School context statement

Wollongong West Public School is situated two kilometers west of the Wollongong CBD and services the learning and welfare needs of over 225 students. The school prides itself on providing an inclusive learning environment for students from at least 25 cultural backgrounds. We have 37% of the student population who identify as having English as a Second Language/Dialect and 7% Aboriginal and Torres Strait Islanders (ATSI).

We have a mobile student population with 20% of students arriving and 17% leaving throughout the year. This is due in large part to parents from overseas studying at the local university. There is 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 is strongly 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 (L3) 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 Success 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.

Student Representative’s Message

In 2014 there were 16 members of the SRC – 2 from each Year 2 to 6 class 1/2W, 2/3D, 3/4F 4W, 5C, 6H plus the 4 school leaders. The aims of the SRC are:

• to encourage students to lead their peers in respectful, responsible and safe behaviour;
• for the students to gain ownership of appropriate decision making processes;
• to enable 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 and raising awareness about important health and social issues; and,
• to foster responsibility for our school’s needs.

Achievements in 2014 have been:

• Term 1 - input into the process of creating the whole school WOWW award program. The SRC had several meetings to discuss possibilities, surveyed their classmates and then voted to select PBS rewards for the whole school.
• Term 2 - Pyjama Day to raise awareness about asthma. The SRC raised $220 for The Asthma Foundation.
• Term 3 – Jump Rope for Heart Day to raise awareness about heart disease and healthy lifestyle choices. Over $4,405.50 was raised for the Heart Foundation.
• Term 3 – running of the whole school WOWW Trivia Reward.
• Term 4 – “Eat a Rainbow Every Day” Mufti Day and “Super Sandwich Competition” Meal Deal to raise awareness about nutrition and the importance of healthy eating habits. The $247.50 raised has been put towards purchasing new playground equipment.
• Term 4 planning, auditions and running of the Rising Stars (talent show).
• Term 4 – consultation with the principal for the new school plan and school vision.
• In 2015 the SRC will be working on increasing the leadership skills and leadership capacity of the class representatives.
**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 2014 was slightly higher than 2013. Our male student numbers (107) are traditionally higher than female student numbers (104), but the difference has reduced considerably. Throughout 2014 there were 42 (20.49%) new enrolments (not including initial Kindergarten intake) and 35 (17.07%) leavers.

![Enrolments Chart](chart.png)

**Student attendance profile**

Our school’s attendance was 0.4% better than the state average and only slightly lower than our 2013 figures. This was due to three students with chronic poor attendance records and a student who left the school and did not enroll at another school before the end of 2014.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</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>94.2</td>
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<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>96.1</td>
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<tr>
<td>2</td>
<td>94.8</td>
<td>95.0</td>
<td>95.6</td>
<td>94.9</td>
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<td>93.9</td>
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<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>97.1</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>95.5</td>
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<tr>
<td>5</td>
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<td>94.2</td>
<td>95.0</td>
<td>94.5</td>
<td>95.2</td>
<td>95.8</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>93.9</td>
</tr>
<tr>
<td>Total</td>
<td>93.4</td>
<td>94.6</td>
<td>94.9</td>
<td>93.9</td>
<td>95.9</td>
<td>95.2</td>
</tr>
</tbody>
</table>

**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 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>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of Release from Face to Face</td>
<td>0.378</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 Counselor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.322</td>
</tr>
<tr>
<td>Total</td>
<td>15.72</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 the indigenous composition of the 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>
</tbody>
</table>

**Professional learning and teacher accreditation**

Two teachers attained their accreditation in 2014. There are now four teachers accredited, one of which will be completing maintenance in 2015.

In 2014, 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:

- Effective Classroom Observation Feedback – protocols for observing, being observed, giving and receiving feedback.
- All teachers were observed delivering lessons. They also observed at least 2 lessons during the year. Self-evaluations and constructive feedback added to the professional development of all teachers.
- New mathematics syllabus familiarisation, lesson plan writing and sharing sessions built stronger confidence in teachers for implementation of the syllabus in 2015.
- PLAN – All teachers were instructed in how to input, interpret and reflect on data about individual students and groups of students on the literacy and numeracy continuums found on PLAN.
- 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 ongoing 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 the Dyslexia Association Australia and follow up sessions by a staff member.
- Kindergarten and Stage 1 teachers maintained their accreditation through L3 ongoing professional learning.
- A Visual Literacy session gave teachers a greater understanding of visual literacy and how to use IWBs to enhance the teaching of visual literacy.
- As a Positive Behaviour for Success (PBS) school, teachers engaged in PBS professional learning to maintain consistency across the school.

