

# Thornleigh West Public School

## 2019 Annual Report



4276

## Introduction

The Annual Report for 2019 is provided to the community of Thornleigh 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.

### School contact details

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### Message from the principal

Thornleigh West Public School (TWPS) is a dynamic school. We have talented and committed teachers who, with strong parent and community support, provide quality teaching and learning experiences for all students.

It's an absolute pleasure to lead a school in which the students, staff and community work together relentlessly to achieve the best for each and every child in our learning community.

I congratulate the staff on their commitment and professional achievements throughout 2019. It has been a year of significant pedagogical change. The teachers have been challenged to implement new teaching and learning strategies. This has required a significant investment of personal time and energy, and a strong commitment to success.

Effective schools cannot function without capable and efficient school administration and support staff (SASS). Our learning programs are enhanced by the professionalism of the school's SASS team. We are very fortunate to have people of such high caliber supporting our children.

Working in partnership with parents strengthens our capacity for continuous school improvement and enables us to meet our first priority – the learning needs of each child. Thank you to all parents for your support of our school. Thank you to our active P & C team we appreciate all your contributions to make TWPS a great place to learn.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Chantal Mamo

BTeach BEd MA Creative Arts

### Message from the school community

The Thornleigh West Public School P & C consists of a dedicated team of parents and caregivers who give freely of their time to fund raise, volunteer to support learning programs and help make important decisions at the school.

I am honoured and proud to be President of TWPS P&C Committee. Thank you to the 2019 executive committee your dedication and commitment is to be admired. The team is committed to ensuring we can support the school to enhance teaching and learning while creating positive partnerships between home, school and the wider community.

We started the year with our first Easter Raffle, two Election Day BBQs which was a wonderful opportunity to showcase our school to the wider community. Both BBQs raised well over \$9k in profit. The P&C have organised four mufti days which included the popular Pizza Day and this year our first event with the Coon Toastie truck onsite. Our Mother's Day and Father's Day gift group organised a day of fantastic shopping for students to purchase gifts. The Breakfast Club organised an incredible breakfast for Mother's Day & Father's Day serving a total of over 400 meals per event.

Our major fundraiser of the year was Movie Night which raised \$29,500 for our school. It was a great day/night event with a huge team of volunteers that worked hard to make it great success.

This year the P&C has donated 30 new Laptops, 2 Smart TVs, Stage 3 of the PA system, created large synthetic grass areas and a purchased defibrillator. We have also provided funds to TWPS band, Wakakirri, Year 6 farewell and money for teachers to spend on classroom resources. In total the P&C spent \$94,000.

I would like to extend a huge thank you for another great year to all our outstanding teachers of TWPS, the executive team and the office staff. The TWPS community spirit and collaboration is second to none.

Vanessa Erickson

2019 P & C President

### Message from the students

The Thornleigh West Public School Student Representative Council (SRC) met regularly under the guidance of Mrs Young, to discuss issues that are important to the student body. These were prioritized and acted upon.

Students from Years K – 6 participated in discussions and decision-making. During the year we developed leadership skills. The team organised a variety of functions that involved all students such as Harmony Day, a disco and the Biggest Morning Tea.

The SRC team raised a spectacular amount of money and decided to contribute the money raised to Story Dogs and School Aid.





## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## 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

#### Improvement Measures

Students actively engaged in inquiry and problem based learning

Evidence of quality questioning, teacher to student and student to student, in all classrooms

Thinking is visible in all classrooms, through the use of thinking routines and other strategies

100% of teaching programs have Digital Technologies embedded

Range of data sources indicate positive value – added growth for all students.

