Messages

Principal’s message

Wollongong West Public School is situated two kilometres west of the Wollongong CBD and services the learning and welfare needs of over 200 students. The school prides itself on providing an inclusive learning environment for students from at least 25 cultural backgrounds.

Hidden behind trees and an embankment on Crown Street, the school is a quiet oasis, with attractive and spacious grounds, an indoor heated swimming pool, hall and teaching spaces that are under one roof. Onsite opportunities for environmental projects have resulted in the school receiving awards for our progressive environmental programs.

Our values of Responsible, Respectful, Safe Learners are explicitly taught, practised and revised, leading to high expectations of positive behaviour and learning.

The school offers support to meet the individual learning needs of all students. Currently this includes support teachers for ESL and student learning, Reading Recovery Teacher, Teacher Librarian, School Counsellor and the School Learning Support Teachers (SLST).

Our school encourages parents and carers to be active participants in their child’s learning. All community members are warmly welcomed to school assemblies and special events that occur throughout the year.

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

We have had a quiet year in 2012. Thanks to a small band of dedicated people who have given up their time to assist the P & C we are continuing to make the school a modern and exciting place to learn.

A number of small fundraising events held throughout the year have allowed the P & C to assist in providing support to the students and staff with some educational experiences for the students of Wollongong West Public School.

The P & C welcomed all the new and existing families to the new year with a Welcome Night early in Term 1. Support was provided for the junior school through $400 for the Chicks R Us program in the classroom. Insurance was paid for the Wakakirri Dance Program so that Stage 2 students could perform at the WIN Entertainment Centre.

The excursion subsidy was continued again this year to the value of $2400 allowing all of our school students to participate in an out of school educational experience.

Wollongong West P & C recognizes the valued contribution of members of the local community who continually offer their support, allowing us the opportunity to support the Wollongong West school community.

Mr Simon O’Connor – P & C President

Student representative’s message

The Student Representative Council (SRC) is made up of students from Year 2 to Year 6. The aims of the SRC are:

• to encourage students to lead their peers in respectful, responsible and safe behavior;
• for the students to gain ownership of appropriate decision making processes;
• to allow for the student body to have a voice in appropriate decision making processes;
• to foster responsibility for the wider community’s needs through fundraising for disadvantaged groups in society; and
• to foster responsibility for our school’s needs.

Throughout the 2012 school year the SRC has:

• held a Purple Day to raise awareness about epilepsy. We raised $158 for Epilepsy Action Australia on this day;
• provided input into the whole school WOWW Award Program, selecting the end of term rewards for the whole school;
• initiated the *Jump Rope for Heart* school program that incorporated eating and exercise lessons to promote good health. The program also explicitly taught students how to skip with skipping ropes and gave an alternative for fitness lessons/activities. The SRC held a *Jump Off Day* that raised $2835.65;
• held a *Crazy Hair* Mufti Day to raise money for school equipment. The SRC raised $125.95; and
• conducted a school fundraiser for school equipment.

Miss Gemma Calligaro – SRC Coordinator

**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**

Student enrolment for 2012 was slightly less than 2011. Our male student numbers (102) are traditional higher than female student numbers (91).

**Student attendance profile**

Although student attendance has gone down compared to 2011, caused by a very small number of students with poor attendance, overall attendance for the majority of students has improved.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.4</td>
<td>94.6</td>
<td>94.8</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.6</td>
<td>95.5</td>
<td>95.4</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.8</td>
<td>95.0</td>
<td>95.6</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.2</td>
<td>94.6</td>
<td>95.6</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.4</td>
<td>94.1</td>
<td>94.0</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>90.8</td>
<td>94.2</td>
<td>95.0</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.7</td>
<td>93.6</td>
<td>94.2</td>
<td>89.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.0</td>
<td>93.4</td>
<td>94.6</td>
<td>94.9</td>
<td>93.9</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

The strategies in place to address student attendance concerns include: letters home to families where student attendance has been poor, effective support from the Home School Liaison Officer, and a weekly class reward system with the grade having the best attendance congratulated by principal and acknowledged in the newsletter. These have all contributed to a general improvement in overall attendance.

**Staff information**

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

Wollongong West Public School carefully utilizes 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) are also employed to support targeted students.
Staff establishment

<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 Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>Release From Face to Face Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.022</td>
</tr>
<tr>
<td>Total</td>
<td>15.342</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012 the indigenous composition of staff was 6.5%.