Beginning Teachers

In 2014 there were no beginning teachers on staff.

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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>64340.07</td>
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<tr>
<td>Global funds</td>
<td>71203.45</td>
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<tr>
<td>Tied funds</td>
<td>62035.37</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>49439.94</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
<td>10065.70</td>
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<tr>
<td>Canteen</td>
<td>0</td>
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<tr>
<td><strong>Total income</strong></td>
<td>258639.21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6307.34</td>
</tr>
<tr>
<td>Excursions</td>
<td>5517.72</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>15915.12</td>
</tr>
<tr>
<td>Library</td>
<td>2389.42</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6226.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42322.69</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>15725.69</td>
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<tr>
<td>Administration &amp; office</td>
<td>28559.46</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>19165.65</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19363.99</td>
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<tr>
<td>Trust accounts</td>
<td>7620.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>169113.90</td>
</tr>
</tbody>
</table>

Wollongong West Public School has a voluntary school contribution of $40 per student or $70 per family. There was a small book charge of varying amounts per grade to cover the cost of a handwriting textbook for K – 6 students, school magazine for Year 3 – 6 students and a desktop dictionary for Year 1 students.

A full copy of the school’s 2014 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 2014

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](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)

In 2014 28 Year 3 students (13 girls and 15 boys) sat NAPLAN. There were 2 exempt students and one withdrawn by parent.

In overall literacy 47.3% of students who sat the literacy test were in the top 2 skill bands, an increase of 10.67% on 2013 results.
In grammar and punctuation 60.7% of Year 3 students were in the top 2 bands (target 53%).

NAPLAN Year 3 - Numeracy

In 2014 19 Year 5 students (8 girls and 11 boys) sat NAPLAN. One student was exempt and one student was withdrawn by the parents.

In overall numeracy 35.8% of students who sat the numeracy test were in the top 2 skill bands, a 14.4% increase on 2013 results.

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

The results in writing don’t reflect the true capabilities of the students this year. The changing of the stimulus sheet led to confusion and uncertainty for many students, not just at this school, but across the state.
In grammar and punctuation 36.9% of Year 5 students were in the top 2 bands (target 32%).

NAPLAN Year 5 - Numeracy

Although there were no Year 5 students in Band 8 this year, 31.6% of students who sat the numeracy test were in the top 2 skill bands, an increase of 14.9% on 2013 results.

Other achievements

Arts

• 56 students in Years 3 to 6 participated in Wakakirri this year, performing at the Wollongong Entertainment Centre. The theme was ‘Live Your Dreams’.

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

• Participation by 67 students from Years 3 to Year 6 in the 60th Anniversary of the Wollongong Schools Music Festival held at the Wollongong Town Hall.

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

• All students K-6 experienced a wide variety of original musical scores during their involvement in the 2014 Musica Viva program, culminating in a live concert in Term 2 by Jacana, and a second live performance by Zeeko in Term 3.

• Building on the success of the band in 2014, many students have continued whilst more have joined in 2014. They practise every Monday morning and have performed as a group for the whole school and wider community at special school events.

• Two band members joined a Big Band with James Morrison for an evening concert.

• Corridor Art Displays - All classes, throughout the year, displayed examples of the children’s art works in the school corridors, making our school an attractive and inviting place to be.

• All classes produced a foyer display for the school’s front office, brightening up the area for students, visitors, parents and the wider community.

• Twenty-five children from Years 1 to 6 participated in regular lunchtime Dance Group. Their efforts were amalgamated to produce a dance item for school assemblies in Terms 1 and 4.
• In Term 3, 45 students from Years 1, 2 and 3 attended an excursion to Wollongong Art Gallery where they experienced the *Murrami* Aboriginal Exhibition and participated in a workshop creating a mixed media work.

• One student, Taylor Mishra attended a state Visual Arts Camp in November.

