2007 Annual School Report
Wollongong West Public School

NSW Public Schools – Leading the way
Messages

Principal's message

This report provides a summary of the 2007 school year, our successes, progress and areas for improvement.

The major focus areas in 2007 were literacy, numeracy and student welfare. Initiatives included:

- Strong focus on teacher professional learning in literacy resulting in above state average BST results for Year 3 and Year 5 students with high growth from Year 3 to Year 5.
- Outstanding Kindergarten exit reading and writing outcomes through the Language, Learning and Literacy project.
- The Dare to Read project aimed at engaging all students in Aboriginal perspectives in literacy.
- Explicitly teaching K – 6 students the skills of interpreting mathematics questions and understanding what operation/s to use on a daily basis.
- Daily practise of mathematics mental computation exercises in the four operations.
- Updating the school’s Student Welfare and Discipline Policy including greater clarification of the school rewards and consequences and the development of a new method of recording incidents within the school.
- The decision to join the Positive Behaviour for Success program in 2008.

In 2007 our school was involved in the Books in Homes Australia Program. Our sponsor for the year was Australia Post. Throughout the year all students were given nine books to keep and the library received 144 books for inclusion in the library.

I would like to acknowledge the contribution that the Parents and Citizens Association makes to our school. Without this hardworking group’s ongoing support, dedication and fundraising efforts many of the school’s projects and initiatives would not be realised. Teachers of Wollongong West Public School appreciate the wonderful working relationship that has been built with the P & C, and look forward to this relationship continuing to grow.

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.

Mrs Cathy Reade

P&C Message

2007 saw increased levels of involvement across the school community with record attendances at our meetings and fundraisers on several occasions.

The P & C was successful in applying for Investing in Our Schools Grants funded by the Federal Government. These grants have enabled the library to be upgraded ($20,000) and a new multi-purpose room to be constructed in the western basement area ($34,000).

In addition our annual fundraising efforts have provided $27,500 and this has enabled the school to purchase some major and minor items to enhance the educational experiences of our children. These items include DVD players and TV’s for all classrooms, Chicks ‘R’ Us learning program, a portable PA system, books for the library, and a DVD recorder. The major outstanding items for which P&C funds are programmed is a rubber ‘soft fall’ installation to enable our playground equipment to again be enjoyed by the students.

Part of the library refurbishment – workroom area.

The P&C have again taken an active role in the school Priority Schools Program, sharing best practice with regional priority schools.

This year the P&C hosted a visit from the NSW Federation President. This was an informative session and allowed us to review our practices and ensure they meet with state guidelines.

The P&C has also been a regular forum for review of school policy drafts on key areas such as discipline and environment.

All parents and caregivers are urged to participate whenever possible with the activities of the P&C, as it is through this forum that the broader school community is best able to provide guidance and support to students and staff of Wollongong West Public School.

Jacqueline Jennings
P & C Secretary
The student elected representative council have acted responsibly over the course of this year to raise money for several charitable causes. Our primary focus for this year was improvement within the school as we identified several areas that could benefit from our assistance.

- There was a ‘Bandaged Bear Day Parade’ that raised $55.60. We were very proud to support such a worthy cause.

- The SRC held a week of ‘spider treat’ days during lunch sessions to raise funds to purchase sporting equipment. Small soccer goals and nets were purchased.

- Money raised from a Jellybean Guessing Competition is being used to purchase a flagpole crossbar to enable the flying of the Australian and Aboriginal flags.