Staff retention

There were a few changes to staff during 2012. One teacher was on maternity leave for the year and this position was filled with a temporary teacher. A new Learning and Support Teacher (LST) transferred to the school in Term 2, working 3 days per fortnight, bringing the total LST to 0.7 per week. The current LST increased from 0.4 to 0.5. One temporary teacher gained a permanent position at another school and another temporary teacher was employed from the beginning of Term 2 on a Stage 3 class. One teacher retired in Term 4.

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>Degree or Diploma</td>
<td>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>

Financial summary

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

Income

<table>
<thead>
<tr>
<th>Source</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>78572.34</td>
</tr>
<tr>
<td>Global funds</td>
<td>133633.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>109493.15</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>65894.22</td>
</tr>
<tr>
<td>Interest</td>
<td>4108.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8534.92</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>400237.46</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>41393.29</td>
</tr>
<tr>
<td>Excursions</td>
<td>13433.83</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>30818.59</td>
</tr>
<tr>
<td>Library</td>
<td>5829.74</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2917.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>89774.03</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>35044.79</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>32929.35</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>30646.91</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23368.84</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9735.65</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12504.37</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>328397.05</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>71840.41</td>
</tr>
</tbody>
</table>

Wollongong West Public School had no voluntary school contribution in 2012. There was a small book charge of $20 to cover the cost of a handwriting textbook for K – 6 students, a desktop dictionary for Year 1 students and photocopying of various booklets for use by students across all grades.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

- All classes participated in displaying their artwork on new display areas in the corridors.
- All classes participated in the library ‘Book Week’ display.
- There was 100% participation by all classes in the ‘Harmony Day’ art display.
• All classes participated at least twice in class fortnightly assembly performances.
• Two classes, 3C and 4W participated in ‘Wakakirri’, performing at the Wollongong Entertainment Centre. They won *The Most Sustainable Production Award*.

Thirty primary children regularly attended ‘Dance Club’ and performed twice at school assemblies.

Ten students entered the ‘WAVE FM Talent Competition’ held at the school, with Zayden Spinelli winning and progressing to the grand final at Shellharbour shopping centre.

Zayden Spinelli won the Wave FM Rock School Popstar Grand Final held at Stockland Shellharbour against 10 students from other local primary schools.

Aboriginal artist, Kevin Butler is well on the way to completing the playground mural.

Twenty primary children created ‘Metamorphic Mongrels’ with artist Mai for ‘Viva La Gong’ and participated in the street parade.

The Musica Viva’s live music in schools programme was held in Terms 2 and 4. During Term 2, “Sounds Baroque”, performed a French Opera called “Hercules”. In Term 4, the Senegalese group, “Teranga” performed their unique music. All teachers were involved in training and development to prepare the students for each of these live performances.

• Participation by 55 students from Year 3 to Year 6 in the Wollongong Schools Music Festival.
• K-2 students performed in *Christmas in the Mall*.
• The Wollongong West end of year talent quest has become a much anticipated event. Every student has the opportunity to audition, the successful performers go through to present their talents on the stage to a large audience including students, teachers, parents and members of the wider school community.

**Sport**

• Students proudly participated in all District Carnivals. Students who went on to compete at Regional Carnivals were: Daniel Bernauer (Athletics) and Deng Lual (Cross Country).

• In Term 2 students took part in the *Dance2BeFit* program for 8 weeks. The program provided a varied and engaging program of dances across a number of genres.

• In 2012 we trialled a number of other outside sport providers including Milo Tennis, Dragontag, Get Active Gymnastics and The Illawarra Football Academy.

• New equipment purchases are being successfully utilised by teachers to provide a varied and interesting sport and PE program for students. These include golf and Speedminton.

• Swim program - the on-site pool was again utilised to provide students with swimming lessons in Terms 1 and 4.

• Fifty students from Years 3-6 participated in PSSA sport in Term 3. Students competed in senior girls netball, junior girls soccer and senior and junior boys soccer.

• The school received a range of sporting equipment through the Coles Sport for Schools initiative.

**Other**

• Student borrowing of books from the library has increased by over 100% this year.
• The Book Fair raised $450 as commission in books for the school library.

• Participation in and completion of the Premier’s Reading Challenge rose from 108 in 2011 to 178 in 2012.

• Throughout the year, Scholastic Book Club raised $800 in books for the school library.