#### Progress towards achieving improvement measures

**Process 1:** Action Research project with Simon Brooks around Cultures of Thinking, linked with JPPS and embedded in ongoing Teacher Professional Learning

Evaluation	Funds Expended (Resources)
<p>In 2019, 7 new staff joined the Action Research team to work with Simon Brooks, along with 6 continuing. Thinking routines are embedded in teaching programs across all stages and team members and facilitators are supporting stage teams in developing thinking as a key part of sequences of learning in all Key Learning Areas. 7 staff attended the Project Zero Sydney Teaching for Understanding conference in May, with Tina Blythe from Harvard Graduate School of Education as the keynote speaker. An initial session of parent education was held at a P&amp;C meeting, introducing parents to the principles of Cultures of Thinking, with a positive reception from those present and plans in place to develop further parent sessions in 2020. Student focus group data and teacher observations indicate a developing understanding from students of the importance of thinking and the way thinking skills support them as learners.</p> <p>Action research will be undertaken in 2020 with a new and returning team. Building capacity at the school level to maintain momentum moving forward will be a key focus as we reach our final year of support from Simon Brooks.</p>	

**Process 2:** Teaching and learning programs embed STEM, inquiry and problem-based learning to ensure high expectations and engagement for all students.

Evaluation	Funds Expended (Resources)
<p>Due to significant staffing changes at TWPS, new priorities for professional learning were apparent and the focus on inquiry learning, based around syllabus implementation will be carried over to future years. Stage teams will continue to plan using the syllabus inquiry questions, focusing on designing rich tasks that give students choice and opportunity to show their skills, knowledge and understanding.</p>	

**Process 3:** Digital Technology is a focus of professional learning and the access to devices is monitored and increased

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

The decision was made to utilise expertise of current staff to facilitate hardware and software needs in 2020, with outside technology support one day a week, allowing for a greater range of training and support as the technology needs of the school change.

The majority of staff participated in professional learning opportunities around embedding digital technology, including optional sessions run by the ICT committee and individual coaching on using Seesaw in the classroom.

Greater access to devices across K–6 has increased usage in most classrooms, with a 2020 focus on continuing to build capacity of staff to utilise the technology in authentic and valuable learning in the future.

Students were engaged in using technology for a purpose in *News Crew*, developing a core group of students in Stage 3 who are able to share their knowledge and skills in their classrooms with peers.

P&C Funding

## Next Steps

Establish 2020 Action research team to work with Simon Brooks for the final year of his mentorship, including new and ongoing staff.

Build staff participation in the Project Zero Sydney Professional Learning network to maintain momentum in building our culture of thinking beyond the Action research project.

Stage based focus on embedding thinking in teaching and learning programs rather than thinking routines, led by facilitators and action research team members

One Cultures of Thinking facilitator will present a workshop at Project Zero conference in Melbourne May 2020 after a successful application

Stage 3 team to participate in the University of NSW STEM Academy, linked with Pennant Hills High School in 2020, developing inquiry tasks and STEM projects with the expertise/resources of the PHHS STEM faculty.





## Strategic Direction 2

### Effective Communication of Learning

#### Purpose

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

#### Improvement Measures

Student focus groups will demonstrate a language of learning and reflect deep learning is occurring daily.

Formative assessment drives teaching and learning decision in Literacy and Numeracy.

Students share their learning progression via technology and three way interviews. 100% of technology supports learning, is available and integrated into day lessons.

25% increase of teachers using SeeSaw to share learning with parents on a daily basis.

Sharing learning with parents reflects formative assessment.

Instructional rounds problem of practice will focus on communicating learning and data use for future planning.

TWPS will build leadership capacity.

#### Progress towards achieving improvement measures

##### Process 1: Formative Assessment

- Up skill all new staff in the philosophy of formative assessment.
- Sustain and maintain momentum of embedded formative assessment in daily teaching and learning.