• Six Stage 3 students attended enrichment drama classes once a week in Term 2 at WHSPA.

**Sport**

• In 2014 students aged 8-13 were given the opportunity to participate in 3 district carnivals – Swimming, Cross Country and Athletics.

• At the District Cross Country 45 students represented the school on 1 May. One student successfully gained selection in the district team to attend the Regional carnival.

• A very successful one day (previously 2 day) school Athletics Carnival was held with the assistance of students from WHSPA.

• 50 students in Years 3-6 participated in PSSA sport in Term 3. Participation levels were consistent with previous years with 4 boy’s soccer teams and 2 girl’s netball teams taking part.

• Students in Stage 3 participated in a skills development visit by the Hawks and Stage 2 took part in a Dragon’s skills session, which was supported by a “Let’s Tackle Bullying” message.

• Thomas Hastings came 3rd in the 9 years 50 m freestyle at the District Swimming Carnival.

• A new district initiative in 2014 was a Gala Day held in Term 4. Eighty students from Years 3-6 participated in cricket and oz tag.

• The school Swimming Carnival continues to be a huge success due to high levels of participation, as there is no cost to students and all levels of ability are catered for.

• The District Athletics Carnival was held on 7 & 8 August. One student went on to compete at the Regional Carnival for shot put in Canberra.

• A school designed gymnastics program enabled the teaching of gymnastics skills to all students K – 6.

• In Term 4 K – 6 students participated in dance lessons, developed by Miss Calligaro and facilitated by class teachers. Dance steps and instructions were videoed for classes to follow and practice.

• A lunch time mini tennis competition was held in Term 4. This initiative was the result of the efforts of Year 6 students who planned the competition, devised a ladder to cater for student participation and scheduled games. 36 students from Years 3-6 participated.

• All students K- 6 participated in the Premier’s Sporting Challenge during Terms 2 and 3. 40 students achieved diamond awards and 38 achieved gold. The majority of students demonstrated a satisfactory or higher level of participation in physical activity during the program. The provision of a sport box for infants students - skipping ropes, basketball and tennis facilities; and the Stage 2 and 3 soccer fields continues to encourage physical activity at school.

• A successful *Live Life Well* grant application will enable staff to develop a comprehensive PD/H/PE scope and sequence K – 6 in 2015.

**Other**

• Sixty-five students from Years 3 – 6 participated in the University of NSW competitions in writing, science, English, mathematics, computer skills and spelling. Achievements were 15 Credits and 6 Merits.

• Year 5C and 6H students planned and conducted a scientific investigation for the UOW Illawarra Coal Science Fair. Ten projects (22 participants) were entered into the Fair following a mini Science Fair held at school. One project submitted by 4 students received a Highly Commended award.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

• All staff completed the professional development modules for the No Gap No Excuse program.

• Teachers, parents and students participated in the development of Personal Learning Plans for Aboriginal students. Following the positive outcomes from last year’s new approach to
this event, all parents of indigenous students were again invited to an open afternoon in the library for afternoon tea and informal sharing. This again was well supported.

- Continued updating and improvement of our Aboriginal resources in the library, including digital technology.
- 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.
- ES1 and S1 classes continue to practice the recommended daily routine (BBC) to address Otitis Media.
- A group of indigenous boys have been attending a “Men’s Shed” each week in Term 1 and 2, providing opportunities for sharing, mentoring and positive image building. This was followed up in Term 4 with a special excursion.
- 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.
- Ruby Adam’s outstanding attitude, effort and attendance was acknowledged through a special award from the Northern Illawarra AECG which was announced at a ceremony earlier this year.
- Stage 1 excursion to the Wollongong Art Gallery to study the Indigenous Art Exhibition.
- Continued attendance by staff at monthly AECG meetings.

**Multicultural education and anti-racism**

- Over 40% of the student population comes from non-English speaking backgrounds with the greatest percentage being Arabic.
- Harmony Day activities were well received with a 5% increase in parents from other cultures attending the day.
- The Anti-Racism Contact Officer (ARCO) keeps staff informed of their role. The ARCO has had little to do this year as racial conflicts are virtually non-existent in our very diverse school population.
- An Arabic speaking Ethnic SLSO has been employed initially one day per week and then two days per week, supporting Arabic language students in the classroom and in small group work.