• Sixty-eight students from Year 3 to Year 6 participated in the University of NSW competitions in writing, science, English, mathematics, computer skills and spelling. Achievements were 3 high distinctions, 9 distinctions and 18 credits.

• 2/3W entered and won the Bunnings Recycled Christmas Tree competition. They won a 4 burner BBQ for the school.

• The school captains received, on behalf of Stage 3 students, a plaque in recognition of the care packages that were sent to ADF soldiers in Afghanistan.

• The teacher/librarian and eight students attended the CBCA Literary Lunch where they met and listened to a number of Australian authors.

• Tim Douglass won the Wollongong City Council’s Love Food, Hate Waste competition overall award and Ben Douglass won the Kindergarten section. The Lord Mayor presented the boys with their prizes and certificates. The school also received $500.

• The environmental group won 2nd place for Ongoing Environmental Initiatives at the Rise & Shine Bluescope Steel Environmental Schools Competition.

Academic
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3
Twenty-five students sat the Year 3 NAPLAN literacy test in 2012 (13 boys and 12 girls). One student was exempt, being a Phase 1 ESL student and two students were absent for the tests. The boys performed significantly better than the girls in reading and grammar & punctuation. In spelling and writing there was very little difference between the boys and girls.

• In reading, 100% of students achieved at and above the minimum standard with 72% of students placed in the top 2 bands.

• In reading, Year 3 students performed 66.3 points above the state mean.

![Percentage in bands: Year 3 Reading](image-url)
• In grammar and punctuation, 96% of students achieved at and above the minimum standard with 80% of students placed in the top 2 bands.
• In grammar and punctuation, Year 3 students performed 49 points above the state mean.

![Percentage in bands: Year 3 Grammar & Punctuation](image1)

• In writing, 100% of students achieved at and above the minimum standard with 72% of students placed in the top 2 bands.
• In writing, Year 3 students understood the importance of writing to an audience and using correct punctuation.

![Percentage in bands: Year 3 Writing](image2)

• In spelling, 100% of students achieved at and above the minimum standard with 44% of students placed in the top 2 bands.
• In spelling, trend data showed Year 3 performing significantly above the state.

![Percentage in bands: Year 3 Spelling](image3)

Numeracy – NAPLAN Year 3

Twenty-five students sat the Year 3 NAPLAN numeracy test in 2012 (13 boys and 12 girls). One student was exempt, being a Phase 1 ESL student and two students were absent from the test. The boys performed slightly better than the girls in overall numeracy.
• In overall numeracy 100% of students scored at or above the minimum standard with 48% of students placed in the top 2 bands.
• Trend data showed that Year 3 students performed significantly above the state.

![Percentage in bands: Year 3 Numeracy](image4)
Literacy – NAPLAN Year 5

Thirty students sat the Year 5 NAPLAN literacy tests in 2012 (15 boys and 15 girls). The girls performed slightly better than the boys in writing and the boys performed better across all the literacy tests.

- In reading, 73% of students achieved at and above the minimum standard with 23% of students placed in the top 2 bands.

- In spelling 73% of students achieved at and above the minimum standard with 27% of students placed in the top 2 bands.

- In writing, 60% of students achieved at and above the minimum standard with 3% of students placed in the top 2 bands.

Numeracy – NAPLAN Year 5

Twenty-nine students sat the Year 5 NAPLAN numeracy test (14 boys and 15 girls). One student was absent for the test. The boys performed better than the girls in overall numeracy.

- In overall numeracy 69% of students performed at and above the minimum standard with 21% of students performing in the top 2 bands.
Progress in literacy

In 2012 the progress in reading was based on 25 matched students out of 29 students who sat the tests (30 for the writing test).

- The average growth in reading was greater for the boys than the girls.
- The average growth in reading was equal to or above the expected growth of 77.8 points from Year 3 to Year 5 for 52% of the students.
- Growth for boys showed 61.5% grew by more than the expected growth and for girls, 41.7% grew by more than the expected growth.

Progress in numeracy

In 2012 the progress in numeracy was based on 25 matched students out of 29 students who sat the test.

- The average growth in overall numeracy was greater for the boys than the girls.
- The average growth in overall numeracy for matched students from Year 3 to Year 5 was 75.1 points.
- Growth for girls showed 33.3% grew by more than the expected growth and for boys, 46.2% grew by more than the expected growth.