Evaluation	Funds Expended (Resources)
<p>This session was affirmation for staff. It provided an opportunity to reflect on their teaching and learning and how they are using formative assessment minute by minute. The staff who represented ranged in experience and building this leadership capacity is vital. Professional reading and scaffolds ensured collaborative deep professional thinking.</p> <p>Across network learning ensured we can share staff expertise and go beyond our own school setting.</p> <p>The team of teachers who worked with paraprofessional Simon Brooks completed an action research process. The focus was on building a culture of thinking in their classroom. Demonstration lessons were successful and peer feedback ensure teachers pedagogy was moved forward. The Instructional Leader used an impact cycle with teachers who are in their first three years of teaching. Their learning maps reflect deep learning and growth.</p>	<p>Instructional Rounds team delivered the session.</p> <p>Formative Assessment professional reading.</p> <p>CCG website</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li></ul>

##### Process 2: Building a culture of data and sharing learning with students and parents.

Evaluation	Funds Expended (Resources)
<p>Executive researched the big ideas about authentic data. Brainstormed current data and what is was used for. We created an overview for 2020 of what data is collected, why and how it will be used to make changes to teaching and learning.</p> <p>Parents survey responses to the current report were useful an used to create a new design to ensure communication of learning is more individualized. Team leaders presented the ideas to their teams for feedback. Currently creating an exemplar ready for 2020.</p>	<p>Professional reading</p> <p>External Validation professional learning</p> <p>Visit Granville East PS – learning conversations.</p>

## Progress towards achieving improvement measures

Teachers trialed three way interviews and presented this to staff the successes and reflections. Student voice was powerful. Students were able to articulate their learning strengths and where to next. The parents involved valued hearing their child share the learning. Parent feedback was they knew more more about their child's learning trajectory.

Student focus groups were conducted K – 6. The questions were on A Culture of Thinking. Responses recorded were presented to all staff. K – 6 showed evidence of students thinking deeply. This is the first time we have implemented and will be done again in 6 months time.

Instructional rounds data was collected: How well do the qualities of the tasks deepen thinking and learning? Does the task – challenge students to move beyond their currently level of understanding and skill in the reasoning of the discipline? Encourage students to generate and articulate original ideas, explanations, solutions, responses or findings? Promote students' understanding of big ideas? and ensure deep understanding and thinking?

Recommendations will be implemented in 2020.

**Process 3:** Teachers deepen understanding in analysing and interpreting data so they can collaboratively plan and teacher the "big ideas".

Evaluation	Funds Expended (Resources)
This proved to be challenging. Staff focused on continuing to build a culture of thinking and links to formative assessment. Due to a large staff turn over the executive team decided to slow down the learning to ensure other focus areas were embedded. In 2020 we will look at what are the "Big Ideas" in learning with a focus on questioning.	TPL

**Process 4:** Technology will be used as a tool to be creative and support making thinking visible. It will provide a platform to share learning.

Evaluation	Funds Expended (Resources)
<p>SeeSaw workshops were well attended and 70% of teachers are using this platform regularly to share learning with parents. Teachers have become more confident in using SeeSaw in their classrooms. Parent feedback is positive as they are able to talk about the learning that has occurred at school.</p> <p>The news group have created TWPS newspaper and footage. Student engagement was high and peers read the newspaper. During the process this group of students developed technology skills, collaboration, communication and thinking skills. They can now share within their classroom.</p> <p>Audit current technology resources and part of STEM project with PHHS and university of Sydney in 2020.</p>	<p>STEM kits</p> <p>ICT teacher one day per week</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>

## Next Steps

Lesson Study will be implemented using reading as the curriculum area. Formative assessment, rich quality task and questioning will be embedded into these lessons. This micro teaching and planning will ensure teachers embed these focus areas in their daily teaching and learning cycle.

New report format will be implemented and reflected upon. Changes will be made if necessary. More teachers will implement three way interviews. Parent information sessions will be held to share these changes: why? processes? product?

Technology: more ipads and laptops will be purchased to be kept in classrooms. This will ensure children can record

their learning and share this with parents. Teachers will use technology to share learning with parents on a regular basis.

