School context

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. We have 38% of the student population who identify as having English as a Second Language.

Principal’s message

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, a 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.

The improvement in technologies has ensured that we prepare students for the future and engaged in learning. iPad and mobile laptop labs have ensured that student learning is relevant and focused on the learning needs of the individual student. An ICAS medal in Computer Skills awarded to one of our students highlights the increase of overall skills in this area.

Our Positive Behaviour for Success 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 students. This includes an ESL teacher, Reading Recovery teacher, Teacher Librarian, School Counsellor and the Learning and Support Teachers (LAST).

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. Our school has a strong and caring parent body and the P & C has provided the school with financial support as well as assistance in the development of policy and decision-making.

Quality teaching practices by teachers continue to make a difference for our students. Ongoing professional learning in reading comprehension, numeracy and grammar provide the dedicated and passionate teaching staff with greater tools and strategies to meet the learning needs of every student in the school.

The support staff at the school is to be commended on their professionalism in the support of programs, student learning and running of the school. Administration staff in the office and library, Learning and Support Officers and General Assistants work alongside teaching staff to maximize the learning for students, in maintaining our school facilities and the smooth operation of the school.

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 and/or School Council message

We have had a successful year, thanks to a small band of dedicated people who have given up their time to assist the P&C making the school a modern and exciting place to learn.

Numerous successful fundraising events were held throughout the year, including our first Twilight Carnival. This has allowed the P&C to upgrade school resources, providing new and improved learning aids and educational experiences for the student of Wollongong West PS.

The P&C has ensured all Wollongong West students had the opportunity to attend anti bullying education along with the Happy Harold Life Education Program.

Wollongong West P&C recognises the valued contribution 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
Wollongong West Public School
Student representative’s message

In 2013 there were 16 members of the SRC – 2 from each class 1/2M, 2/3W, 3C, 4W, 5A, 6H plus the 4 school leaders. The goals of the SRC are:

- To encourage students to lead their peers in respectful, responsible and safe behaviour.
- For 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, eg fundraising for disadvantaged groups in society.
- To foster responsibility for our school’s needs.

The achievements of the SRC in 2013 were as follows:

- The SRC had a great deal of input into the process of creating the whole school WOWW award program – they had several meetings to discuss possibilities, surveyed their classmates and then voted to select rewards for the whole school.
- Term 4 planning, auditions and running of the Rising Stars (talent show).
- A Term 4 “Treasure Hunt” fundraiser was held to purchase noughts and crosses playground equipment.
- We raised $340 by running a sausage sizzle and spider drink fundraiser to assist in the funding for the music program at the Illawarra Hospital School (Wollongong Hospital).

Miss Gemma Calligaro – SRC Coordinator

Student enrolment profile

Student enrolment for 2013 was slightly higher than 2012. Our male student numbers (107) are traditionally higher than female student numbers (97).

![Student enrolment profile graph]

Student attendance profile

Attendance in 2013 had improved on 2012 figures. Student attendance in 2013 was at the highest level since before 2008. School attendance was 1.6% higher than the regional average and 1.2% higher than the state average.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</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>95.2</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>94.1</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>96.8</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>96.9</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>96.5</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>95.2</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>95.8</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>
<td>95.9</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.

Workforce 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.

**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>6</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>1</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><strong>Total</strong></td>
<td>14.322</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 the indigenous composition of staff was 6.5%.

**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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>17%</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$71840.41</td>
</tr>
<tr>
<td>Global funds</td>
<td>143860.33</td>
</tr>
<tr>
<td>Tied funds</td>
<td>64906.13</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>58894.37</td>
</tr>
<tr>
<td>Interest</td>
<td>3012.15</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18244.82</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>360758.21</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning     |            |
| Key learning areas      | 30439.64   |
| Excursions              | 6988.39    |

Wollongong West Public School introduced a voluntary school contribution in 2013. This was $40 per students or $70 per family. 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 in Kindergarten.

A full copy of the school’s 2013 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 2013**

**Achievements**

**Arts**

- Four artistic refugee Stage 2 and 3 students attended an Art workshop at Wollongong Art Gallery.
- Wakakirri- 95% of primary students prepared and performed a dance/drama piece at the Wollongong Entertainment Centre. The children also assisted in the design and creation of costumes, sets and choreography.

- Completion of school mural by Aboriginal artist Kevin Butler. 100% of the school's
Aboriginal children assisted in the painting of the mural.