Significant programs and initiatives

Aboriginal education

- Celebrated local indigenous artist, Mr Kevin Butler, has begun the planning and painting of our outdoor mural in the assembly area. All students have had the opportunity to watch Mr Butler work and discuss his artwork and ideas with him. He has also taken the opportunity to visit some classes to teach them to paint, or discuss events such as the Walk for Reconciliation.
- The very talented author Boori Pryor visited the school to share his brilliant style of story telling with the students who delighted in dramatising his stories to the sound effects of indigenous instruments.
• All staff has undergone the first two modules of professional development for the No Gap No Excuses program.
• On-going practice of Accelerated Literacy pedagogy across some classes in Stages 1 - 3 has supported and enhanced the performance of all students.
• Teachers, parents and students participated in the development of Personal Learning Plans for Aboriginal students.
• New Aboriginal resources have continued to be added to the library and have been useful in preparing and planning public performances for our Friday Assemblies.
• The Dare to Read program has continued to be implemented across the school especially during NAIDOC week celebrations to raise awareness of Aboriginal traditional and contemporary culture.
• Koori Kids have once more expressed their appreciation of our ongoing support of their fundraising ventures, by purchasing respect bands and packs and other merchandise offered to enable Aboriginal students to attend major cultural and sporting events.

Multicultural education
• Language Background Other Than English (LBOTE) population is 44% of the total school population, ranging from first to third phase learners.
• For Harmony Day each class painted a canvas picture which reflected this year’s theme “It’s up to You and Me”.
• Assistance has been provided to 56 Non English Speaking Background (NESB) students either as group withdrawal or within class.
• The Primary Intensive English Program provided intensive English instruction for 11 refugee students in order to better prepare them for mainstream education programs.
• The program is based on students completing rich tasks that are designed to improve the oral and written language of all students involved.
• There has been an increase in participation and confidence within the classroom and school environment. Students in Stage 2 performed at the WIN Entertainment Centre for Wakakirri.
• Reading levels for all ESL students have increased from between 4 and 11 levels.
• Improvement in independent writing. This is evidenced through a decreased reliance on scaffolding strategies.

Priority School Program
Kindergarten Transition

At Wollongong West Public School we pride ourselves on creating and implementing an effective transition to school program to ensure that the transition to school is a positive experience for all children and their families.

Our year-long transition program included:
• “Tea and Tissues” on the first day,
• “Welcome Night” to welcome new and returning families to our school.
• Morning tour and information session conducted by our Community Liaison Officer.
• An afternoon of fun in Term 2 to meet the new parents and children.
• A Kindy O morning tea with parents and children.
• During Term 3 the Kindergarten teacher visited a number of local preschools and spent time reading with the children who would be starting school in 2013.
• Three two-hour Kindy O sessions were conducted in Term 4. During this time, parents attended information sessions covering a range of topics such as kindergarten routines, literacy, numeracy and Multicultural Education. The children met Backpack Billy, the Transition to School mascot, and had a lot of fun playing games with Billy and their Year 5 buddies.
• Interviews were held with all new Kindergarten parents and their child and the Early Stage One Assistant Principal.

As a result:
• All children started school very happy and eager. No tears on day one. All children were prepared and well equipped for their schooling.
• Parents were well informed about school and the Kindergarten procedures.

• Numbers for Kindergarten 2013 were slightly higher than 2012 numbers.

• Interviews were a great idea and gave the Kindergarten teacher a positive understanding of the child and parent.

Numeracy

• The Taking Off With Numeracy program principles were adopted across Years 3 – 6.

• All 3 – 6 teachers incorporated the principles into their own teaching and plotting students on the numeracy continuum for place value.

• Targeted Early Numeracy (TEN) was introduced across K – 2 classes.

Literacy

• The literacy focus for 2012 was reading comprehension. Teachers engaged in Focus on Reading training throughout the year.

• All teachers completed the Focus on Reading training and now use the teaching strategies in their classroom practice when teaching reading comprehension.

• The school executive completed the leadership element of the Focus on Reading program to further support staff.

Student Engagement

The Positive Behaviour for Success program is in its third year and there have been many positive changes due to its implementation:

• Students demonstrate an understanding of the school values - Responsible, Respectful, Safe Learners through general behaviour in all school settings.

• Students with four or more detentions in the year reduced to 2.3% of the student population.

• The whole school achieved the 4 WOWW targets throughout the year, concluding the year with an Amazing Race day.

• Consistency of consequences and rewards was maintained with the help of a designated Student Welfare Officer and SENTRAL tracking.