Student focus groups will continue this data will be compared and shared

Works samples K – 6 will be used to ensure consistency of teacher judgement using formative assessment

ICT coach will be used one day per week to provide demonstration lessons and team teaching to support teachers skills in teaching digital technologies.

Build leadership capacity through aspiring leader program and mentoring.





### 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.

#### Improvement Measures

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.

#### Progress towards achieving improvement measures

**Process 1:** Identify authentic data to track student progress and develop differentiated learning programs.

Evaluation	Funds Expended (Resources)
<p>All teachers assess and report reading progress and achievement. K–4 classes to use text reading level graph to monitor student progress in reading and assist informing future student need in teaching.</p> <p>Further work around year 3 – 6 assessment consistency, linking comprehension and skills needed.</p> <p>A system to store and transition data between school years is necessary. Teachers have identified authentic data to track student progress through ongoing formative assessment strategies. Differentiated class programs cater for diverse learning needs. Supervisors give termly feedback on program content and assessment data to inform future teaching and learning.</p> <p>The school learning support team support over 80 students with varying levels of individualised need. Through collaborative practice the class teacher works collaboratively with the school counsellor, LaST, AP and DP alongside the family to ensure students needs are known and small, measurable targets are set for progress. Class teachers differentiate learning on a daily basis to meet student need.</p> <p>Students who are identified as achieving above grade expectations are monitored for progress. Teaching and learning balances stretch goals to give student challenge in learning growth while also supporting social and emotional well-being.</p> <p>Student reporting grade summaries are available at the school office each semester for parent information.</p>	<p>Shared drive to be used to gather and store across grade assessment data. Google drive and documents created.</p>

**Process 2:** Build Teacher knowledge and capacity to use Literacy and Numeracy Learning Progressions to identify student need and move learning forward.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Strategic Direction team to feedback on progress and next steps to executive and whole staff. Team developed an across stage writing task to show how the progressions flow across grade groups and how we could use both the syllabus outcomes and consistency of teacher judgement through moderation of writing to support student learning in all grades. Due to a priority to focus on reading skills, this aspect of the direction will be postponed.

Term two and three DP ran weekly reading TPL around early years acquisition of reading, effective monitoring of individual student reading, how to use this information to group and move students, prompts when guided reading and the links between reading and writing reciprocity. As an introduction this was attended voluntarily by staff with 8–12 staff attending weekly with the mind to extend to all K–3 teachers following year. Many volunteer parent helpers assist with reading. Teachers indicated it would be beneficial to equip helpers with these skills and practical strategies to assist students reading acquisition.

Reading TPL support material.  
Teacher folders of prompt resources, professional readings, support material.

Literacy progressions.

English syllabus.

Program feedback documenting provision of teaching and learning in literacy.

Google documents, data tracking system.

**Process 3:** Create a school wide tracking system and expectations for monitoring the collection and use of data.

Evaluation	Funds Expended (Resources)
<p>All students tracking folders updated with new tracking sheet information. Literacy, numeracy, KLA, behaviour, disability and social adjustments.</p> <p>2020 teachers to be informed of student need through handover process. Learning Support Team matrix of student need. Nationally Consistent Collection of Data (NCCD) data provided levels of adjustment required 2019. Significant support for student learning adjustments embedded into daily teaching and learning. Targeted strategies through personalised learning and support plans meet students at their point of need and identify SMART goals to move towards mastery of a skill or knowledge base.</p> <p>Reading data, all grades collected by Principal. Used to identify areas of need in teaching, assessing and quality instruction K–6. Executive team monitor, track and share data collection. Teachers have an expectation that all students experience growth.</p> <p>Annual process to match school initiatives, projects and priorities to School Excellence Framework V2. External validation process due 2020. Plot whether school is delivering, sustaining and growing or excelling against the statement of excellence. Use this data to inform school and student needs.</p>	<p>Learning and support teacher professional learning and support for students with specific needs.</p> <p>Tracking folders for Kindergarten and new students.</p> <p>Student learning support data – learning evidence from work samples and formative assessment.</p>

## Next Steps

School self assess against all elements of SEF and implement external validation process.