- Zayden Spinelli sang as a soloist at ‘Southern Stars’ at the Wollongong Entertainment Centre

- The lunchtime dance group, consisting of 35 students from Year 2 to Year 6, performed twice at school assemblies.

- Five Stage 3 students were mentored by teachers from Wollongong High School of the Performing Arts in Drama during Term 3.

- A school band was started in Term 3, with 15 primary students joining and attended lessons once a week. The band performed at the end of the year.

- Participation by 80 students from Year 3 to Year 6 in the Wollongong Schools Music Festival – an increase of 50% on last year.

- The Wollongong West end of year talent quest has become a much-anticipated event. Every student had 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 the wider school community.

Sports

- Three competitive carnivals were held in 2013 – Swimming, Athletics, Cross Country.

- Forty competitive swimmers trialed for our school team, with students competing against students from Mt Kembla and Mt Keira.

- Evaan Mintzas won his Breaststroke event at the Regional Swimming Carnival and placed 7th at the State Titles.

- After the School Cross Country, 45 students competed at the District Cross Country. Jamie Douglass progressed to the Regional Carnival in Nowra.

- Our K-6 School Athletics Carnival was held in Term 2, with a team of 50 students progressing to participate at the District Carnival. Charlie Peaston went on to compete at Canberra in the Regional Carnival in the shot putt.

- In Term 2, 60 students from Years 3 – 6 participated in PSSA sport. Girls played soccer and boys took part in the Back Yard League program.

- In Term 2, students from K – 6 took part in the MLC Hot Shots Tennis program. This program provided a class set of tennis rackets, balls and nets to enable year round tennis. All students who logged into the website received a free backpack and T-shirt.

- In Term 3 “Sports in Schools” was enlisted to provide a fundamental skills program for students K – 6. This program utilised a vast variety of unique equipment.

- The NRL Development Officers visited the school in Term 3 and Term 4 to instruct Stage 2 & 3 students, then ES1 & S1 students in rugby league skills. All students received a rugby league ball to take home to practice their skills.

- Miss Calligaro secured a Live Life Well grant of $2000, which was spent on equipment for gymnastics. The Gymnastics program commenced in Term 4 with all classes K – 6 taking part in a five week program of lessons to develop movement skills, teach elements of movement and composition.

- The whole school swimming program continued to run in our pool during Terms 1 and 4.

Other

- Pacey Barry was acknowledged at the NAIDOC Week opening with a poster of him at work in the classroom.

- Thirty 3C students participated in the Illawarra Coal Science Fair for the first time. Ten projects were designed and investigated with their results displayed and judged in Term 4 at the University of Wollongong.
Fifty-one 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 1 high distinction, 7 distinctions and 13 credits.

April Conway received an ICAS medal in the Computer Skills test and was presented with her medal at a special ceremony at the University of NSW.

Jaryn O’Connor received a highly commended in the Paint the Gong Read mascot competition.

Milly Burns came 2nd in the Rise and Shine Poetry competition.

Paris Giddings came 2nd in the Rise and Shine Colouring in competition.

The Enrichment Group writers had their creative writing published in a book donated to each COS school’s library.

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

The school came first in the Rise and Shine ‘Best Total Environmental Research Project’ with the school receiving $500.

Mrs Byrne completed her Reading Recovery training in 2013 and was awarded her certificate at a special Graduation Ceremony in December.

The number of students receiving Platinum Certificates in the Premier’s Reading Challenge increased by 40% in 2013.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

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

Twenty-eight students sat the Year 3 NAPLAN literacy test in 2013 (18 boys and 10 girls). Three students were withdrawn from the test by their parents and one student was absent for the tests. The boys performed better than the girls in reading and spelling. In grammar and punctuation and writing there was very little difference between the boys and girls.

In reading, 96.4% of students achieved at and above the minimum standard with 36% of students placed in the top 2 bands.
• In grammar and punctuation, 96.4% of students achieved at and above the minimum standard with 50% of students placed in the top 2 bands.

• In spelling, 39.3% of students placed in the top 2 bands.

• In writing, 100% of students achieved at and above the minimum standard.

NAPLAN Year 3 - Numeracy

Twenty-eight students sat the Year 3 NAPLAN numeracy test in 2013 (18 boys and 10 girls). Three students were withdrawn from the test by their parents and one student was absent for the tests. The boys performed significantly better than the girls in overall numeracy.