Other programs

Environmental Education

• Climate Clever Energy Saver Program – The Stage 3 classes were learning about energy and its many uses. They conducted audits into ways to save energy in our school. The program will allow us to make changes to our lighting system to save energy and money.

• The school was successful in receiving the School’s Solar Grant, $15,000. This grant will insulate the Art Room and make it more comfortable for students and staff to use as a learning area. It will have soundproofing and efficient lighting. The light switches will be changed to make sure it is easily accessed when downstairs.

• All classes participated in Clean Up Australia Day. We cleaned up the school grounds and the streetscapes next to the school boundary and collected 6 bags of litter.

• Schools Tree Day – The whole school planted many new native plants around the school to improve our gardens.

• Replanting and updating our existing Bush Tucker Garden. Students planted new Bush Tucker plants and ground covers to make improvements to this area.

• The Green Team – spent lunch times in the vegetable garden where they weeded, planted, harvested, cooked, ate and sometime sold the fresh produce.
• Waste Wise Competition – Winner and runner up in this competition, winning $500 for the school towards a waste wise project.

Information Technology
• All staff and IT lab computers were upgraded to OSX10.7 (Lion).
• 2 sets of 10 iPads purchased including a mobile charging and syncing station - One set for the infants classes and one for the primary classes.
• A new osx server was purchased and setup using OSX10.6 (Snow Leopard).
• A new SENTRAL server was purchased. This has allowed further expansion of the SENTRAL modules including WebAttend and the new SENTRAL reports program enabling tracking of students on both the Literacy and Numeracy continuums.
• Some of the older computers in the IT lab were replaced with 10 new iMac computers. These were purchased partly through school funds and partly through the T4L program.
• A department supplied eT4L server was installed to replace the old CPC server.
• A new school intranet website was created, providing a more up-to-date and easy to follow web interface to our resources.
• All students received explicit IT instruction for a minimum of one hour per week in the computer lab.

Reading Recovery
Reading Recovery is an early intervention aimed at accelerating literacy learning for those students performing in the bottom 20% of Year 1. Selected students receive daily individual lessons for 12-20 weeks to assist them with reading and writing skills. After Reading Recovery, students continue to make progress from regular classroom instruction.
• This year 10 children have entered the program, with 8 discontinuing successfully. One of these students was a carry over from last year. Two students have been referred and they will continue to receive additional assistance from other programs within the school. This year there were places for all students who were identified for Reading Recovery intervention.
• Students continue to be monitored in Years 2 and 3. Most students are achieving at class average, or above, and additional help is given to those few who need it. Therefore, Reading Recovery has had a positive effect in raising the overall performance of students within the school.

Progress on 2012 targets

Target 1
Increase Year 3 and Year 5 NAPLAN reading comprehension achievement (currently 39% & 19% in top 2 bands) to 42% & 25% in top 2 bands in NAPLAN 2012 test.

Our achievements include:
• NAPLAN results in 2012 showed students achieving targets of 72% (Year 3) and 23% (Year 5) in the top 2 bands for reading. The Year 3 results exceeded the target by 30%.
• 52% of matched students grew by the expected growth, or more, in NAPLAN reading (previously 50%).
• The Focus on Reading program was successful in that all teachers are now using explicit teaching instruction for the teaching of reading comprehension in the six comprehension areas.
• All teachers have been entering student progress in literacy on the Continuum Tracker in SENTRAL.

Target 2
Increase Year 3 and Year 5 NAPLAN numeracy results (currently 29% & 24% in top 2 bands) to 30% in top 2 bands by NAPLAN 2012 test.

Our achievements include:
• Forty-eight percent of Year 3 and 20.7% of Year 5 students were in the top 2 bands as measured by NAPLAN (previously 29% and 24%).
• Numeracy support was provided to Stage 2 classes in the implementation of TOWN principles and also to Stage 3 classes in the latter part of the year with the assistance of the HAT teacher from Keiraville P S.
• In Year 5, 40% of matched students grew by more that the expected growth in numeracy as measured by NAPLAN (previously 35.3%).

• In Year 3 100% of students and in Year 5, 86% of students achieved at and above the minimum standard in numeracy as measured by NAPLAN (previously 93% and 62%).

• All K – 2 teachers completed the Targeted Early Numeracy training and have implemented it into their numeracy teaching.

• Individual Learning Plans were written and implemented using teacher and support staff for students not meeting the NAPLAN minimum standard.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations for Reading Comprehension and School Management.

Reading Comprehension

Background

In recent years the NAPLAN reading trend data for Year 3 and Year 5 has been in decline. To address this issue it was decided that a professional development focus for 2012 would be reading comprehension. Teachers have engaged in the Focus on Reading (comprehension) program, facilitated by an ISER literacy consultant.

Findings and conclusions

• 82% of students almost always and/or usually agree that it is important to be able to comprehend well.

• All teachers are using the six comprehension strategies when teaching comprehension and report on comprehension in semester reports.

• All teachers, 97% of parents and 93% of students almost always and/or usually agree that learning to comprehend well is important.

• All teachers, parents and students almost always and/or usually agree that people learn in different ways and that the six comprehension strategies cater to these needs.

Future directions

• Student progress in reading comprehension will be monitored through school based and NAPLAN assessment data.

• Teachers will have opportunities to consolidate their learning in 2013.

• In 2014 the school will consider participation in Phase 2 of the Focus on Reading program.

School Management

Background

With the upcoming introduction and implementation of the National Curriculum, Every Student Every School (ESES) and Learning Management and Business Reform (LMBR), it was important to ensure that the school management is ready for this change. The survey reflects the school’s current practices and provides information of any areas that require improvement in preparation for these major changes.

Findings and conclusions

• All teachers, 74% of students and 87% of parents surveyed agree that the school is continually looking at ways to improve its performance.

• All teachers, 62% of students and 72% of parents surveyed agree that the school makes minor changes to programs as required and that they improve what the school does.

• All teachers and 92% of parents agree that the management of money and resources at the school is done effectively.

• All teachers, 77% of students and 83% of parents agree that they have participated in the development of the student welfare program and understand the sanction and reward structures that operate for students within the school.

Future directions

• Ensure that staff, students and parents are kept well informed of the minor and major changes that will be occurring in the future.
• Spend more time on one or two professional development areas per year, incorporating time for quality discussion.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. A survey about the newsletter was conducted. This is the first year for our electronic newsletter and feedback was solicited to gauge the success of this newsletter format.

Their responses are presented below.

From the responses we received about the newsletter:

• The electronic format newsletter is currently received by 83% of the people who completed the survey.
• Between 90 – 95% of parents and teachers have a high satisfaction level about the newsletter format, the information provided in the newsletter and the relevancy of the information.
• 86% of parents and teachers were highly satisfied with the electronic newsletter, with 81% indicating they would like it to continue in this format.
• Some parents have indicated throughout the year that they have not received any newsletters. To address this issue the P & C and school executive agreed that a reduced, one page hard copy of the newsletter should go home each week with information about upcoming events.
• Parents still prefer any hard copies of the newsletter to go home with the youngest in the family.
• A suggestion requesting the emailed newsletter to have a change of format for easier reading on an electronic device will be trialed.

Professional learning

All staff participated in professional learning either at school, on staff development days or at other organised courses across a number of areas.

• Focus on Reading was a major undertaking and involved all teachers in the explicit teaching of reading comprehension.
• Targeted Early Numeracy (TEN) training was provided to K – 2 teachers.
• Positive Behaviour for Success continued to be a professional learning focus. The tertiary systems training anticipated this year did not eventuate.
• Taking Off With Numeracy principles were expanded into Stage 3 classrooms with the assistance of a Stage 2 teacher and support from the HAT teacher at Keiraville Public School (C4E).
• No Gap No Excuse Aboriginal Cultural Awareness training of Modules 1 & 2 was completed.
• Ants in the Apple and ISER Spelling supported the consolidation of training conducted in 2011 and 2012.
• Music, focusing on the Musica Viva program and the Upbeat music program and its links to the music syllabus.
• Movie making professional learning was provided for teachers to encourage the making of class movies.
• Exploring the new National Curriculum will be an ongoing professional learning focus in coming years. Introductions to the first four curriculum documents were conducted with time for discussion and planning undertaken.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcomes for 2012–2014

School based data will show each student achieving individual learning potential in relation to Stage outcomes for Literacy.

Increased levels of literacy achievement for all students.
Strengthened teacher capacity to improve student learning outcomes.

**2013 Target to achieve these outcomes:**

**Target 1:** Increase Year 3 and Year 5 NAPLAN grammar and punctuation achievement (currently 80% & 23.4% in top 2 bands) to 82% & 26% in top 2 bands in NAPLAN 2014 test.