Analyse external and school based data in reading to identify next steps in TPL, class programs and methods to monitor and analyse school data.

Parent session on reading expectation for early readers in kindergarten.

Instructional Leader developing skills and strategies to implement quality teaching and learning in literacy K–6.

TTFM survey to elicit feedback from students, staff and parents.

PDP goals may reflect school focus area of reading with individual staff professional learning goals.

Student handover notes inform transition to next school year, of individual needs.

School wide expectations for assessment established through stage groups against syllabus outcomes.

Procedures in place for executive staff to monitor and track student achievement through program supervision and feedback, classroom observations, stage meetings, tracking data, moderation of work samples establishing consistency

of teacher judgement.

Teaching and learning adjustments documented in teacher programs.

Individualised PLASP for target students.

Summative and formative assessment data used to build judgements about progress and inform future teaching practices.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Learning and Well being Adviser</p> <p>AECG</p> <p>Gibberagong Environment Centre</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$661.00)</li> </ul>	<p>Aboriginal perspectives were taught in all Key Learning Areas at TWPS, ensuring that students learnt about Aboriginal history, culture and contemporary issues within a meaningful context. Individual Education Plans were developed and implemented for each Aboriginal and Torres Strait Islander student at the school. These focused on ensuring experiences to build on strengths and address any learning needs in literacy and numeracy.</p>
<b>English language proficiency</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$43 632.00)</li> </ul>	<p>As EAL/D percentage increases in 2020 all staff will have professional development in EAL/D strategies.</p>
<b>Low level adjustment for disability</b>	<p>Teacher release to spend time with the Learning and Support Teacher. SLSOs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$37 363.00)</li> </ul>	<p>In 2019 the increase of students requiring addition needs increased. Teachers have been supported in being able to differentiate for a variety of student needs. The Disability Policy was presented and some professional learning in autism, mental health and behaviour management was implemented. The learning and support team will review their process to ensure all teachers are proactive.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>1.0 staffing</p>	<p>The Instructional Leader ensure teachers in their first three years of teaching (35%) were supported and knowledgeable about quality teaching and learning. An impact cycle was used to reflect on pedagogy as a result teachers knowledge, understanding and skills increased. The Instructional Leader conducted differentiated professional learning, provided demonstration lessons and coaching for staff. This supported the executive team in delivering the professional learning goals of all teachers.</p>
<b>Socio-economic background</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$7 135.00)</li> </ul>	<p>All student no matter of the socio economic background, disability or race access high quality teaching and learning. SLSO support in the classroom to support learning in literacy and numeracy.</p>
<b>Support for beginning teachers</b>	<p>Time from release face to face teaching</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$26 000.00)</li> </ul>	<p>Beginning teachers at TWPS feel supported and confident to take risks in their learning. They feel challenged to improve on their pedagogy and enjoy working collaborating with the team. This support is paramount to ensure beginning teachers feel confident in their craft and stay in the profession. Within this group of teacher we have identified aspiring leaders and started to build their leadership capacity.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	273	293	311	331
Girls	285	295	282	287

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.9	96.7	95.8	95.1
1	97.3	96.9	95.6	95.4
2	97.6	96.3	95.2	94
3	97	96.8	94.8	95
4	96.4	95.4	95.4	94.3
5	96.6	96.5	94.5	94.8
6	96	95.8	94.8	94.2
All Years	96.8	96.4	95.1	94.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.





## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.41
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	7.06

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	525,801
<b>Revenue</b>	6,168,879
Appropriation	5,623,364
Sale of Goods and Services	25,081
Grants and contributions	511,060
Investment income	5,873
Other revenue	3,500
<b>Expenses</b>	-6,075,222
Employee related	-5,159,911
Operating expenses	-915,311
<b>Surplus / deficit for the year</b>	93,657

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.

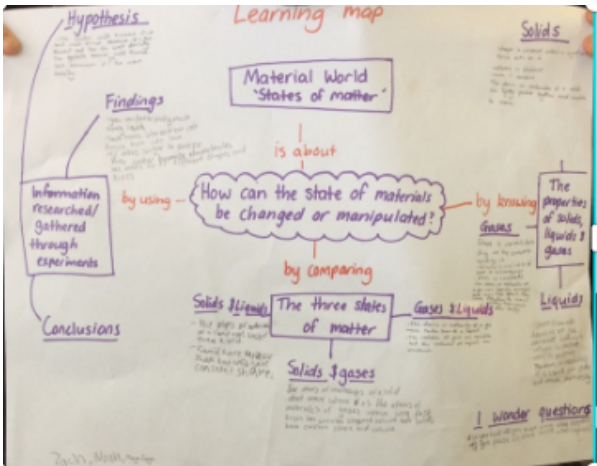


Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	774,795
Equity Total	206,179
Equity - Aboriginal	661
Equity - Socio-economic	7,135
Equity - Language	107,662
Equity - Disability	90,721
Base Total	4,173,533
Base - Per Capita	141,764
Base - Location	0
Base - Other	4,031,769
Other Total	420,351
Grand Total	5,574,857

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.





## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

### Literacy

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.



## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey reflects that parents feel welcomed at Thornleigh West Public School. Parents expressed that they could easily speak with their child's classroom teacher on a regular basis. Parents feel informed about their child's progress. They are open to helping provide more explicit feedback on the design of the report. This will be addressed in 2020 by looking at introducing learning conversations. Positive partnerships between home and school are evident – 88% of parents speak with the teacher more the three times a year. It is great to see that 25% of parents are activities member of a committee with many working help via technology. Most parents believe that TWPS has high expectations of students and support the schools vision.

The teachers completed the Tell Them From Me Survey and believe School leaders have helped them establish challenging and visible learning goals for students. It was evident that teaches talk with other teachers about strategies that increase student engagement. The teaching staff believe they set high expectations for learning in their classroom. Teacher provide effective feedback to students on their learning to ensure they move students forward. Teachers enjoy being part of the TWPS team and collaborate to ensure the best possible outcomes for students.

Years 4 – 6 were surveyed. Student voice is invaluable. 87% of students communicated that they had positive relationships with their peers. The majority of students valued education and enjoyed learning. 97% of student tried hard to be success in their learning. Positive student teacher relationships have been formed and has a positive impact on learning. Overall TWPS students enjoy coming to school and feel a sense of belonging to a learning community.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The goals outlined in the Department of Education and Training Aboriginal Education Policy continues to guide and inform teaching programs for both indigenous and non-indigenous students at TWPS. During the National Aboriginal and Islander Day Observance Committee (NAIDOC) week celebrations, children enjoyed a variety of learning to acknowledge NAIDOC. The focus was aimed at increasing the students' awareness of Aboriginal heritage and culture and to highlight the need for tolerance. The drama group presented a play to the school community that highlight Aboriginal culture.

Aboriginal perspectives are included in the teaching of all Key Learning Areas, ensuring that students learn about Aboriginal history, culture and contemporary issues within a meaningful context.

Individual Education Plans were developed for each Aboriginal student at the school. These focused on ensuring that student learning and engagement needs were met, particularly in literacy and numeracy.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

TWPS is a growing multicultural community. In 2019 the EAL/D teaching allocation increased significantly. We now have 32% of students from a language background other than English.

Our school has put in place a variety of activities to ensure an inclusive school community free from racism:

- English as Language Dialect (EAL/D) programs are implemented for targeted students.
- Culturally inclusive content is integrated into all teaching and learning programs.
- Interpreters are used to communicate learning.
- Evaluating the role of the EAL/D teacher.