Liam Hickey

**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2M</td>
<td>2</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3J</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>5T</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6AS</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>K/1P</td>
<td>K</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>K/1P</td>
<td>1</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>KF</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.4</td>
<td>92.7</td>
<td>93.2</td>
<td>92.0</td>
</tr>
<tr>
<td>Region</td>
<td>94.0</td>
<td>93.7</td>
<td>93.7</td>
<td>93.5</td>
</tr>
<tr>
<td>State</td>
<td>94.2</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
</tr>
</tbody>
</table>

The drop in attendance in 2007 was due largely to a number of students going on extended leave for holidays during term time.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2007 class size audit conducted on Monday 26 March 2007.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Staff establishment**

Wollongong West Public School carefully utilises the staffing allocation we receive for the benefit of all students. Some of the positions are combined and held by the one staff member to minimise disruption and support the continuity of educational programs.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery – ½ day 5 days pw</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance – 1 day pw</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL – 4 days pw</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian – 2 days pw</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor – 3/4 day pw</td>
<td>1</td>
</tr>
<tr>
<td>PSP Supplementary Staffing – 1 day pw</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>
Staff retention
In 2007 our school welcomed a new Assistant Principal. One permanent member of staff left the school at the end of Term 1, to take up a promotion position as Assistant Principal at Rose Bay Public School.

Staff attendance
Staff has access to leave entitlements such as sick leave. In 2007 the average daily attendance rate for staff, as determined by the Department, was 96.8%.

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

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>66%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>34%</td>
</tr>
</tbody>
</table>

Wollongong West Public School has no voluntary school contributions. The retained earnings in Tied funds is for the Investing In Schools Program – enclosing the basement, and unpaid Teachers Aide Special salaries for the support of Integration students. A generous donation to the school is also included in retained earnings.

A full copy of the school's 2007 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2007

Achievements

Arts
The Arts offer a means of creative expression, development of self and a cultural identity. Opportunities for children to explore this important area in 2007 include:

- Participation of 60 students (20% increase) from Year 3 to Year 6 in the Wollongong School Choral Festival.
- Jessica Allen successfully auditioned for a solo part in a massed choir item.
- Anthony Molinia won the Wollongong RSL K – 2 colouring in competition.
- Students entered the school’s Education Week Art Exhibition. The theme was Love of Learning and the winners were: Mary Bul, Matthew Savage, Dylan Parker, Anica Pjevalica, Kane Bullock, Shilo McCurley, Jessica Allen and Dijana Kovacevic.
- Boorie Monty Prior performed, presenting aspects of Aboriginal culture where the children were invited to participate, listen and move to music.
- Callum Blackmore’s recycled material school model was on display at Westfield Figtree.
- Two school talent quests across dance, instrumental and vocal disciplines.
- Year 3 and Year 4 visited the Wollongong Art Gallery and explored the ‘Gerry Wedd – Chinese Whispers’ exhibition.
- Shilo McCurley represented our school in the ‘Shine for Your School’ talent quest as part of the ‘Shop for Your School’ program. Shilo won the quest with an inspiring performance of ‘Part of that World’.
- Kindergarten to Year 2 students performed in Christmas in the Mall.
• Christine Jiang won the K – 2 individual section of the WACOM Digital Art Competition.

• Nicholas Simoes da Silva was successful in gaining entry to Wollongong High School of the Performing Arts performing arts program with saxophone.

• Students engaged in and attended performances by Wahroonga Public School Band, La La Luna, Oliver, Edmund Rice School band, ‘C Sharp’ and ‘Sticks and Stones’.

• Year 5 and 6 students visited the National Art Gallery in Canberra during their end of year camp.

Sport

All students at our school participate actively in a range of sports and fitness programs. In 2007 the following achievements were made:

• K – 6 students participated in a Athletics Skills Program in Term 1.

• Dinewan House won the Swimming Carnival and Booroo House won both the Cross Country and Athletics Carnivals.

• K – 6 students were given the opportunity to participate in the Gmysports program in Term 2.

• David Piper, Nux Douglas, Liam Hickey and Saffron Shepherd represented the district at the Regional Athletics Carnival.

• Students from Kindergarten to Year 6 continue to improve their swimming skills and water safety knowledge at free weekly lessons in Terms 1 and 4.

• Our K – 6 students were involved in the Fundamental Movement Skills program throughout the year.

• Primary students participated in PSSA interschool sport in Terms 2 and 3 in the sports of soccer, girls netball and boys rugby league.

• Primary students participated in a rugby league development program.