• In overall numeracy 96.4% of students scored at or above the minimum standard with 21.4% of students placed in the top 2 bands.
**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Twenty-four students sat the Year 5 NAPLAN literacy tests in 2013 (10 boys and 14 girls). Two students were withdrawn from completing the tests by their parents and two students were exempt, being Phase 1 ESL students. The boys performed better than the girls in reading and grammar and punctuation.

- In reading, 100% of students achieved at and above the minimum standard with 33.3% of students placed in the top 2 bands.
- Year 5 boys have improved by 51 scale scores from the 2012 data in the test aspect of Reading.
- Year 5 boys are 15 scale scores above the state average in the test aspect of Reading.
- In spelling 85.7% of students achieved at and above the minimum standard with 12.5% of students placed in the top 2 bands.
- In writing, 87.5% of students achieved at and above the minimum standard with 8.3% of students placed in the top 2 bands.
- In grammar and punctuation 95.8% of students achieved at and above the minimum standard with 29.1% of students placed in the top 2 bands.
NAPLAN Year 5 - Numeracy

Twenty-four students sat the Year 5 NAPLAN numeracy test (10 boys and 14 girls). Two students were withdrawn from completing the tests by their parents and two students were exempt, being Phase 1 ESL students. The boys performed better than the girls in overall numeracy.

- In overall numeracy 95.8% of students performed at and above the minimum standard with 16.7% of students performing in the top 2 bands.

Progress in literacy

In 2013 the progress in reading was based on 20 matched students out of 24 students who sat the tests.

- 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 83.2 points from Year 3 to Year 5 for 40% of the students.
- Growth for boys showed 71.4% had greater than or equal to expected growth and for girls, 23.1% had greater than or equal to expected growth.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

- In writing 55% of Year 5 student’s growth was equal to or above the expected growth of 55.4 points. The expected growth for boys and girls was similar.

<table>
<thead>
<tr>
<th>Average progress in Writing between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2013</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

- In spelling 42.1% of Year 5 student’s growth was equal to or above the expected growth of 84 points. The expected growth for boys and girls showed the girls with greater growth.

<table>
<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

- In grammar and punctuation 47.4% of Year 5 student’s growth was equal to or above the expected growth of 77.7 points.
- The boys expected growth was significantly higher than the girls with the boys being 28 scale scores above the state average growth in the test.

<table>
<thead>
<tr>
<th>Average progress in Grammar &amp; Punctuation between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

Progress in numeracy

In 2013 the progress in numeracy was based on 20 matched students out of 24 students who sat the test.
• The average growth in overall numeracy was greater for the girls than the boys.
• The average growth in overall numeracy for matched students from Year 3 to Year 5 was 74.7 points.
• Growth for girls showed 53.8% grew by more than the expected growth and for boys, 33.3% grew by more than the expected growth.

| Average progress in Numeracy between Year 3 and 5* |
|-----------------|---------|---------|---------|
| SSG             | 96.7     | 98.1     | 104.3    | 90.8      |
| State DEC       | 89.6     | 95.8     | 98.2     | 89.7      |

Other achievements

Significant programs and initiatives

Aboriginal education
• Celebrated local indigenous artist, Mr Kevin Butler, has completed 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. All indigenous students have taken the opportunity to place their handprint on this beautiful permanent feature of our school environment. The mural was officially opened by Mr Butler at an assembly at the end of Term 4.

• All teaching and non teaching staff have completed training in the No Gap No Excuse program.

• Teachers, parents and students participated in the development of Personal Learning Plans for Aboriginal students. This year we trialled a new approach to this event whereby all parents of indigenous students were invited to an open afternoon in the library for afternoon tea and informal sharing. This proved to be a great success.

• Continued updating and improvement of our Aboriginal resources in the library, including digital technology.

• 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.

• ES1 and S1 classes continue to practice the recommended daily routine (BBC) to address Otitis Media.

• One of our senior Indigenous students wrote and delivered her own welcome to country as part of NAIDOC week celebrations.

• A group of Indigenous students attended a breakfast at UOW where speakers talked on such issues as the Stolen Generation and how the tribes interacted with each other. The first ever Indigenous teacher was also present.

• Two Year 6 students were part of the Norta Norta program with a focus on improving literacy skills in reading and writing. An Aboriginal Tutor was employed to support these students two mornings per week for 25 weeks.

• Ninety-one per cent of Aboriginal students had excellent levels of attendance at school throughout the year.