- Translation of notes and documents into Arabic has commenced with the assistance of the Ethnic SLSO.
- The Ethnic SLSO also assists by translating for parents when either they or a staff member has asked for a meeting or interview.
- Students are making positive gains in their learning and have integrated into our school community with ease.

**Aboriginal background**

RAM funding for Aboriginal background has enhanced the learning for Aboriginal students through:

- Collaborative development of Personalised Learning Plans (PLPs) was successfully achieved for 100% of Aboriginal students through personal invitations to Aboriginal families to attend a PLP afternoon tea, where students, their teachers and parents engaged in the completion of the plans.
- The quality of teaching and learning for Aboriginal students improved through the allocation of teacher support specifically targeted at Aboriginal students and their learning needs based on 2013 NAPLAN results.
- Aboriginal attendance, participation and engagement in learning has always been at a high level, but is enhanced through the closer contact between the school, teachers and families at PLP development and ongoing formal and informal meetings.
- Three Aboriginal boys participated in the SKIPP program where they attended an Aboriginal men’s shed initiative for one day per week for two terms. They learnt more about their culture and belonging from Aboriginal elders in the community. This culminated in a cultural excursion at the end of the year. This particularly assisted one student with his transition from Year 6 to Year 7.
- NAIDOC week celebrations resulted in a greater understanding of Aboriginal culture by all students at the school.
• NAPLAN results in 2013 showed that Aboriginal students were performing as well as non-Aboriginal students and Norta Norta funding was not allocated to the school.

**Socio-economic background**

RAM funding for Socio-economic background was used to support students in the following ways:

• Time was allocated to teachers to develop ILP’s that reflect the individual needs of targeted students including those from low socio-economic background.

• High expectations in the classroom by teachers has also raised student expectations of what they can achieve.

• ILP meetings between teachers and parents have strengthened partnerships and increased the family expectations of what their child can achieve.

• The In2Uni program has opened opportunities for students and their families for progression to tertiary education.

• Allocated student assistance funds from this funding has enhanced students’ access to excursions, curriculum learning experiences, specialist teachers and resources.

• Employment of a teacher two days per week to support identified students with their learning and raise expectations. NAPLAN results showed an overall improvement in growth for these students.

• Team teaching has improved the quality of teaching and learning and resulted in ILPs that reflect the individual needs of identified students with success for all students.

• NAPLAN results have shown above average growth for students in low socio-economic situations.

**English language proficiency**

RAM funding for English language proficiency was used to support students in the following ways:

• Two staff members attended training for refugee student support. They then provided professional learning for all other teachers in how to best support refugee students at school.

• An Ethnic SLSO was employed to provide small group instruction in literacy.

• Funding enabled an increased amount of support in the classroom, improving participation and engagement in learning.

• Part of the allocation was used to provide uniforms, school bag and text books for all students from refugee families. This has enabled the students to immediately feel a part of the school and its community.

• Extra support for Kindergarten students has set them up for success with a solid grounding in English language, particularly proficiency in speaking.

**Learning and Support**

Learning and Support is made up of a teacher allocation of four days per week and some funding. The teacher allocation is used to support students identified by class teachers and the Learning and Support Team. Support may be one-to-one, small group or whole class, depending on students’ needs. The funding component has been used to employ a School Learning and Support Officer to provide further follow up support for identified students.

**Other significant initiatives**

**Reading Recovery**

In 2014, eight students received individual supplementary teaching in Reading Recovery lessons. These students were all achieving below the class average at the beginning of Year 1. Six students discontinued and two transferred to other schools.

The reading level of three students was very low at the start of the program and required 20 weeks of instruction before discontinuing. However, all are reading at the class average and are continuing to progress. Three students received 5 – 12 weeks of lessons before discontinuing at the class average and are also continuing to progress.

Monitoring of present and previous students indicates that all (except two) students are progressing at or above class average. The two students are receiving additional tuition and continue to be monitored.
Reading Recovery continues to make measurable improvements to reading and writing achievements through the school. An additional Reading Recovery teacher will be trained in 2015, ensuring that students who require individual, specific teaching in their most crucial year continue to do so. In addition, the expertise gained by previously trained teachers continues to build a solid foundation for future learning.

Environmental Education

- The school environmental team (Green Team) attended weekly meetings to maintain the school gardens and learn about environmental education. The Green Team included students from Kindergarten to Year 6.
- A team of volunteers lead by Rosemary Bowden rejuvenated the rainforest area with ferns and lower story plants. Year 6 provided assistance during this process. A watering system was also installed. The watering system is operated and monitored by Year 6 students.
- The volunteers also assisted Green Team in cleaning out the vegetable garden, laying newspaper and adding new mulch.
- Students, parents, volunteers and teachers attended two school working bees during the year. Improvements included trimming trees, planting new trees and tidying up the Bush Tucker Garden. There was also extensive clearing of vines from the bush tucker garden that were impacting on the growth of native species and clearing of trees outside the perimeter fence on Crown Street.
- The second working bee cleared the lower hanging branches in the driveway garden. This area was also mulched. The hill next to the hall was treated for the extensive weed problem that had developed. There are plans to replant it with more suitable species.
- All students participated in Tree Day and Clean Up Australia Day, increasing student environmental awareness.
- The school was awarded an Eco Schools grant for $2500.
- The school was awarded a $400 Teachers Credit Union Tree Grant that was used to purchase plants for the Bush Tucker Garden.
- Mrs Reade and a group of students planted hundreds of bulbs in the Vegetable Garden area. The bulbs were donated by Bunnings Warehouse.
- Stage 2 and Stage 3 attended an excursion to Futureworld where they learnt about initiatives and ideas to help our environment.
- Compost buckets were collected daily from classrooms and the compost was used to feed the chickens.

Live Life Well

Our school has been implementing the Live Life Well @ School program this year to take a whole school approach to the nutrition and physical activity of our children. This has included a number of different aspects.

School Community Partnerships

- The school newsletter promotes healthy eating, physical activity and limiting small screen recreation.
- Parents and local sports groups (eg Hawks – basketball, Dragons – Rugby League/Dragon Tag, WHS students assisted at our Athletics Carnival) are invited to participate in sports events.

School Ethos & Environment

- School has promoted nutrition campaigns such as ‘Fruit & Veg Month’ (‘Eat a Rainbow Every Day’) and ‘Crunch & Sip®’.
- We have an edible garden and playground markings are in place.
- Sports equipment is available at recess and lunch.
- Healthy food is provided at the canteen.
Teaching & Learning

• Students learn about healthy eating and physical activity.
• Nutrition related topics are linked across the KLAS.

Transition to School

• About 75% of children who started school in 2014 attended the Kindergarten Orientation sessions the previous year. A number of new children started Kindergarten without having seen the school previously.
• About 80% of the children who attended the 2013 Kindergarten Orientation sessions also attended the parent/child/teacher interview following the 3 sessions.
• Parents and children were well prepared for the coming year, ensuring happy, eager children ready for Kindergarten.
• Teachers are well informed about the children who will be starting school the following year. Any concerns that might arise during Kindergarten Orientation are addressed well before the 2014 year began.

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 three focus areas – Mathematics, Planning and IT 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 2015 school year.

The evaluations for 2014 were Mathematics and Planning.

Mathematics:

• All parents surveyed agreed that mathematics is an important subject for their child.
• 80% of the parents surveyed agreed that their child has developed new skills in mathematics during the year.
• 85% of students surveyed enjoy mathematics lessons and 92% of students agreed that it is important to learn mathematics.
• All teachers surveyed agreed that they are well informed about changes to the new mathematics syllabus. They all agreed that mathematics is an important subject to teach.
• All teachers surveyed agreed that students in their classroom are always positively engaged in their maths learning.

Planning:

• All teachers and 90% of the parents surveyed agreed that the published vision statement reflects the needs of the students.
• All teachers and 90% of the parents surveyed agreed that the school implements a comprehensive school plan.
• 85% of teachers and 90% of parents surveyed agreed that the school’s planning processes are responsive to emerging needs.
• 82% of students surveyed agreed that the school’s vision statement makes sense.
• 90% of the students surveyed agreed that the school plans what it is going to do.
School planning 2012-2014:

School priority 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.

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.

Evidence of achievement of outcomes in 2014:
• Evidence in team meetings of teachers sharing and discussing the learning together.
• Grammar and Punctuation NAPLAN 2014 results showed an increase in the top 2 bands for Year 3 to 60.7% (target 53%) and an increase to 36.9% (target 32%) for Year 5.
• Teacher programs are showing more explicit grammar and punctuation instruction and high levels of evidence in student books.
• Through annual feedback, teachers have indicated that their confidence in teaching grammar has increased.

Strategies to achieve these outcomes in 2014
• Consolidation of grammar and punctuation teaching and learning strategies through team meetings and buddy observations of grammar lessons.
• Ongoing L3 training for trained Kindergarten teachers and training of Year 1 teachers in the L3 Stage 1 program.

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

Outcomes from 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.

Evidence of progress towards outcomes in 2014:
• All teachers participated positively and professionally in the class observation and feedback training and sessions throughout the year.
• There has been a marked improvement in teacher confidence in providing colleagues with effective feedback and receiving feedback.
• Improvement in teaching, leading to improvement in NAPLAN literacy and numeracy (Year 3 – 14.4% and Year 5 – 14.9% results by over the target of 3%.

Strategies to achieve these outcomes in 2014:
• Teachers completed and engaged in the professional learning – Effective Classroom Observation Feedback.
• Teachers observed 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 was 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.

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

Outcomes from 2012–2014
Teachers prepared for implementation of Australian Curriculum.

Support collaborative practices between teachers within and across schools.
Evidence of progress towards outcomes in 2014:

- Teachers successfully used the English syllabus in 2014, writing and teaching from units of work developed through stage sharing.
- Teachers completed shared training in the new Mathematics syllabus, using the COS Scope and Sequence to plan the teaching and learning for 2015.
- All teachers are ready to implement the Mathematics Syllabus in 2015, Stage 3 teachers commenced use of the syllabus in Term 3 2014.
- There is evidence of the new syllabus being used in teacher programs and student work samples.

Strategies to achieve these outcomes in 2014:

- Staff engaged in familiarisation of Mathematic Syllabus documents at school and COS level.
- Teachers used 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 wrote and shared units of work with COS teachers teaching the same stage.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. The satisfaction focus area was Information and Technology.

Their responses are presented below.

- 85% of students surveyed have a high or very high satisfaction level that they are learning new things about technology in computer lessons.
- 90% of parents are satisfied or highly satisfied with specialist computer lab lessons continuing every week.
- 70% of teachers are satisfied with RFF having a technology focus.
- 60% of teachers are satisfied or highly satisfied with their understanding of technology in the computer lab.

- Most parents, teachers and students are satisfied or highly satisfied with the technology in the hall.

Future directions in technology include replacing and upgrading IWB’s in classrooms and providing more laptops and/or computers and/or ipads for classroom use.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

School planning processes

In 2014 the school planning process for the 2015-17 school plan was as follows:

- Teachers, students and parents worked separately to develop their own vision for the school.
- Vision statements were amalgamated at a joint meeting of staff and parent body with an agreed statement being adopted.
- Staff engaged in planning activities to develop a list of priorities for the next 3 years. This list was added to by students and the parent body during Terms 3 & 4.
- A planning committee was formed, consisting of staff and parents with 2 half day planning meetings held in Term 4. Priorities identified were used to help in the development of the Strategic Directions. The second meeting included a Principal School Leadership (PSL) to assist with the writing of purposes and processes.
- At this stage strategic directions have been developed and the planning team has a greater understanding of the 5Ps.

Strategic Directions and purposes

The strategic directions and purposes for the new school plan are:

**Quality teaching and learning** - 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.

**School culture** - 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.

**Leadership at all levels** - 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.

**About this report**

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

Mrs Cathy Reade - Principal
Mrs Nadine Risi – Assistant Principal
Mrs Jenine Hickey – Assistant Principal - relieving
Miss Gemma Calligaro – Classroom Teacher
Mrs Jane Carnevale – EAL/D teacher
Mrs Jo-Anne Morrissey – Classroom Teacher
Mrs Joanne Byrne – Reading Recovery Teacher
Ms Jane Waddell – Classroom Teacher
Mrs Celia Owen – Teacher/Librarian

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