Other

• Our school came 2nd in the ‘Shop for Your School’ competition thanks to strong school and community support.

• Eight students received Credit certificates in the Westpac Mathematics Competition.

• Fifty-nine students from Year 3 to Year 6 participated in the University of New South Wales Competitions in writing, science, English, mathematics, computer skills and spelling, with students achieving 1 high distinction, 5 distinctions and 16 credits.

• There was excellent participation in the Premier’s Reading Challenge this year with 123 students from K – 6 completing the challenge.

• Audrey Giri, Ciara Smith, Kiani Borrie and Sophia Simoes Da Silva represented out school at the district Premier’s Spelling Bee competition.

• Staff and students raised $137 for the Cancer Council, $55.60 for Bandaged Bear Day, $41.75 for Stewart House and $49 for the Rescue Helicopter.

• Ethan Butson was awarded the BHP Billiton Science Award for his research project – Our Dry Continent.

• Lily Foster and Yesim Karasu entered a writing competition and their stories were selected for publishing.

• Staff, SRC representatives and parents worked together in a Values Forum to discuss values, what they mean to us and which ones are important to our school and community.

• Jake Manea read the Ode at the Combined School’s ANZAC Service at McCabe Park.

• In a state-wide crystal growing competition Macinley Butson won the K – 2 division with Ethan Butson coming second in the Year 3 – 6 division.

Academic

In the Basic Skills Test, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 5 (highest for Year 3) or Skill Band 6 (highest for Year 5).

Year 3 Results

• Twenty-three students sat the test (12 girls and 11 boys).

• Most students (91%) were placed in the top 3 skill bands overall in literacy (including writing, language and reading).

• Most students (79%) were placed in the top 3 skill bands overall in numeracy (including number, patterns and algebra, measurement and data, space and geometry).

• Girls performed slightly better in literacy than boys and boys performed slightly better in numeracy than girls.

• Literacy results improved by 15% and numeracy improved by 4% on 2006 results.

• Year 3 results in literacy, writing and numeracy were above the state average in 2007.

Year 5 Results

• Twenty-four students sat the writing test (8 girls and 16 boys) and 23 students sat the
literacy and numeracy tests (8 girls and 15 boys).

- Most students (91%) were placed in the top 3 skill bands overall in literacy (including writing, language and reading).
- Most students (86%) were placed in the top 3 skill bands overall in numeracy (including number, patterns and algebra, measurement and data, space and geometry).
- Girls performed better in literacy and numeracy than boys.
- Literacy results improved by 7% and numeracy improved by 6% on 2006 results.
- Year 5 results in literacy, writing and numeracy were above the state average in 2007.
- The average growth from Year 3 to Year 5 of matched students in literacy was 10.31%, in writing was 10.86% and in numeracy was 10.86%. This is well above the expected growth of 6 – 7%.

Literacy – BST Year 3

Literacy – BST Year 5

BST progress in literacy

Numeracy – BST Year 3

Numeracy – BST Year 5
National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 3 and the Year 5 Basic Skills Test (BST) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving benchmarks in 2006 and 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
</tr>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

* National benchmarks were not available at the time of printing this report

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving benchmarks in 2006 and 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
</tr>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

* National benchmarks were not available at the time of printing this report

Significant programs and initiatives

Aboriginal education

- Aboriginal students performed highly against other students in the school in school based and state-wide assessments in literacy and numeracy.
- Staff participated in Aboriginal Education professional development with a focus on Aboriginal perspectives across all Key Learning Areas.
- Mrs Morrissey is currently engaged in the Dare to Read project with two other schools, making teaching resources to support Aboriginal stories across all stages.
- The school is a member of the Dare to Lead program.

Multicultural education

- Students from various cultures are accepted and celebrated at Wollongong West Public School. The purchase of resources has reflected the multicultural perspective adding balance to texts viewed by the students.
- Our school has an Anti-Racism Officer who is available to mediate in disputes that may arise from time to time.
- Learning units that encourage an understanding of culturally diverse Australia are included in the school’s connected outcome groups (COGs) units. These units are appropriate for all students from all backgrounds and a multicultural perspective is present in many learning activities.
- Harmony Day was celebrated in Term 1 focusing on the many and varied cultures in our school. Parents and community workers were invited to come and retell stories from their cultures to students. Teachers then organised activities, culminating in a school assembly and tasting of sweets from some of the countries represented at our school.

Forty percent of the total school population is from a non-English speaking background. These students are supported by the English as a Second Language (ESL) teacher providing support to all second language learners in becoming proficient with English, especially newly arrived students. Achievements for the year have been:

- First phase students have made impressive progress with language acquisition through withdrawal and intensive group work to develop confidence in using both oral and written language.
- New arrivals were provided with increased support through New Arrival Program (NAP) funding of half a day per week in Term 4.
The ESL teacher will continue to work four days per week in 2008. This is due to increasing numbers of refugees enrolling at the school.

Respect and responsibility

- A Values Forum was held in Term 1 where staff, student leaders and parents came together to discuss the National and Department of Education and Training values and the values that are important to them. From this forum a set of common values for our school was drafted.
- Training of Year 6 students in Term 1 and Year 5 students in Term 4 was conducted in the Peace Keeper Program. Following training, students became peace keepers in the playground to assist in the solving of minor playground issues. Students have demonstrated increased levels of responsibility and leadership through the training and practical application of the program.
- The Healthy Relationships Program operated during Terms 2, 3 and 4. All classes held weekly lessons to teach the value for the week, followed by activities and opportunities to practise the value. Each weekly value was included in the newsletter to enable families to discuss them at home.

Other programs

Priority Schools Program (PSP)

This year our school was involved in a number of school based and regional PSP programs. The additional staffing (.2) was used to provide support in guided reading and writing throughout the year and to support the student engagement project that occurred in Term 4. Funding of $27,700 was received for the year and the following programs were implemented:

- Kindergarten Orientation – In its third year, the Kindergarten Orientation program has resulted in children being more settled at school, parents being better informed about the first year of school and staff having greater knowledge about the students before they commence school. The reading and writing program DVD’s were highlighted by parents as being very informative.
- Student Engagement – Time spent on updating the school’s Student Welfare and Discipline Policy, improving consistency of rewards and consequences across the school and introducing the Peace Keeper program in the playground have all contributed to higher levels of student engagement in the classroom and a reduction in inappropriate playground behaviour. The school will be participating in the PBS program in 2008 to build on the success achieved in 2007.
- Literacy – Additional resources were purchased to support guided reading in 2007. A Consistent Teacher Judgement professional learning program supported teachers in the teaching of writing through four text types, resulting in improved writing results in the BST. The Literacy, Language and Learning program resulted in 73% of Kindergarten students reaching or exceeding the exit benchmark for the year.
- Numeracy – The focus on mental computation and using BST numeracy questions as stimulus for classroom teaching resulted in 76% of student improving by more than one skill band between Year 3 and Year 5. Both Year 3 and Year 5 student BST results were above the state average in 2007.

Student Welfare

- The revised Student Welfare and Discipline Policy was implemented in 2007.
- Peace Keepers work in the playground to support students in mediating minor playground issues.
- New school rules were implemented to reflect the mandatory DET school rules.
- Ninety-two percent of students were eligible for the end of term celebrations each term.

Information and Communication Technology

- The library was provided with a mini lab of six computers to enhance internet research and complement teaching programs in the library and classrooms.
- Classes are provided with ICT lessons each week through the Release from Face to Face program. During 2007 students:
  - placed work on the school webpage;
  - in 3 – 6 constructed their own websites;
  - in K – 2 constructed their own movies using KidPix; and
  - became proficient in logging onto the DET Portal to send and receive emails.

Programs for student with additional needs

The Learning Support Team (LST) provides support and guidance for teachers of students with additional needs. The team consists of the Principal, ESL/STLA teacher, Reading Recovery Teacher, AP, TAS and the school counsellor. Meetings are held three times per term and teachers are welcome to attend to discuss student needs as they arise.

Reading Recovery: Mrs Gwenda Campbell completed her training in 2007 and is now a registered Reading Recovery Teacher.

- Thirteen students entered the program and one transferred.
• Additional levelled readers were purchased to replace older books and supplement the program.
• Eleven students were successfully discontinued and two will continue to receive assistance early 2008.

Learning Assistance: Mrs Jane Carnevale provided learning assistance to students in a number of ways in 2007:
• A targeted Kindergarten group for extension writing during Literacy time.
• Two classes were involved in *Key into Comprehension* in Term 4. Mrs Carnevale gave instruction to one of the classes and will expand the program in 2008.
• Referred students were given small group, in class and / or withdrawal support in identified areas.
• Learning assistance provided support to students in mathematics, literacy, comprehension, reading and fluency.
• Additional funding was utilised to employ an extra teacher for two mornings per week over a 10 week program to support identified students in Stages 1, 2 and 3 in literacy and numeracy.

Funding Support:
• Four students commenced the year on Funding Support, with two students transferring out and two students starting later in the year. These students are fully integrated in mainstream classes with the assistance of a teacher’s aide special.

Environmental Education for Sustainability
• The Environmental Education policy was reviewed and updated to reflect the importance of the environment within the school.
• The school’s *School Environment Management Plan* (SEMP) was updated to encompass the projects completed and future projects planned.
• Year 5 established a bush tucker garden at the front of the school.
• Stage 3 students participated in the *Ecocitizens Program* focusing this year on activities that highlight biodiversity, the nutrient cycle and ecosystem energy. The ecological footprint was explored and solutions were discussed to reduce the effects of the individual’s and school’s footprint.
• Year 6 and parent volunteers established a frog pond with native water plants and fish. Frogs have inhabited the area since it’s completion.
• A vegetable garden was established with the assistance of parent volunteers. Classes 1/2M and 2M planted beans to observe their growth.

Progress on 2007 targets

**Target 1**

*Increase the percentage of students in the top two skill bands in year 3 (currently 42%) and Year 5 (currently 41%) in BST Literacy to 43% for both cohorts.*

Our achievements include:
• Overall literacy results showed that 56% of Year 3 students were in the top two skill bands, exceeding the target by 13% and 69% of Year 5 students were in the top 2 skill bands, exceeding the target by 26%.
• One teacher completed the Language, Learning and Literacy program in 2007 with our Kindergarten cohort exceeding the targeted exit outcomes in reading. This program will continue in 2008 with another teacher being trained and the program expanding into Year 1.
• The addition of quality big book reading resources has assisted in the establishment of more extensive ‘learning about’ reading and writing in all classrooms.
• Fluency levels for independent readers has progressed by an average of 65% across the school. This means that these students are reading fluently, with expression and understanding.

**Target 2**

*Improve the consistency of teacher judgement when assessing student writing work samples.*

The A – E grading requirement for students in Year 1 to Year 6 when reporting to parents means that teachers need to be consistent in their judgement of student work samples. Teachers engaged in professional learning and dialogue to develop methods of assessing students’ writing work samples in four text types.

Our achievements include:
• In Year 3 60% of students were in the top two skill bands for writing, improving on 2006 results by 27%. In Year 5 71% of students were in the top two skill bands for writing, improving on 2006 results by 23%.
• Teachers have developed moderating scales for four text types in 2007 and this has assisted in the consistent assessment of student work samples across the school.
• Students are more aware of what is expected of them when they are completing a piece of writing and are able to confidently discuss
what makes a good piece of writing and how to make their own writing even better.

- Modelled, guided and independent writing instruction is evident in all classrooms increasing the focus on the ‘learning about’ writing outcomes.
- The school’s writing scope and sequence is still under development to ensure that all text types are taught at appropriate times throughout a two year cycle with links to COGs units.

**Target 3**

*Increase to 90% (currently 80%) of students eligible for end of term rewards.*

In 2007 a new Student Welfare and Discipline Policy was implemented following investigation of successful Student Welfare and Discipline Policies and procedures from other schools. This policy was developed to keep parents informed in a timely fashion and to develop clear guidelines and procedures for teachers, students, parents and executive staff.

Our achievements include:

- All Year 6 students were trained as Peace Keepers and monitored minor playground issues in pairs at each break time.
- Break times were adjusted so that each break is the same time duration, reducing the incidence of playground issues by 21%.
- Ninety-two percent of students were invited to attend end of term celebrations.
- Students, parents and teachers were asked to respond to statements about the new policy, ‘think sheets’ and other school programs. The key results of the survey were as follows:
  - Over 90% of students, staff and parents agreed that the Student Welfare and Discipline policy is clear and fair for all.
  - There is a need to ensure that rewards and consequences (including merit awards) be more consistently applied.
  - Over 90% of students, staff and parents agree that the Anti-bullying program and teaching of values is important.
  - All parents want to be informed when their child is having problems and ‘think sheets’ provide this information.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2007 our school carried out evaluations of Teaching and Personal Development/Health and Physical Education (PD/H/PE).

**Educational and management practice**

**Teaching**

**Background**

Teaching is our core business. To ensure that we are providing current, quality teaching practices across the whole school, a SchoolMap survey was used to evaluate the educational and management practice of teaching in 2007.

**Findings and conclusions**

- Parents, teachers and students were almost always satisfied (95%) with reporting of student progress.
- Ninety percent of parents and students almost always agreed that what students’ are asked to learn is important.
- Parents and teachers were almost always and usually satisfied (95%) that teaching activities were interesting and appropriate. Eighty-seven percent of students were satisfied that teaching activities were interesting and helpful.
- Assessment is an area where parents and students would like clearer guidelines as to how work will be assessed.

**Future directions**

- Improved communication between teachers and students and teachers and parents to help in understanding how learning will be assessed.
- Increased class time spent in quality teaching and less time managing student behaviour. Refer to Target 3 for 2008.

**Curriculum**

**Personal Development/Health/Physical Education (PD/H/PE)**

**Background**

In 2007 teachers and students participated in the Fundamental Movement Skills Program and the school introduced Anti-bullying and Values programs. Concerns about the external physical education programs also required investigation. It was appropriate to evaluate PD/H/PE to provide data for future directions.

**Findings and conclusions**

- Anti-bullying and values education are seen as important by parents, teachers and students.
- Students and parents indicated that 37% of students played sport outside of school hours.
- Although most students, parents and teachers surveyed found the paid sport activities valuable and would like to see them continue,
school data shows that there has been a considerable decline in the number of students participating in these programs.

Future directions
- The number of paid external physical education programs should be reduced.
- The Fundamental Movement Skills program will continue across all stages in 2008.
- PSSA sport provides an important avenue for students to participate in competition sport against other schools and will continue in Terms 2 and 3.

Parent, student, and teacher satisfaction
In 2007 the school sought the opinions of parents, students and teachers about the school. The focus area was communication – newsletter, school website and general school communication.

Parents, students and teachers were asked to respond to a number of statements about each communication area and indicate whether their satisfaction was high, average or low.

The responses are presented below.
- Ninety-five percent of parents were highly satisfied with the newsletter keeping them informed of what is happening at school, although teachers, parents and students believe that the method of delivering the weekly newsletter home requires improvement. There was also concern that notes put on the newsletter don’t get read and that permission notes should be on a separate note.
- Twenty-five percent of parents surveyed had not seen the school’s website to comment on although 70% were highly satisfied with the website being user friendly, including relevant information and sufficient examples of student work, although some work required updating.
- Parents and students agreed that there needs to be more information provided on the website in the form of a calendar of events, permission notes that have gone home and a uniform price list.
- General communication between school and home was rated as high by 80% of parents and 100% of teachers.

Professional learning
All staff participated in professional learning either at school, on staff development days or at other organised courses in a number of areas:
- Guided reading and language
- Assessment
- Consistent Teacher Judgement in the assessment of writing
- Gold Medal Healthy Lifestyle program training

The average expenditure for professional learning per teacher in 2007 was $1,000.

School development 2006 – 2008
The 2006-2008 school plan was developed in consultation with teachers and the parent body at the end of 2005, early 2006. Minor alterations were made to the plan for 2007 and also for 2008 based on data previously gathered, professional learning opportunities for 2008 and alignment with state targets for 2008. The following targets come directly from the school plan in areas that were highlighted for focus in 2008.

Targets for 2008

Target 1

*Maintain the percentage of students in the top two skill bands in year 3 and Year 5 in National Testing Literacy at 50% or better for both cohorts.*

In 2007 our BST results were very impressive with both Year 3 and Year 5 results exceeding our targets. In 2008 we are aiming to maintain or improve on the results of 2007. To achieve this teachers will be involved in a number of professional learning literacy projects.

Strategies to achieve this target include:
- One Kindergarten teacher and the Learning Assistance teacher to be trained in the Language, Learning and Literacy program in 2008.
- One Stage 1 and one Stage 2 teacher to be trained in the Accelerated Literacy program in 2008.
- Professional learning for all staff in reading, language and writing, focussing on identified areas for improvement from 2007 BST analysis.
- Additional resources purchased to support literacy programs across the school.

Our success will be measured by:
- Reaching or exceeding the Year 3 and Year 5 targets for 2008.
- More than 50% of Kindergarten students reaching the exit benchmark for the Language, Learning and Literacy program.
- National Testing results for 2008 showing improvement in focus areas.
• Sufficient teaching resources available to complement the literacy programs across the school.

Target 2

*Improve the consistency of teacher judgement when assessing student mathematics tasks.*

Strategies to achieve this target include:

• Research and development of open-ended mathematics assessment tasks for use across all stages.
• Build a school resource of mathematics assessment tasks with rubrics across all stages.
• Provision of time for teachers to work together as a whole school and in stage groups to discuss and practise consistency of teacher judgement of mathematics assessment tasks.

Our success will be measured by:

• Evidence in class and grade assessment schedules of the use of open-ended mathematics assessment tasks.
• Open-ended mathematics assessment tasks developed for each stage with associated rubrics for teacher assessment.
• Increase by 5% the number of Year 3 and Year 5 students in the top two skill bands in the numeracy National Test.

Target 3

*Increase the level of positive student engagement in the classroom and playground by 10%.*

Strategies to achieve this target include:

• Whole school involvement in the Positive Behaviour for Success program.
• Peer Support and leadership training for Year 6 students to assist them in making positive decisions.
• Greater consistency of rewards and consequences and awards across the school.

Our success will be measured by:

• Increased student engagement in the classroom and playground by 10%.
• Increase in number of Year 6 students being consistently positive role models across all aspects of the school.
• All students consistently receiving awards when appropriate as stated in the policy.

Target 4

*Embed Aboriginal perspectives in all Key Learning Areas*

Strategies to achieve this target include:

• Participation of a teacher in the Dare to Read program.
• Teacher professional learning in Aboriginal Education with the support of Aboriginal Education Consultant.
• Updating of units of work to incorporate appropriate Aboriginal perspectives.

Our success will be measured by:

• Dare to Read resource completed and in use across the school.
• Successful recognition and celebration in NADOC Week of Aboriginal culture.
• School Aboriginal Education resources in use by all teachers.
• Units of work successfully updated.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mrs Cathy Reade - Principal
Mrs Jacqueline Jennings – P & C Representative
Liam Hickey – SRC Representative
Mr John Akhurst – Assistant Principal
Mrs Rhonda Morton – Assistant Principal
Mrs Kelly Judd – P & C Representative
Mrs Elisa Butson – P & C Representative

School contact information

Wollongong West Public School
Crown St
West Wollongong NSW 2500
Ph: 02 42292096
Fax: 02 42265057
Email: wollongwst-p.school@det.nsw.edu.au
Web: wollongwst-p.school.det.nsw.edu.au
School Code: 3477

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: