Introduction
The Annual Report for 2015 is provided to the community of Wollongong 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.

Cathy Reade
Principal

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School background

School vision statement
Our vision at Wollongong West Public School is to empower students to be successful, confident, creative, engaged and informed lifelong 21st century learners, supported in a secure environment where equity for all is delivered and excellence is achieved through quality teaching and learning. Students will be successful citizens who consistently demonstrate our core values of: responsible, respectful, safe learners through their words and actions.

School context
Wollongong West Public School has an enrolment of 240 students including 42% English as an Additional Language/Dialect (EAL/D) and 7% Aboriginal and Torres Strait Islanders (ATSI). Our school caters for families from diverse cultural, social and economic backgrounds. We have a mobile student population with approximately 20% of students arriving and leaving throughout the year. This is due in large part, to parents from overseas studying at the local university. There are a growing number of refugee families enrolling their children at the school, with Middle Eastern, African and Burmese students being predominant. Our school population includes students from vulnerable family situations and a diverse range of family dynamics.

The school has a dedicated and experienced staff combined with supportive parents and local community who embrace the challenges and benefits of this school culture.

Our school has a strong commitment to providing a quality differentiated curriculum, improving student literacy and numeracy learning outcomes and engaging students in all aspects of their learning. Quality Teaching is a high priority with a strong focus on literacy (including Reading Recovery, Language, Literacy and Learning and Focus on Reading), numeracy (TEN and TOWN) and technology. Creative arts and environmental education programs are highly valued throughout the school community.

We are a Positive Behaviour for Learning (PBL) school, focusing on student wellbeing and engagement. Our values of respectful, responsible and safe learning foster a holistic approach, resulting in success and achievement of high expectations.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, Wollongong West Public School undertook self-assessment using the elements of the School Excellence Framework and the Self-Assessment Tool. Time was dedicated during staff meetings, team meetings and executive meetings to examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Surveys of teachers, parents and students were also conducted to gather additional information for informing, monitoring and validating the school’s journey towards excellence.

In the domain of learning our main focus has been on professional learning for teachers using the pedagogy of the HOW2Learn program. The two modules completed in 2015 have covered 21st Century learning and environments and methods of engaging students in their learning. Both teachers and students are using the language of HOW2Learn and are engaged in their learning in more positive ways and helping each other to ‘keep trying’ no matter the obstacles (learning pit). Extra curricula activities for students such as Choir, Band, Southern Stars, Green Team and Dance has enhanced the engagement in learning for over 40% of the student population. By being engaged in these activities these students are more positive about the school and this is reflected in their contribution to the whole school and their learning in the classroom.

The School Excellence Framework survey shows that in learning we are delivering in 60% of the elements and sustaining and growing in 40% of the elements with some aspects of the elements where we are excelling.

Our major focus in the domain of teaching has been the training and ongoing professional learning for Early Stage 1 and Stage 1 teachers in Literacy, Language and Learning (L3). In addition to L3 teaching practices, in-depth study and implementation of the new Science syllabus and the adoption of the Primary Connections – Science program, has enhanced the teaching of science across the school. Consolidation of the new English and Mathematics syllabus documents has been conducted during stage/team meetings with consistent teacher judgement strategies used in assessment of student work samples. Supervisor and peer observations with constructive, positive feedback has enhanced the delivery of engaging lessons with teacher identified quality teaching elements being the focus for the observations. The School Excellence Framework survey shows that in teaching we are delivering in 60% of the elements and sustaining and growing in 40% of the elements, with some aspects of the elements where we are excelling.

In the domain of leading we are building the leadership capacity across the school. Students, staff and parent/community members have been encouraged and trained to lead in their respective areas of responsibility and expertise. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff, students and parents/community members to create a dynamic school learning culture. The School Excellence Framework survey shows that in leading we are delivering in 50% of the elements and sustaining and growing in 50% of the elements, with some aspects of the elements where we are excelling.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of quality education to our students. Yearly completion of the School Excellence Framework Survey will continue our progress towards excelling in each of the domains and their elements.
Strategic Direction 1

Quality Teaching and Learning

Purpose

To provide excellence in teaching K – 6 using the Quality Teaching framework and targeted professional learning to ensure teachers are demonstrating meaningful, effective and differentiated pedagogical practice.

To ensure high quality learning opportunities for all students, where students are highly engaged learners, supported in a secure and equitable environment.

