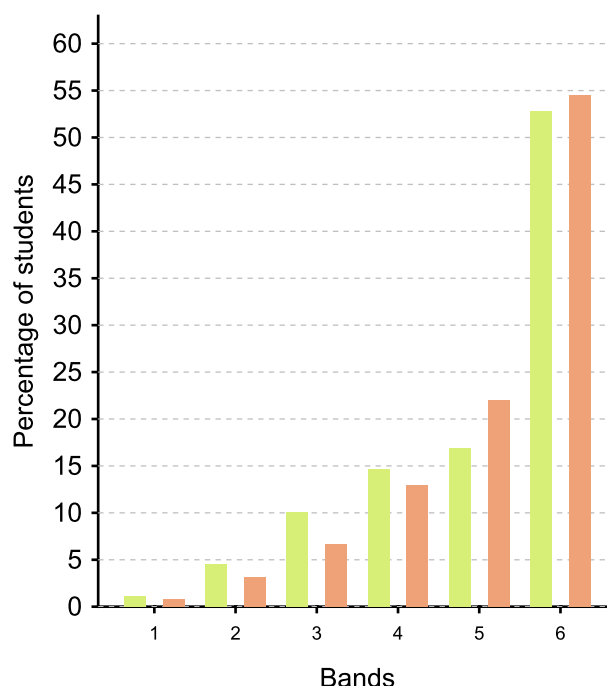
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

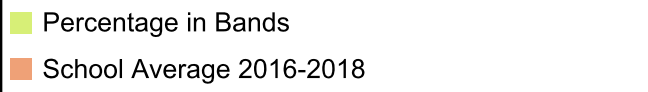
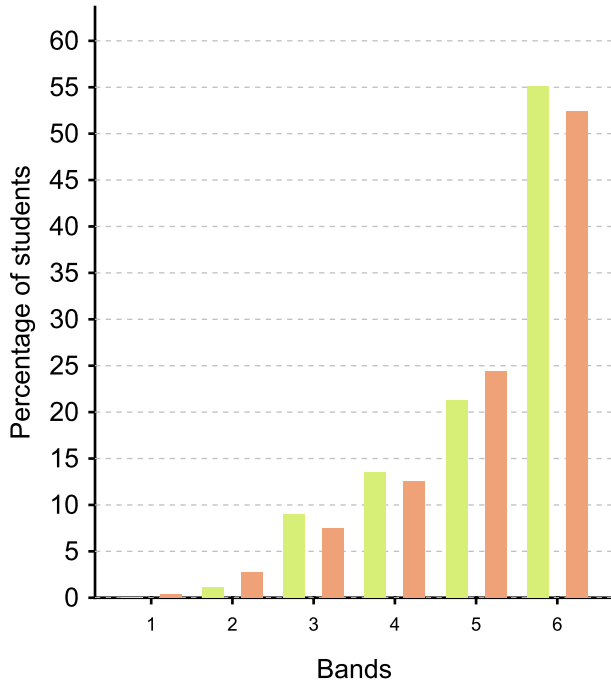
In Literacy, including Reading, Writing, Grammar, Punctuation and Spelling:

- In reading, 74% of Year 5 students were at or above expected growth levels, with 67% of students in the top 2 bands.
- In Year 3 reading, 76.5% of students achieved in the top 2 bands, a result that is above both the state average and the like school group.
- In Grammar and punctuation, 70% of Year 3 students achieved results in the top 2 bands.
- There has been a consistent increase in the number of Year 5 students achieving Band 8 in reading over the last 4 years.

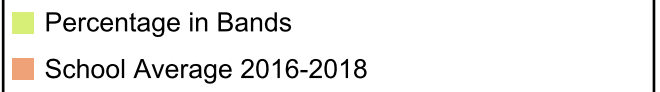
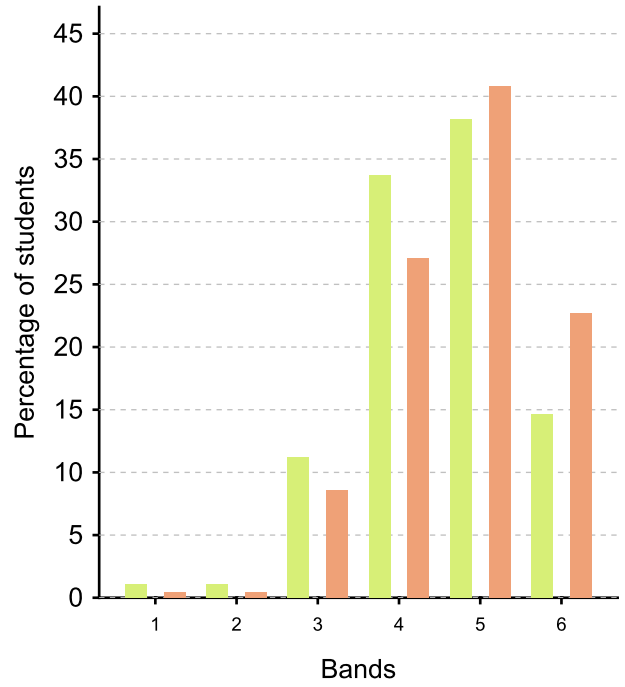
Percentage in bands:
Year 3 Grammar & Punctuation



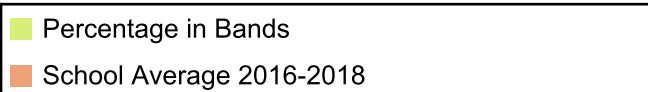
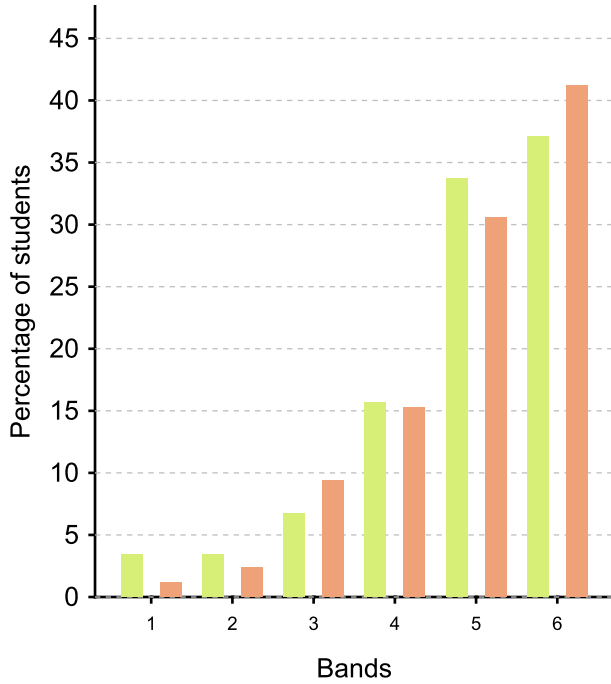
Percentage in bands:
Year 3 Reading



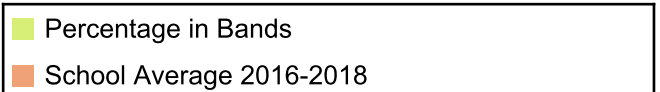
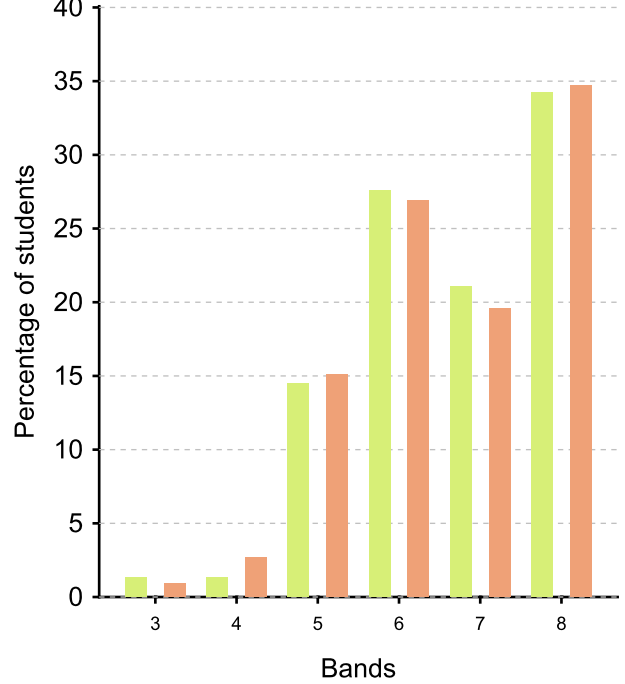
Percentage in bands:
Year 3 Writing



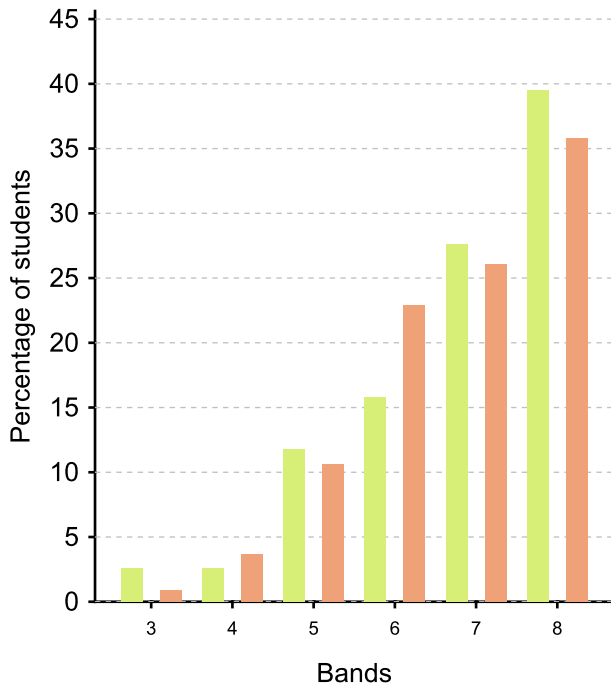
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

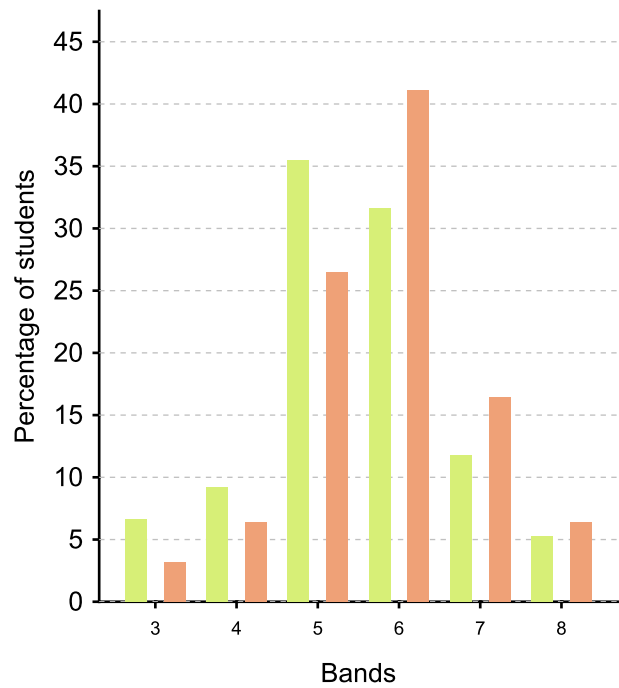


Percentage in bands:
Year 5 Reading



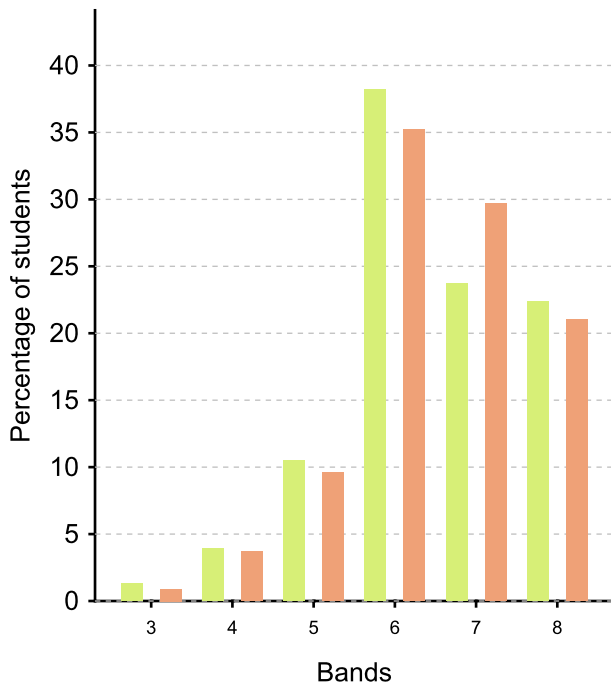
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling

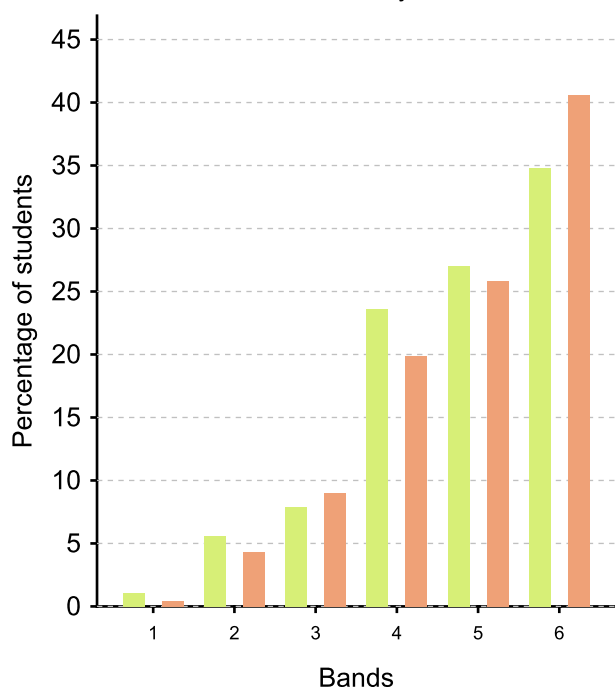


Percentage in Bands
School Average 2016-2018

In Numeracy:

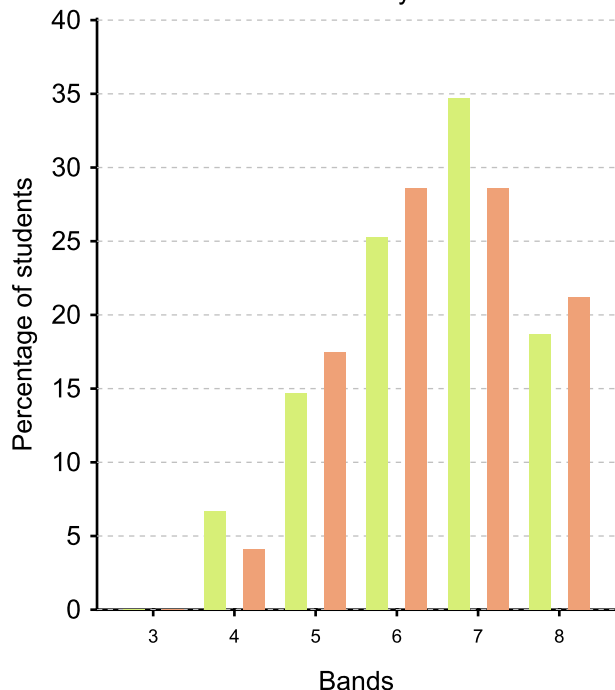
- There has been a consistent increase in the number of Year 5 students performing in the top 2 bands in Numeracy over the last 3 years.
- The number of students performing in the top 2 bands in Numeracy was significantly above the state average in both Year 3 and Year 5.
- 65% of female Year 5 students achieved at or above expected growth in Numeracy.

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

Creating high expectations for schools and students is important to ensure that all students achieve their potential. NAPLAN top two bands are consistent in reading and numeracy.

Year 3 Reading = 77% top two bands

Year 3 Numeracy = 67% top two bands

Year 5 Reading = 62% in the top two bands

Year 5 Numeracy = 67% in the top two bands

A focus on the top two NAPLAN bands in reading and numeracy is an indicator that schools are successfully helping more students to reach their potential.

Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below:

168 students completed the TTFM survey, which included nine measures of student engagement alongside the five drivers of student outcomes. The survey indicated positive results in students engagement where we performed higher than the NSW Govt Norm in multiple areas. The most significant being Student Participation in school sports and clubs, positive relationships, positive behaviour, effort and quality instruction.

Students responses indicated at significantly higher than stage average (14% higher) in Extracurricular activities. Another notable increase was in Students Positive behaviour at school, with 93% of TWPS students indicating positive behaviour at school; 10% above stage average. Students demonstrated higher order thinking skills which is closely related to quality instruction where 96% of students indicated that they believe the interaction between a teacher's approach to instruction has an effect on their engagement.

Teachers acknowledge the dedication and professionalism of their colleague within the school and the high level of support and encouragement they receive. Teachers at TWPS are collaborative and supportive of one another as they plan, set goals and challenge each other to be the best teachers they can be. The teachers put home and school communication and the fore front and see the benefits of having open communication through using online platforms and informal meetings. Teachers agree and understand the importance of creating success for all students and this is reflective in each classroom.

Parents of the school demonstrated their high numbers in volunteering and attending meetings at school which reflects the culture of the school of support and care. Parents indicated their ability to speak with and approach teachers within the school to discuss their child's development. Parents appreciate their voice and input in school planning, it is important and valued by parents as they are asked for their involvement at school, their opinion in school planning and continued quality communication between home and school. Parents indicated their support of the school newsletter and how they value this form of communication from the school.

Policy requirements

Aboriginal education

Aboriginal perspectives were taught in all Key Learning Areas at TWPS, ensuring students learnt about Aboriginal history, culture and contemporary issues within a meaningful context. Teachers also engaged in professional learning related to outdoor learning.. The local environment was utilised to learn more about local Aboriginal history. Classes focused on achieving syllabus outcomes through a range of outdoor learning experiences.

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

TWPS celebrated NAIDOC week with relevant class activities. The local education centre Gibberagong was part of our excursion program. The students explored special local places and their significance to the Aboriginal community.

The drama group called "Gum Nut Theatre" wrote and performed a play sharing the history of Aboriginal Culture. They were asked to perform at OTEN and it was live streamed across the state.

Multicultural and anti-racism education

In 2018, approximately 32% of TWPS students came from English as an Additional Language Dialect (EAL/D). TWPS endeavoured to ensure an inclusive school community and racism free environment. Our school undertook a number of initiatives to support and foster diversity.

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

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