• Sixty-six per cent of Year 3 Aboriginal students performed in Bands 4 or above in NAPLAN.

• Sixty-six per cent of Year 5 Aboriginal students performed in Bands 5 or above in NAPLAN.

Multicultural education
• Students are assimilating into our school successfully with students making positive gains in their learning.

• Students in the Primary Intensive English Program (PIEP) group and first phase learners displayed increased oral interaction and confidence through integrated units of work.

• As part of the PIEP program, participating students made an art gallery about the school and the school Pledge.
The school received an allocation for an Ethnic School Learning Support Officer 1 day per week in Terms 3 & 4 to assist newly arrived students.

Successful Harmony Day activities:
- Stage 2 and 3 students painted masks with flags from the countries our students came from.
- Early stage 1 and Stage 1 students coloured pictures that represented food and national costumes from our school community.

Increased reading levels for ESL students between 3 and 7 levels higher.

Independent writing for ESL students has improved as evidenced by movement along the continuum.

Introduction of a website to increase school community awareness of the program.

Other programs

Environmental Education
- All students participated in the Enviroweek Challenge. Students were able to pick one of eight challenges that they needed to complete in a week. The challenges included tasks such as: planting a tree or seed, using the tap and not bottled drinks, saving water, saving paper, saving energy, walk or ride to school, buy nothing new and eating vegetarian.
- $15,000 from our Solar Schools Grant was used to insulate and sound proof the downstairs Art Room. The room now has special roof and wall coverings to assist in the noise echo and the temperature of the room. The lights in the Art Room and the Multi-purpose room now have sensors that automatically switch on and off for safety and energy efficiency. The Art room is now in regular use by classes.
- The school and students participated in events such as Schools Tree Day, Earth Hour and Clean Up Schools Day.
- The Green Team has students from K-6 who attend weekly meetings to share ideas, maintain our school gardens and orchard and learn about environmental education.
- Many new native plants and shrubs were planted around the school during the year.

- Senior students went to the Wollongong Botanic Gardens for an Energy Day.
- Stage 2 went on an excursion to look at local environments at Killala National Park.

Information Technology
- Stage 3 staff investigated the introduction of a BYOD (Bring Your Own Device) Program with the view to trialing a small group implementation in 2014.
- A new school website was launched which reflects the school’s continuing efforts to provide up to date information about the school to the wider community.
- The school wireless network was upgraded to cater for an increase in the need for mobile bandwidth across the school.
- A new eT4L server was installed which provided us with a much larger ip range to cater for increasing numbers of personal devices (iPads, tablets, smart phones and laptops) used across the school.
- New class websites (Weebly) were created to share what is happening in the classrooms with the wider community.
- Four new iMacs were installed in the computer lab funded through the T4L program.
• All students received explicit IT instruction for a minimum of one hour per week in the computer lab.

• The school moved to a new model for student logins to speed up computer access.

• The two mobile labs that are borrowed every day by Year 2 – 6 classes and the library were upgraded.

• Additional iPads were purchased to support learning in primary and infants classrooms.

Reading Recovery

• In 2013 Wollongong West Public School received a Reading Recovery allocation for the training of a new Reading Recovery teacher and instruction of four students per day in the program.

• Eight students were selected and tutored in the Reading Recovery program. This is 40% of the 20 students enrolled in Year 1 in 2013.

• Of the students who entered the program, 87.5% successfully gained reading level 16 or above and one child achieved an increase of 12 levels but was then referred to the Learning Support Team.

Student Leadership

• The SRC had a great deal of input into the WOWW rewards for the Whole School PBS awards during the year.

• The school student leaders attended the GRIP Leadership Conference, learning more about leadership and how they can lead at school.

Kindergarten Orientation

• A successful Term 3 open morning was held with information, tour of the school and time in the Kindergarten room highlights.

• Three 2 hour orientation sessions were held in Term 4 with children participating in activities in the Kindergarten rooms and parents learning about what to expect in the first year of school.

• Parent / Teacher interviews were held following the orientation program enabling a greater understanding of the families and children that would be starting school in 2014.

School planning and evaluation

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

• Surveying of parents, teachers and students in the three focus areas – Grammar, Culture and the Positive Behaviour for Success (PBS) program.

• Collation and analysis of the data collected from the surveys and teacher feedback interviews held at the end of Term 3.

• Regular evaluation of the progress and achievement of the School Plan outcomes throughout the year and a planning day for executive to complete a final evaluation of the school plan and develop/adjust the plan for the 2014 school year.

Student Welfare

• The new level of awards – intermittent, supporting the PBS program was successfully launched.

• The students achieved three of the whole school WOWW awards throughout the year – free swimming, Pyjama Day and Boot Camp.

• Fourteen students achieved their Gold Award in 2013 and celebrated this achievement at a Gold Award Afternoon Tea with Mrs Reade.

• Students with four or more detentions in the year reduced to 2.1% of the student population.
School planning 2012—2014: progress in 2013

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.

Evidence of progress towards outcomes in 2013:

• K – 6 teachers completed the professional learning in Grammar through the Prioritising Grammar program.
• Teachers are sharing and learning from each other during structured grammar time in their team meetings.
• There is more detailed evidence of explicit grammar and punctuation instruction in teacher programs and student exercise books.
• Feedback from teachers strongly indicates that their confidence in teaching grammar has improved.
• NAPLAN 2013 results show 50% of Year 3 students were in the top 2 bands and 6% more Year 5 students were in the top 2 bands than in 2012.

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.

Evidence of progress towards outcomes in 2013:

• The program is operating successfully in Stage 2 & 3 classes with evidence in teacher programs of the TOWN teaching and learning strategies.
• All teachers introduced to and consolidating TOWN program skills and knowledge. This occurred during team meetings regularly throughout the year.
• Numeracy results did not improve in 2013, with lower percentages of students in the top 2 bands than in 2012. The 2012 cohort was quite different to the general cohort in Year 3.
• Continuum data has been updated twice per year as required.
• All K – 2 teachers teaching and consolidating learning of TEN program. One teacher was successfully trained in the program and has adopted the strategies in her classroom.
• Students plotted on continuum as required.
• Year 2 students entering Stage 2 with improved achievement of Stage 1 numeracy 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.

Evidence of progress towards outcomes in 2013:

• Teachers completed the English training with the assistance of the Literacy Coordinator.
• Teachers have familiarised themselves with and are ready to teach using the English syllabus for the commencement of 2014.
• Teachers have accessed numerous websites and documents prior to implementation and continue to do so, sharing their findings with teachers at the school and teachers from other Community of Schools.
• The implementation process has gone smoothly for the new English curriculum.

School planning 2012—2014: Targets in 2014

School priority 1

Outcomes from 2012–2014

Increased levels of literacy achievement for all students.

Strengthened teacher capacity to improve student learning outcomes.

Quality teaching practices and strategies that cater for all students’ literacy needs including gifted and talented students.

All teachers participate in relevant professional learning in literacy.

Target 1: Increase Year 3 and Year 5 NAPLAN grammar and punctuation achievement (currently 50% & 29.1% in top 2 bands) to 53% & 32% in top 2 bands in NAPLAN 2014 test.

Strategies to achieve these outcomes in 2014:

• Consolidation of grammar and punctuation teaching and learning strategies through
team meetings and buddy observation of grammar lessons.

- Ongoing L3 training for trained Kindergarten teachers and training of Year 1 teachers in the L3 Stage 1 program.

Success will be measured by:

- 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

Support collaborative practices between teachers within and across schools.

Innovative teaching and assessment practices provide diverse and engaging learning experiences for all students.

Teachers give meaningful and timely feedback to students to improve outcomes.

Target 2: Improved teaching and learning in literacy and numeracy resulting in a 3% increase in NAPLAN results for Year 3 and Year 5.

Strategies to achieve these outcomes in 2014

- Teachers complete and engage in the professional learning – Effective Classroom Observation Feedback.
- Teachers observe literacy and numeracy lessons by a buddy teacher to gain strategies for improving their own teaching and to provide valuable feedback to the teacher teaching the lesson.
- Time will be provided at team meetings for discussion of previous professional learning and how this knowledge is being embedded into classroom practice.
- Lesson sharing by participating teachers at team meetings.

Success will be measured by:

- All teachers participating positively and professionally in the class observation and feedback sessions.
- Improved teacher confidence in providing colleagues with effective feedback.
- Feedback and sharing discussion notes from team meetings.
- Improvement in teaching leading to improvement in literacy and numeracy NAPLAN results by 3%.

School priority 3

Outcomes for 2012–2014

Teachers prepared for implementation of Australian Curriculum.

Support collaborative practices between teachers within and across schools.

Target 3: Teachers engage in and become familiar with the new Australian Curriculum documents of English and Mathematics, implementing them successfully at the recommended times.

Strategies to achieve these outcomes in 2014:

- Staff engage in familiarisation of Mathematic Syllabus documents at school and COS level.
- Teachers use CLIC, ACARA, Edmodo, Board of Studies information and other online resources to become more informed about the new curriculum documents and teaching and learning strategies.
- Teachers jointly write and share units of work with COS teachers teaching the same stage.

Success will be measured by:

- Teachers successfully using the English syllabus in 2014 and writing and teaching from units of work.
- Teachers complete shared training in the new Mathematics syllabus, using the COS Scope and Sequence to plan the teaching and learning.
- All teachers ready to implement the Mathematics Syllabus in 2015 with Stage 3 teachers commencing use of the syllabus in Term 3 2014.
• Evidence of new syllabus being used through teacher programs and student work samples.

**Professional learning**

In 2013, 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:

• Professional development to become familiar with The Upbeat Music Program and develop confidence in using it in their classrooms.

• The Prioritising Grammar program delivered over six two-hour sessions.

• Modules 3, 4 and 5 of the No Gap No Excuse Aboriginal Cultural training.

• The Australian Curriculum – English, as a staff and in collaboration with other school staff within the Wollongong COS. Familiarisation with the syllabus, writing of units of work and time for discussion to strengthen their understanding were some of the components of this training.

• Child protection, CPR, Emergency Care, Code of Conduct, Anaphylaxis, Dignity and Respect in the Workplace updates were completed.

• All teachers received familiarisation training about learning differences – Dyslexia, from a speech therapist and teacher.

• Two Stage 1 teachers completed their training in the Literacy, Language and Learning (L3) program and the Kindergarten teachers maintained their accreditation through L3 ongoing professional learning.

• One staff member completed her Reading Recovery Teacher, resulting in her qualification as a trained Reading Recovery Teacher.

**Parent/caregiver, student, and teacher satisfaction**

In 2013 the school sought the opinions of parents, students and teachers about the school. A survey about the PBS Program was conducted. This has been an ongoing student welfare program and feedback was solicited to gauge the success of this program.

Their responses are presented below.

• 94% of respondents indicated that the Positive Behaviour for Success program works well at our school.

• 88% felt that the new Value Awards system leading to Bronze, Silver and Gold has worked well, with 87% believing it to be fair and consistent.

• An overwhelming majority of parents, students and staff believed that the values of RESPONSIBLE, RESPECTFUL, SAFE LEARNERS are relevant for our school.

**Future directions**

• The PBS program will continue to operate as it has in 2013. The new awards have been very successful and with consistency, will continue to be so.

• Elements of the program will continue to be evaluated, reviewed and updated as needed.

**Program evaluations**

*NSW public schools conduct evaluation to support the effective implementation of the school plan.*

*In 2013 our school carried out evaluations for Grammar, PBS and School Culture.*

**Grammar**

**Background**

In recent years the NAPLAN Grammar 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 2013 would be Grammar. Teachers have undertaken an intensive Prioritising Grammar program, facilitated by a specialist literacy consultant.

**Findings and conclusions**

• 83% of students and 100% of parents and staff surveyed indicated that it is important for all children to learn to use correct grammar.

• 94% of students believed that grammar knowledge has improved their writing.

• All staff now believed they are confident in their knowledge, understanding and skills to teach grammar effectively.
• 79% of parents believed the student reports provide them with sufficient information about their child’s progress in grammar.

Future directions
• Teachers will continue to explicitly teach elements of grammar in literacy lessons.
• Student grammar results will continue to be analysed to inform teaching and learning programs.

School Culture
Background
The culture of a school is very important as it is reflected in the community perceptions about the school and the way in which elements of the school and its community work together to provide the best possible environment for teaching and learning. It had been a number of years since School Culture had been evaluated.

Findings and conclusions
• All staff, 95% of students and 86% of parents believe school leaders have a positive influence on the school culture.
• 95% of parents and 84% of students were proud of our school.
• 80% of parents believe the school is continually finding ways to improve what it does and all parents believe the school encourages everyone to learn.

Future directions
• With the changes to education it is important to keep the school and wider community informed of what is happening. We will continue to provide information about any changes to the school, the department and the delivery of services through the newsletter, SkoolBag App, the school website and individual notes.

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.