Overall summary of progress

In the strategic direction of Quality Teaching and Learning there were three processes. Data was gathered through individual and school self-assessment and reflection, using a range of evidence. Progress and impact on these processes were as follows:

Development of a whole school approach to the teaching of new syllabus documents:

- Following Primary Connections - science teacher professional learning undertaken in Term 1, all teachers are delivering appropriate units of work each semester with units and resources purchased for all stages.
- A school-wide scope and sequence for science, history, geography and English was developed and is being used by all class teachers. This has reduced crowding of the curriculum and streamlined achievement of outcomes and content learning in these KLAs.
- New English and Mathematics syllabus delivery has been consolidated through ongoing sharing sessions during team/stage meetings.

Professional learning for teachers that focuses on explicit teaching and learning for students:

- Delivery of HOW2Learn training for all teachers covering Modules 1 & 2 in 2015. Teachers are fully engaged in the learning and there is strong evidence of this in classroom practice and an increase in student engagement with a greater understanding of learning progress by students.
- All Early Stage 1 and Stage 1 teachers are using the L3 method and strategies in the teaching of reading and writing.
- A new Reading Recovery teacher has been trained this year, working with four students each day. Students have gained in confidence and completed the one-on-one program at class appropriate level.

Improvement of quality teaching and teacher quality through processes to drive the teaching and learning cycle:

- Ongoing training and sharing of work samples to assist with plotting of students on PLAN.
- Establishment of a data wall for all students in literacy to improve the targeting of students for additional learning support.
- Observations of classroom teaching practice by supervisors and peers throughout the year.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of all students will achieve literacy and numeracy growth by</td>
<td>In overall literacy 48.3% of Year 5 students had greater than or equal to expected growth.</td>
<td>$4800 HOW2Learn casual costs using</td>
</tr>
</tbody>
</table>
the expected level in NAPLAN tests.

<table>
<thead>
<tr>
<th>In overall numeracy 40% of Year 5 students had greater than or equal to expected growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPL funds</strong></td>
</tr>
<tr>
<td>$1400 HOW2Learn course fees using TPL funds</td>
</tr>
</tbody>
</table>

70% of all students will be working at the appropriate cluster level in literacy and numeracy using the PLAN continuums.

| An average of 51.9% of students across each section of PLAN in Literacy were working at or above the appropriate cluster level: |
| An average of 62% of students across each section of PLAN in Numeracy were working at or above the appropriate cluster level: |
| **TPL funds** |
| $11,700 for L3 course fees using Literacy and Numeracy funds |
| $14,000 for L3 casual costs using RAM funds |

All teachers will engage in collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes in all teachers’ practice.

| Performance Development Plans (PDP) have been successfully written with observation of classroom practice embedded into the process. |
| Survey showed that HOW2Learn strategies are evident in classroom practice with an increase of 12% in student engagement across the school. |
| Supervisor and peer observations have provided effective feedback to teachers that has been positively reflected in continuing teaching practice. |
| A Professional Learning survey of teachers, parents and students showed that over 75% of responses from each group always or usually agreed that professional learning was important for upgrading teacher skills and keeping them up to date, improved the learning for students, was relevant to teacher and student needs and gave teachers new ideas to help them teach and students learn. |

**Next steps**

- Professional learning will continue for the HOW2Learn program throughout 2016 and 2017, until all modules are completed.
- Observations will continue with L3 training, PDP expectations and for peer/supervisor feedback sessions.
- Consistent teacher judgment of student work samples to accurately plot students on PLAN and to justify A – E gradings at reporting times throughout the year.
**Strategic Direction 2**

**School Culture**

**Purpose**

To enhance staff, student and community wellbeing through an inclusive culture of excellence and equity.

To provide challenging and stimulating learning experiences that enable all students to explore and build on their gifts and talents.

**Overall summary of progress**

In the strategic direction of **School Culture** there were three processes. Data was gathered through individual and school self-assessment and reflection, using a range of evidence. Progress and impact on these processes were as follows:

Strengthen community engagement and partnership with the school:

- There has been an increase in participation of Arabic speaking parents in school activities.
- Communication between parents and the school has been assisted through translation of notes into Arabic.

Revise and update the PBL matrix and expectations to reflect the changing nature of the school:

- The PBL matrix review has resulted in new areas and aspects of the school being included with clear expectations for staff and students.

Students engage in extra curricula activities as they are offered at the school:

- An increase in extra curricula activities has engaged students and parents more fully in the school.
- COS initiatives continue to involve students, teachers and executive in transition programs and curriculum development.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Non-English family involvement in school processes increased by 20%. | • Nine parents attended the first ‘Proud of My Plate’ afternoon. There was an increase of 100% attendance at the third afternoon that coincided with Eid.  
• At all other school activities throughout the year there was a 12% attendance by non-English families.  
• Tell Them From Me survey results showed that parents rated our school as an inclusive school at 7.55 out of 10. | $90 hospitality using RAM funding |
| Student involvement in extra-curricular learning experiences increased by 6%. | • There was a 3% increase in the number of students engaging in choir, 100% increase in Southern Stars as this was a new initiative, 5% increase in Green Team membership, and stable numbers in the dance group. Band numbers increased with the introduction of a beginner band with 8 students in this band.  
• Two Year 6 students participated in the Uni4Certain program with the outcome that they are enthusiastic | $25 per student for costumes – student pays  
Band – approx. $100 per term – student pays  
$1200 RAM funding |
Next steps

- Staff will review the results of the parent/teacher interviews parent survey to ensure that parent/teacher interviews provide appropriate time, focus and direction for parents.

- Continue the ‘Proud of My Plate’ initiative and include other cultural groups within the school in the initiative.

- Expand the extra curricula activities for students and increase their engagement by a further 1-2%.

- Continue with the Tell Them From Me student, teacher and parent surveys.

- Increase the number of teachers trained in PBL classroom systems and train a staff member as an internal coach.

- Use Sentral data to drive the PBL program in a more effective and efficient way.
Strategic Direction 3

Leadership at all levels

Purpose

To develop leadership capacity by providing training and opportunities for all executive, teachers, staff, students and the community to lead in a supportive, collaborative environment.

Overall summary of progress

In the strategic direction of Leadership at all levels there were three processes. Data was gathered through individual and school self-assessment and reflection, using a range of evidence. Progress and impact on these processes were as follows:

Build leadership capacity and opportunities for students:
- Student leadership opportunities are having a capacity building effect on student leaders and members of the SRC.

Build leadership capacity and opportunities for teachers:
- Teacher confidence in Key Learning Area responsibilities has been increased with explicit support in budget writing, evaluations and ordering processes.
- There has been an increase in extra curricula opportunities for students due to teachers engaging more in leadership of their areas of responsibility.

Build leadership capacity and opportunities for executive:
- GROWTH coaching training has enhanced the executive’s ability to support their team members in a range of endeavours.

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| All aspiring and current school leaders are professionally supported and given professional learning opportunities to enhance their leadership skills. | • Assistant principals completed GROWTH Coaching and used these skills when supervising stage teams.  
• Curriculum leaders were supported to budget, apply for grants, order resources and maintain resources for their area/s of responsibility.  
• Assistant principal successfully relieved as principal for 11 days in Term 1.  
• Assistant principals attended three leadership professional learning opportunities through Warilla Office. | $1600 casual costs  
$1200 course cost Using RAM funding  
$240 using TPL funding |
| All student leaders are given additional leadership opportunities at school and community levels. | • Student leaders attended the GRIP Leadership Conference.  
• Student leaders participated in training to lead assemblies and led the ANZAC ceremony, Presentation Assembly. | $185 global funds  
$150 global funds |
Student leaders successfully led the SRC initiatives throughout the year – planning, preparing and running the events.

Next steps

- Curriculum leaders of English, Mathematics, Science and HSIE engage with curriculum leaders from other Community of Schools (COS) schools for the planning and implementation of professional learning opportunities such as unit and resource sharing time across the COS.

- Student leaders and Stage 3 students engage in leadership learning through a two day leadership camp and the GRIP Leadership conference.

- Parents will receive training (voluntary) in grant writing, home reading and support, and permaculture gardening.
<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background funding</td>
<td><em>Strategic Direction 1</em></td>
<td>$9038 using RAM funds</td>
</tr>
<tr>
<td></td>
<td>All students have a Personal Learning Plan (PLP) and are making progress across the literacy and numeracy continuums. SLSO support of Aboriginal students has resulted in improved academic progress for these students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Strategic Direction 2</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural significance is included in all ILPs in consultation with students’ families.</td>
<td></td>
</tr>
<tr>
<td>English language proficiency funding</td>
<td><em>Strategic Direction 1</em></td>
<td>$18,031 using RAM funds</td>
</tr>
<tr>
<td></td>
<td>In reading, spelling and numeracy NAPLAN the Year 3 EAL/D students were significantly above the state mean against other EAL/D students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethnic SLSO working with class teachers and supporting EAL/D students in literacy and numeracy. Students are more engaged and making steady progress with oral and written English.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Strategic Direction 2</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethnic SLSO communicating with parents and inviting them to meetings with students and teachers to develop ILPs and monitor progress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New families and continuing families accessed student assistance for uniforms, text books and camps/excursions.</td>
<td></td>
</tr>
<tr>
<td>Socio-economic funding</td>
<td><em>Strategic Direction 1</em></td>
<td>$17,088 using RAM funds</td>
</tr>
<tr>
<td></td>
<td>Two students participated in the Uni4Certain program, coming away with strong desires to attend university at the conclusion of high school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HOW2Learn professional learning for teachers is showing an improvement in student engagement in their learning and an understanding of the learning process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Strategic Direction 2</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Families accessed student assistance for uniforms, text books and camps/excursions.</td>
<td></td>
</tr>
</tbody>
</table>
| Low level adjustment for disability funding | Strategic Direction 1  
All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 35 students were referred for learning support.  
80% of students have increased their engagement in the classroom with 15% being referred for further support. | $16,012 using RAM funds |
|---|---|---|
| Support for beginning teachers | Strategic Direction 3  
Semester 2 a new beginning teacher appointed to the school. Teacher adjusted to new school quickly bringing a positive attitude, collaborative manner and excellent classroom management strategies to the school. Very smooth transition for the teacher and the students. Professional learning opportunities made available to the teacher as they arise and based on the teacher’s needs. | Received in Semester 2 - $13,165 |
| Other school focus areas | Impact achieved this year | Resources (annual) |
| Environmental Education | Strategic Direction 2  
The student green team was established and working closely with the community garden club to maintain, plant and harvest from the vegetable garden and orchard.  
An ANZAC Memorial Garden and the Bush Tucker Learning Area was designed and built by students, garden club members and a P & C working bee. The garden is being used as a focal point for ANZAC and Remembrance Day commemorations. The learning area is improving teacher and student understanding of Aboriginal food, tool and medicinal plants. | $8,500 made up of successful grant applications. |
| Technology | Strategic Direction 1  
Two new CommBox touch screens and two projectors have enhanced the teaching and learning in those classrooms. Additional laptop purchases have improved the technology access for students through the addition of a 2nd mobile laptop lab. Computer coordinator has ensured the continued success of the technology system through timely maintenance, support to staff and an enrichment program for students. | $39,086 made up of school funds, computer coordinator funds and P & C donation |
**Student information**

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

**Student enrolment profile**

Student enrolment for 2015 was higher than 2014. Our male student numbers (124) are traditionally higher than female student numbers (118), but the difference continues to reduce and this year boy and girl numbers were almost the same.

**Student attendance profile**

Overall, our school’s attendance was 0.1% better than the state average. The 2015 figures were lower than 2014 due to a few students with chronic poor attendance records and two students who left the school and did not enrol at another school before the end of 2015.

**Class sizes**

In 2015 student numbers increased to enable the school to continue with a 10th class.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KR</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2HD</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2/3C</td>
<td>2</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>4/5W</td>
<td>4</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>13</td>
<td>29</td>
</tr>
</tbody>
</table>

**Workforce information**

Reporting of information for all staff must be consistent with privacy and personal information policies.

Wollongong West Public School carefully utilises the staffing allocation it receives for the benefit of all students. Some of the positions are combined and held by the one staff member to minimize disruption and support the continuity of educational programs. Two School Learning Support Officers (SLSOs) and an Ethnic SLSO are also employed to support targeted students.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>RFF/Part Time Teacher</td>
<td>0.82</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2,322</td>
</tr>
<tr>
<td>Other positions - ISTV</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>17,142</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2015 the indigenous composition of the staff was 5.8%.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>57%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>43%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

One teacher completed their accreditation maintenance in 2015. There are now five teachers accredited.

In 2015, considerable funding has been used for Teacher Professional Learning. This has included total funding of approximately $14,000 from both ‘tied’ and school-based sources. Staff embraced opportunities for professional discourse to consolidate their learning about teaching and reflection on their professional practice.

School professional learning focused on the following:

- HOW2Learn trainer training for two members of the executive and completion of Modules 1 & 2 throughout the year for all teaching staff. These modules covered 21st Century learning and how students learn best.

- All teachers were observed delivering lessons. They also observed at least 2 lessons by peers during the year. Self-evaluations and constructive feedback added to the professional development of all teachers. This also linked with the Performance Development Framework guidelines introduced this year.

- New science syllabus familiarisation, lesson plan writing and sharing sessions built stronger confidence in teachers for implementation of the syllabus. Primary Connections - science training was held on the first staff development day of the year. This was consolidated in professional learning opportunities with teachers from the other Wollongong Community of Schools (COS) schools.

- Kindergarten and Stage 1 teachers maintained their accreditation through L3 ongoing professional learning. Three Stage 1 teachers completed their training year in this program.

- As a Positive Behaviour for Learning (PBL) school, teachers engaged in PBL professional learning to maintain consistency across the school. This involved a review of the matrix, update of lessons and analysis of data.

- Mandatory training requirements such as Child Protection, CPR, Code of Conduct, Dignity and Respect in the Workplace were completed.
Financial information

Financial summary

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

A full copy of the school’s 2015 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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
</table>

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>106882.34</td>
</tr>
<tr>
<td>Global funds</td>
<td>179935.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>204152.86</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>77823.50</td>
</tr>
<tr>
<td>Interest</td>
<td>3644.75</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>31732.93</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>604172.22</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>36901.30</td>
</tr>
<tr>
<td>Excursions</td>
<td>10344.22</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>31343.14</td>
</tr>
<tr>
<td>Library</td>
<td>6201.37</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1590.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>185015.71</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>64546.64</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>57209.88</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>28846.74</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21687.06</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>28565.71</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>472252.34</td>
</tr>
</tbody>
</table>

Balance carried forward 131919.88

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

NAPLAN – Literacy Year 3 (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2015 26 Year 3 students (9 girls and 17 boys) sat NAPLAN. There was 1 exempt student.

In overall literacy the boys performed slightly better than the girls in each aspect.

In reading 56.5% of students who sat the Reading test were in the top 2 skill bands, an increase of 9.2% on 2014 results.

In writing 52.2% of students who sat the Writing test were in the top 2 skill bands. This was a 20% increase on 2014 results.

In spelling 54.1% of students who sat the Spelling test were in the top 2 skill bands, an increase of 7.7% on 2014 results.
In grammar and punctuation 50% of Year 3 students were in the top 2 bands.

NAPLAN – Numeracy Year 3

In 2015 19 Year 5 students (9 girls and 22 boys) sat NAPLAN. One student was exempt from testing.

In overall numeracy 26.1% of students who sat the numeracy test were in the top 2 skill bands. The boys performed slightly better than the girls in numeracy.

NAPLAN – Literacy Year 5 (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2015 41 Year 5 students (19 girls and 22 boys) sat NAPLAN. Two students were exempt from testing. This year there were a relatively high number of students requiring learning adjustments.

In reading there was one more student in the top 2 bands than in 2014.

In writing 7.9% of students who sat the Writing test were in the top 2 skill bands. This was a 2.6% increase on 2014 results.
In spelling there were 3 more students in the top 2 bands than in 2014. There were 2 students in band 8 this year, whereas no students in 2014 were in the top band.

In grammar and punctuation the results were not as expected. This will be a target area for 2016.

**NAPLAN – Numeracy Year 5**

In 2015 41 Year 5 students (19 girls and 22 boys) sat NAPLAN. Two students were exempt from testing. This year there were a relatively high number of students requiring learning adjustments.

In overall numeracy the results were not as expected. This will be a target area for 2016.

**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.

In 2015 the satisfaction survey was in regards to the School Grounds and Environment.

- 74% of those surveyed strongly agreed or agreed that the school grounds were well presented, neat and tidy.
- 63% of those surveyed strongly agreed or agreed that there was sufficient play equipment for student use.
- 83% of those surveyed strongly agreed or agreed that the playground was safe and secure with 80% saying that there was sufficient supervision by teachers at break times.
- 89% of those surveyed strongly agreed or agreed that having parents/community members helping with maintenance and improvements is a positive outcome for the school.

From the suggestions section of the survey, the suggestions that were highest in comments were:
• Fix the student toilets.
• Paint the timber sections of the exterior of the school.
• Brighten up the environment of the school with bright paint colours.
• Fixed equipment of various types for the primary playground area.

**Policy requirements**

**Aboriginal education**

• Teachers, parents and students participated in the development of Personal Learning Plans (PLP) for Aboriginal students. Continuing on from the success of previous years, parents of indigenous students were invited to an open afternoon in the library for afternoon tea and informal sharing as part of the PLP process.
• Continued updating and improvement of our Aboriginal resources in the library, including digital technology.
• ES1 and S1 classes continue to practice the recommended daily routine (BBC) to address Otitis Media.
• A group of three Indigenous boys responded positively to attending the “Men’s Shed” where they experienced dialogue, activities and mentoring.

**Multicultural Education and Anti-racism**

• All NESB students are making positive gains in their reading with improved oral interaction and confidence.
• Increased reading levels by between 2 - 5 levels and progress on the continuum as a result of an L3 style approach to teaching reading and writing in Semester 2.
• Ethnic School Learning Support Officer (SLSO) time was increased from 2 days to employing two SLSOs 4 days per week.
• EAL/D Newly Arrived teacher support increased to 4 days per week in Term 3 due to an increase in refugee students.
• A ‘Proud of my Plate’ initiative was established with Arabic mothers attending sharing afternoons.
• We have a very harmonious school with students from 26 different language background.
• The successful Harmony Day calico wall hangers created by primary classes and Harmony Gardens created by infants classes showed our community the diversity within the school.

**Other school programs**

• Student leadership
  • In Term 1, the Student Representative Council (SRC) met to decide on the PBL WOWW ticket rewards for the year. Decisions on fundraising were also discussed and agreed upon.
  • On Thursday 15 May, the SRC Disco for Nepal raised $700! The money went towards the Gorkha district school in Nepal that was badly affected by the earthquake earlier this year.
  • The SRC Refugee Week mufti day was on the last Friday of Term 2. The $286.75 raised was put towards SCARF (Strategic Community Assistance to Refugee Families). SCARF is a fantastic organisation in Wollongong. They assist many refugee families, including families from our school community.
  • Our well attended fundraiser was a Gaming and Day Spa session. The students paid a gold coin donation and were able to choose to go the computer room to use a range of devices or they could go to the Day Spa and get a massage, their nails painted and cucumber/face spritz relaxation in the chill out zone. We raised $100, which will be donated to the Illawarra Cancer Centre in the Wollongong Hospital.

![Image](image-url)
• Karla suggested that we hold a Mufti Day to raise money for audio books to assist with our school’s literacy program. We managed to raise $226, and will purchase the books at the start of next year.

• We have also had the opportunity to take on leadership roles outside of fundraising activities. In Term 3, we ran the PBL WOW Trivia reward session. We have also been peacekeepers in the playground during recess and lunch breaks. This involves setting up equipment and encouraging students to participate in social activities. We ran auditions and then ran the assembly for the annual Rising Stars Talent Show. We were in charge of updating the communication board for the school.

• Student leaders were responsible for leading special assemblies throughout the year and representing our school at outside community events.

• Kindergarten Orientation
  
  • Approximately 70% of children who started school in 2015 attended the Kindy O sessions the previous year.
  
  • Approximately 92% of the children who attended the 2014 Kindy O sessions also attended the parent/child/teacher interview following the 3 sessions.
  
  • This program resulted in well informed and prepared parents and children for the following year.

  • Kindy O children had time to get to know one another, resulting in settled, happy, eager children ready for Kindergarten.

  • Teachers are well informed about the children who will be starting school the following year. Any concerns that may arise during Kinder O were addressed.

  • Due to the poor attendance at the orientation sessions in 2014 a detailed, informative letter was posted to all new kindergarten parents this year informing them of the importance of these sessions not only for the children but also the parents and teachers.

• Literacy
  
  • 215 students completed the Premier’s Reading Challenge (PRC) this year. Our best result ever.

  • Every student in 5/6M completed the PRC. This was the first year a whole senior class has done this.

  • Nine students received platinum awards for completing the PRC for 7 years.

  • 30 students received gold awards for completing the challenge for 4 consecutive years.

  • Two Kindergarten and one Stage 1 teacher attended 3x half day ongoing professional training for L3. This also included visits during the year from their L3 trainers to observe their teaching practice.

  • Three Stage 1 teachers trained in L3 Stage 1 which included 12 x 2.5 hour training sessions over the year. This also included regular visits from the trainer to observe and provide feedback on teaching practice.

  • During Semester 2 the pedagogy of L3 was implemented with two groups of EAL/D children in Stage 2 and 3. 100% of students made excellent progress in their reading levels during this time, with an average improvement by 6 reading levels.

  • Additional SLSO support was provided to all classes to help during the year in Literacy.

  • The new English Syllabus was implemented in 2014 and support continued during 2015.

  • Teacher Peer Observations occurred during 2015. AP’s observed all teachers within the team at least 2 times. All teachers participated in peer observations at least twice during the year.

  • A Term 4 COS sharing session held to discuss resourcing, implementation, effectiveness of units and programming was highly successful and provided important data for future use.

• Information Technology
  
  • All students received a minimum of one hour per week of learning in the computer
lab to engage in guided lessons and successfully use the innovative technology tools available to them online and offline.

- The technology program has ensured that students engage in safe and responsible ways by completing an online safety course that was reinforced in weekly lessons.
- The roll out of 15 new MacBook laptops within Stage 2 and Stage 3 classrooms has allowed greater integration of technology within their everyday learning.
- This year saw an upgrade of the Stage 3 classrooms Interactive Whiteboards to Interactive Touch Screens.
- 100 children participated in the Visual Design competition ‘Design a Sign,’ which were then voted on by the whole school to select a winner.
- The replacement of the computer room printer allowed for more student work to be published on a regular basis.
- Classrooms had 2 laptop trolleys and an iPad trolley available for use throughout the school year.

- Environmental education and sustainability
  - The school environmental team (Green Team) attended weekly meetings to maintain the school gardens, plant vegetables, establish the Bush Tucker garden and learn about environmental education. The Green Team included students from Kindergarten to Year 6.
  - Parents from our school community volunteered their time to form the Garden Club. The Garden Club meets every Thursday to help maintain school gardens and to assist during Green Team sessions.
  - Garden Club parent volunteers have re-established the worm farm and provided worm farm and seed planting workshops for students during Green Team sessions.
  - Mrs Reade and the Garden Club designed and planted the memorial garden with the help of a Veteran’s Grant.
  - Several classes combined their efforts to clean and mulch the rainforest area.
  - The School was awarded a $500 Ipromise Grant to vegetate the Bush Tucker outdoor learning area.
  - Mrs Reade, the Green Team, the Garden Club and the General Assistants combined their efforts to complete the Bush Tucker outdoor learning area.
  - Students planted 30 trees and shrubs in the new Bush Tucker outdoor learning area to celebrate National Tree Day.
  - The school was given 5 new chickens that were cared for by 4/5W. Students feed, collect eggs and maintain the chicken coop. Eggs are sold and this pays for their feed and other requirements.
  - All students in the school participated in Clean Up Australia Day, increasing student environmental awareness.
  - Compost buckets were collected daily from classrooms and most of the compost was used to feed the chickens. The remainder was put into the compost bay.
  - Parents, students and teachers collaborated to review and update The School Environment Management Policy (SEMP).
  - The Green Team and teachers from the Environmental group organised a competition to officially name the vegetable garden. The winning entry was ‘Greens and Seeds Community Garden’. A subsequent competition was also organised for students to design an official sign for the Green and Seeds Community Garden.

- Family and community programs
  - The Wollongong West Parents and Citizens Association (P & C) enjoyed a strong year with a number of fundraising and community-based projects successfully completed in 2015.
  - The P & C raised $6,080 through a number of stall’s, Bunnings BBQ events, Trivia and Movie nights.
• Gardening projects throughout the school assisted with garden bed maintenance and support with school based gardening initiatives – the ‘Garden Club’.

• Broader work also focused on the completion of Phase 1 for the outdoor kitchen and painting of the canteen wall to prepare for a mural and hard surface games.

The P&C executive committee would like to thank all of the kind volunteers who helped with a number of the initiatives in 2015 and I’d also like to thank the Executive Committee who have steered the P & C strategy throughout the year.

Nigel Sanderson – President P & C

Achievements in the arts

• Every student K - 6 has regular opportunities to perform to a wide audience at our fortnightly Wednesday Assemblies in the hall.

• The Wollongong West end of year Rising Stars Talent Quest has become a highly anticipated event. Every student has the opportunity to audition, the successful performers going through to present their talents on the stage to a large audience including students, teachers, parents and members of the wider school community.

• Twenty Stage 3 students participated successfully in Southern Stars.

• 30 infants and primary students attended Dance Club twice a week during lunch and performed twice for school assemblies.

• Participation of 63 students from Year 3 to Year 6 in the Wollongong Schools Music Festival.

• Stage 2 and 3 children visited the Wollongong Art Gallery during Term 4.

• A visit from Wollongong High School of the Performing Arts student promoted drama and work with Year 5 and 6 students

• 15 primary students attend Band once a week and have performed at a school assembly

• Year 3 students participated in the Noreen Hay Christmas Card Competition. Hesali and Paul had their designs selected for printing on the Christmas cards.

• Enea and Claudia from Stage 3 attended a Visual Arts Camp in Canberra during Term 3.

Achievement in sport

• In 2015 students aged 8-13 were given the opportunity to participate in three district carnivals. Students in Years 3-6 also participated in PSSA sport and the Central Wollongong District Gala Day.

• In Term 1 two swimming carnivals were held. All primary students participated in a carnival in our school pool. This carnival was designed to give all students an opportunity to participate in races of reduced distance and longer races to qualify for the competitive carnival. Beginning swimmers participated in races across the shallow end of the pool with the assistance of Year 6 swimming buddies. This carnival continues to be a huge success as there is no cost to students, resulting in high levels of
participation as the swimming ability of all students is catered for.

- The competitive school carnival was held at Western Suburbs pool. In total 48 students competed against students from Mt Keira and Mt Kembla. This half-day carnival continues to be a success as students are given the opportunity to compete in a 50m pool to qualify for our school team for the District Carnival.

- One student went on to represent the district at the Regional Swimming Carnival.

- The school cross country was held at school. Our grounds are ideally suited to run a course that is the same length as the district carnival. Students from K - 6 were catered for in events of varying distances. 46 students represented the school in the District Carnival at the Kembla Joggers track.

- One student successfully gained selection in the district team to compete in the Regional carnival at Nowra.

- The school Athletics Carnival was also held at school. Students in Years 1 - 6 competed in track and field events, while Kindergarten participated in a modified track program. Preparation of result sheets with names pre-printed helped staff again this year and discus was conducted prior to the carnival to save time on the day. Students from Wollongong High School were a positive addition as they assisted staff to facilitate the events again this year. Wollongong West is very lucky to be able to use their grounds for the athletics carnival each year.

- The District Gala Day, held in Term 1, was a huge success. 48 students from Years 3 & 4 participated in cricket, while 41 students from Years 5 & 6 played Oz Tag.

- Students in Years 3 - 6 participated in PSSA sport in Term 3. Participation levels were consistent with previous years with four boys’ soccer teams and two girls’ netball teams taking part.

- Students who did not take part in PSSA participated in an intensive skill development program targeting throwing and catching, striking and kicking skills at school. PE students from the University of Wollongong helped teach this program.

- In Term 1 all classes participated in a weekly fitness circuit.

- The Jump Rope for Heart program in Term 2 also increased physical activity with all classes having regular skipping fitness sessions, culminating in a school jump off event.

- In Term 4 all students in K - 6 took part in gymnastics lessons, facilitated by class teachers who follow the school program. Our school is fortunate to be able to run a program with such a wide variety of equipment, purchased using a grant from Live Life Well.

- All students K - 6 participated in the Premier’s Sporting Challenge during Terms 2 and 3. The provision of a sport box for K - 2 children and skipping ropes, basketball and tennis facilities and soccer fields for Stage 2 and 3 continues to encourage physical activity at school.

- Following an application for a Live Life Well grant by Miss Calligaro, the school received funds to release teachers to develop a new whole school scope and sequence for PDHPE. This program will ensure all requirements of the PDHPE syllabus and Physical Literacy continuum are met.

- A new Fundamental Skills Program has also been developed outlining teaching points, strategies and games to support staff in facilitating the development of these skills across all years from 2016 onwards.