**Strategies to achieve this target:**

- K – 6 teacher professional learning in Grammar through the Prioritising Grammar program.
- Maxine Green to facilitate the training during 6, 1 and ½ hour professional development afternoons in Terms 1, 2 and 3 with classroom activities and practice between sessions completed.
- Teachers share and learn from each other during team meetings.
- Ongoing L3 training for trained Kindergarten teachers and training of Year 1 teachers in the L3 Stage 1 program.

**Success will be measured by:**

- All teachers complete the program over 6 sessions with between session tasks to complete.
- Evidence in team meetings of teachers sharing and discussing the learning together.
- NAPLAN 2014 results show increase in top 2 bands for Year 3 and particularly Year 5.
- Evidence of explicit grammar and punctuation instruction in teacher programs and student exercise books.
- Through feedback, teachers indicate that their confidence in teaching grammar has improved.

**School priority 2**

**Outcomes for 2012–2014**

School based data will show each student achieving individual learning potential in relation to Stage outcomes for Numeracy.

Increased levels of numeracy achievement for all students.

Strengthened teacher capacity to improve student learning outcomes.

Teachers using continuum to direct their programming and moving students along the continuum.

**2013 Target to achieve these outcomes:**

**Target 2:** Increase Year 3 and Year 5 NAPLAN mathematics achievement in the strand of numeracy (currently 48% & 20.7% in top 2 bands) to 50% & 25% in top 2 bands by NAPLAN 2013 test.

**Strategies to achieve this target:**

- Consolidate training in TOWN for all 3 – 6 teachers
- All primary grades to implement and continue with TOWN instruction
- Provide professional support to 3 – 6 teachers during team meeting and Wednesday afternoon professional learning sessions.
- Electronic continuum available for placing students along the continuum.
- Continuum data to be provided to the next teacher at the end of the year K – 6
- K – 2 teachers continue teaching using the strategies in the TEN program.
- New S1 teacher trained in TEN program Semester 1 2013.
- Teachers use strategies to increase student understanding of numeracy strategies.
- Student progress in early numeracy plotted on numeracy continuum at least 2 times per year.

**Success will be measured by:**

- Program operating successfully in Stage 2 & 3 classes.
- Evidence of continuum used in other stages to move students along.
- All teachers introduced to and consolidating TOWN program skills and knowledge.
- Numeracy results improved by 5% in NAPLAN.
- Continuum data provided as required
- All K – 2 teachers teaching and consolidating learning of TEN program.
• Students plotted on continuum as required.
• Year 2 students entering Stage 2 with improved achievement of Stage 1 numeracy outcomes.

School priority 3
Outcomes for 2012–2014
Teachers prepared for implementation of Australian Curriculum.
Support collaborative practices between teachers within and across schools.

2013 Target to achieve these outcomes:
Target 3: Teachers engage in and become familiar with the new Australian Curriculum documents of English and Mathematics, ready for implementation at the recommended times.

Strategies to achieve this target:
• Staff engage in familiarisation of English and Mathematics syllabus documents with staff in Wollongong and Figtree COS groups and in whole staff and team meetings.
• Staff use CLIC, ACARA and Board of Studies information to become more informed about the new curriculum.
• Executive present professional learning on the curriculum to staff regularly throughout the time before implementation.
• Implement each KLA at the recommended time.
• Liaise with local high school to plan implementation so that students do not miss the changes to the skills between Stages 3 and 4.

Success will be measured by:
• Teachers familiar with and ready to teach using the English syllabus and Mathematics syllabus documents by implementation time.
• Teachers have access to websites, documents and training before implementation.
• Implementation process goes smoothly for the new curriculum.

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
Mr John Akhurst – Assistant Principal
Mrs Nadine Risi – Assistant Principal
Mrs Jane Carnevale – ESL teacher
Mrs Celia Owen – Teacher/Librarian
Mrs Pat Wakeham – Teacher
Ms Gemma Calligaro – Teacher
Mrs Jenine Hickey – Teacher
Ms Jane Waddell – Teacher
Mrs Joanne Morrissey – Teacher
Mrs Joanne Byrne - Teacher
Mr Simon O’Connor – P & C President

School contact information
Wollongong West Public School
Crown St West Wollongong NSW 2500
Ph: 02 4229 2096
Fax: 02 4226 5057
Email: wollongwst-p.school@det.nsw.edu.au
Web: wollongwst-p.schools.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: