Westmead Public School
Annual School Report 2014
School context statement

Westmead Public School had 1185 students enrolled in 47 roll classes on 1 December 2014. There were 629 boys and 556 girls in the school. 95% of Westmead Public School students come from Language Backgrounds Other than English (LBOTE).

Principal’s message

2014 has been a wonderful year for Westmead Public School, highlighted by the outstanding performance of our students in academic, cultural and sporting areas.

Westmead Public School has a strong school culture supported by fantastic teachers who have a high work ethic, are open to professional learning and care for our students. Equally the school has a supportive office and support staff, who help to make Westmead Public School a welcoming place for newly arrived families to our area.

Our valued partnerships with parents have been increased by the addition of a Community Hub Leader in our school. This has led to strong attendance at parent training and development courses, greater involvement in school activities which is strongly supported by our active P&C and fund raising committees.

Our annual school targets have been met thanks to the professionalism and dedication of our Executive team, focussed teachers and our hard working students.

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.

Adrian Mort
Principal

P & C and/or School Council message

The continued dedication of Westmead Public School P & C committee has again led to an active and successful year.

The P & C has continued to provide support to the school through several of its initiatives. In particular, members have been involved in fundraising and provided input into school policy, programs and the teaching and learning environment.

Major fundraising events during 2014 included:-

- Mother’s Day stall
- Father’s Day stall
- Education Week BBQ
- School Banking
- Krispy Kreme Drive
- Entertainment Books Drive
- Fun Day BBQ and Raffle

These events raised over $23 000.00.

Due to the money raised, the P & C was able to donate funds to the school to purchase:

- World Book On-Line subscription
- games for use during wet weather
- classroom library stands and outdoor furniture
- digital cameras.

We look forward to a successful 2015 and invite all existing families and new families to actively play a part in the P & C.

Faye Khalil
P & C President

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>478</td>
<td>474</td>
<td>466</td>
<td>498</td>
<td>541</td>
<td>564</td>
<td>634</td>
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<tr>
<td>Female</td>
<td>445</td>
<td>441</td>
<td>441</td>
<td>472</td>
<td>496</td>
<td>526</td>
<td>556</td>
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Student attendance profile

<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>
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<tr>
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<td>95.3</td>
<td>94.6</td>
<td>94.4</td>
<td>94.7</td>
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<tr>
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<td>95.6</td>
<td>95.1</td>
<td>95.9</td>
<td>96.2</td>
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School

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
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<td>94.7</td>
<td>94.7</td>
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<td>95.0</td>
<td>95.1</td>
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<tr>
<td>2</td>
<td>94</td>
<td>94.4</td>
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<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
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<td>94.4</td>
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<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

State DEC
**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>6.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>39.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>2.0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>6.0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.672</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64.472</strong></td>
</tr>
</tbody>
</table>

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

Westmead Public School has 1 Aboriginal beginning teacher and we participated in the Newly Appointed Aboriginal Teacher Support Program in 2013. Funding that was carried over was used to support this teacher as outlined in the Department’s Aboriginal Human Resources Development Plan 2012-2017.

**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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>57%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

In 2014, all teachers participated in ongoing professional learning to support the achievement of our school targets and ensure we are familiar with current curriculum and pedagogy changes.

Each week teachers participated in one hour of professional learning on a range of topics. In addition, all staff participated in five professional learning days (School Development Days) that were held at the beginning of Terms 1, 2 and 3 and the end of Term 4. The mandatory DEC training module- ‘Your school and the Mathematics Syllabus K-10’ was completed. This course was registered with the NSW Institute of Teachers.

A total of over $42 747 was spent on teacher professional learning in 2014.

Professional learning focused on the development of units and the implementation of the whole school plan and familiarisation of the new NSW syllabuses for the National Curriculum. Forward planning has occurred to continue to ensure our staff are confident with the implementation of the new syllabuses in line with the DEC timeline.

Professional learning for beginning teachers focused on classroom practice, providing teachers with strategies to assist with student engagement through the creation of quality teaching programs and effective behaviour management techniques.

A ‘Learning Circle’ day was held for permanent beginning teachers and ongoing sessions were organised to allow supervisors and teacher mentors to provide support in areas such as effective use of PLAN software, catering for a variety of student needs (differentiation), development of consistent teacher judgement and teaching guided reading.

In 2014, 35% of all teachers were accredited with the NSW Institute of Teachers.
Beginning Teachers

This year each school with one or more permanent beginning teachers was allocated funding under the Great Teaching, Inspired Learning initiative. This funding was allocated to support teachers in adjusting to their new roles in NSW public schools. Westmead Public School supported our 7 beginning teachers in the following ways:

- Beginning teachers participated in rich and relevant professional learning both internally and externally. This led to improved classroom practice and teachers trialling and sharing new ideas.
- Beginning teachers participated in a structured induction program to support their entry into the profession. This reflected the ethos and goals of our school.
- Beginning teachers collaboratively planned units of work with experienced teachers to support the implementation of the new syllabus documents. This process enabled beginning teachers to learn from an experienced mentor.
- Each beginning teacher observed other teachers in various key learning areas in order to improve their own teaching practice (learning through collegial modelling and demonstration).

Temporary beginning teachers worked with the Temporary Teacher Mentor assigned to the Holroyd area. They participated in peer observation sessions, demonstration lessons, collaborative planning and workshops to develop their teaching practice. They have been collecting evidence of professional growth, with a view to achieving accreditation at Proficient by the required time.

Financial summary

The budget for employee related costs is currently held and managed at the corporate level. Funding processes to provide resources for targeted individual students (which include moderate to high support of disabilities) remain unchanged in 2014.

Equity loadings for English Language Proficiency and low level disability funding as well as equity loadings for socio-economic and Aboriginal students are part of the Resource Allocation Model (RAM) calculated for NSW Public Schools.

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

Financial Summary for the year ended 31 December 2014

<table>
<thead>
<tr>
<th>Opening Balance</th>
<th>351,188</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>(6,804,630)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(7,980,310)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(135,959)</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(674,912)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>(13,449)</td>
</tr>
<tr>
<td>Gain and loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
</tr>
<tr>
<td>Expenses</td>
<td>8,293,751</td>
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<tr>
<td>Recurrent Expenses</td>
<td>8,261,533</td>
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<tr>
<td>Employee Related</td>
<td>7,395,717</td>
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<tr>
<td>Operating Expenses</td>
<td>898,034</td>
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<tr>
<td>Capital Expenses</td>
<td>32,218</td>
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<tr>
<td>Surplus/Deficit for the Year</td>
<td>(510,879)</td>
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<tr>
<td>Balance Carried Forward</td>
<td>(862,067)</td>
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</table>

The information provided in the Financial Summary is current at the date shown.

This summary includes reporting from 1 January 2014 to 31 December 2014

Funds received through the Resource Allocation Model

The RAM data is the main component on the “Recurrent appropriation” section of the financial summary above.

A full copy of the school’s 2014 financial 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 and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

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

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Band 1</td>
<td>453.6</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.8</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>1.5</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>1.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.1</td>
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</tbody>
</table>

NAPLAN Year 3 - Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2014</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Band 1</td>
<td>454.3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.6</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>1.8</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>0.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.1</td>
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NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
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<th>Skill Band Distribution</th>
<th>Average score, 2014</th>
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</thead>
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</tr>
<tr>
<td>Band 3</td>
<td>542.6</td>
</tr>
<tr>
<td>Number in Bands</td>
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<tr>
<td>Percentage in Bands</td>
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<tr>
<td>School Average 2010-2014</td>
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<tr>
<td>SSG % in Bands 2014</td>
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<tr>
<td>State DEC % in Bands 2014</td>
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NAPLAN Year 5 - Numeracy

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<th>Skill Band Distribution</th>
<th>Average score, 2014</th>
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<td>Band 3</td>
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<tr>
<td>Percentage in Bands</td>
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</tr>
<tr>
<td>School Average 2010-2014</td>
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</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>2.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>9.8</td>
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</tbody>
</table>
Choral and Instrumental Highlights
- Elementary Choir – Primary Proms at the Sydney Town Hall
- Senior Choir – PULSE at the Sydney Opera House, and Celebration Sing Out at the Sydney Town Hall
- Senior Choir and a Choral and Instrumental group “Everyday Angels” – Celebrating the Arts Festival at Parramatta Riverside Theatre
- Advanced Violin and Advanced Recorder Groups – The Festival of Instrumental Music
- Advanced Recorder Group – visited 2 local preschools to perform (KU and Jolly Frog)
- School Band – attended a series of workshops and performed in a combined concert at Minchinbury Public School

A drumming group and a ukulele group were also formed.

The whole school sang “Paint You a Song”. The Channel 9 Today Show, along with Shannon Noll, launched the song at Westmead Public School.

Dance/ Drama Highlights
- Junior Elite Dance Group – formed in 2014 and performed at the Schools Spectacular
- Bollywood Dance Group (known as Bollymead), and the Senior Dance Group – performed at Celebrating the Arts Festival at Parramatta Riverside Theatre
- Senior and Junior Elite Dance Groups – performed at Sydney West Dance Festival, Evans Theatre Penrith

Debating and Public Speaking Highlights

Debating
- Premiers Debating Competition – Westmead were Semi-finalists. Students involved were Sara Wardak, Himanshu Singh, Anish Joseph, Shakthy Kopathidas, and Austin Steel
- Friendly debating – 8 schools participated in a Friendly Debating Competition held at Westmead Public School. Participation in this competition enabled students to practice their debating skills and developed confidence
Public Speaking

- Shakthy 6H and Sara 5/6H delivered a speech at The Parramatta Historic Society about the history of Westmead Public School
- Stage 2 and 3 Speakers entered the Multicultural Perspectives Public Speaking competition. Tarini from Year 4 qualified for the Regional Finals after winning the Stage 2 local finals
- Speakers showcased their talents at the school’s CAPA Spectacular
- K-6 Parramatta Education Learning Community (PELC) – 12 students presented speeches alongside students from Hilltop Rd Public School and Parramatta West Public School. Reshmi KP, Deveash 2E, Sukhleen 4M and Sara 5/6H were selected as Highly Commended Speakers

In 2014 Westmead Public School changed its annual Creative Arts Spectacular format due to the school’s popularity in the field of Creative and Practical Arts. All Dance, Drama and Public Speaking Groups performed on one evening and all the Choral and Instrumental Groups were scheduled for the following evening.

Visual Arts Highlights

- Art clubs were now across all stages with the Kindergarten Art Club starting in 2014
- The Senior Art Club entered the “World’s Biggest Classroom Exhibition.” Artworks were displayed at the Qantas Credit Union Arena, Sydney train stations and Westfield venues. Students’ artworks were displayed at Parramatta Station, Central Station, Circular Quay Station and Olympic Park Station. The themes for 2014 included 125 years of sport, ANZAC Centenary and This is Australia
- Anna Sharma’s artwork on ANZAC Day saw her being selected to give an interview with the Indian Link newspaper celebrating her success in the exhibition. There was also an article in the Parramatta Advertiser featuring Anna and her artwork

Sport

Westmead Public School provided a comprehensive and successful sport program for students K–6. Staff are committed to providing sporting opportunities to develop the health, confidence and self-esteem of all students.

Our 2014 highlights included

- Regional Cross Country – Anoch Year 6 and Nicola Year 6
- Regional Athletics Carnival – Brandon Year 6
- Regional Tennis – Dave Year 4
- Regional Rugby League – Ryan Year 5
- Regional Cricket – Shrom Year 6
- K–6 students took part in gymnastics lessons facilitated by specialist staff associated with the Triskills program
- Years 3–6 participated enthusiastically in three school carnivals- swimming, cross country and athletics
- A K-6 resilience program based on the ‘Bounce Back’ philosophy was implemented in 2014
- 360 students participated in the School Swimming and Water Safety program
- Our K-2 fitness and sporting program provided an intense focus on developing fundamental movement skills

Library

Our library is a bustling, busy and happy hub with over 28,240 patrons coming through our doors throughout the 2014 school year.

Westmead Public School is a school that loves reading! This is evidenced by our borrowing statistics. We are very excited to note that we have had 28370 books borrowed by our students throughout the year. This is an increase of 30% when compared to 2013. We like to think it is due to the quality programs and initiatives we have in place that aim to foster a love of reading.
During a library lesson, students work in groups or independently, as they read and explore quality literature, research, tell digital stories, explore new search tools, read e-books, present their research results, post in blogs, produce media and collaborate using online media.

The Teacher Librarians have gathered resources to support teachers with their teaching and learning programs and collaborated with them where possible to connect what goes on in the classroom with the library. We have assisted students in a number of research projects throughout the year by introducing a variety of research tools and learning strategies.

We have also organised a number of fun events throughout the year to celebrate children’s literature and reading. Our Annual Book Fair rose just over $3700 for the school which was spent on purchasing iPads and updating library furniture.

Premier’s Reading Challenge

Students once again participated in the Premier’s Reading Challenge. The challenge is a state-wide voluntary reading initiative designed to get students reading. This year we had 821 students complete the challenge – 100 more students than last year. This is an awesome result and is a testament to our wonderful and committed students.

Significant programs and initiatives

Policy Requirements

Aboriginal education

Westmead Public School values and recognises the importance of enhancing the knowledge and understanding of all students about Aboriginal Australia. This year Westmead Public School acknowledged and commemorated significant cultural events including National Sorry Day, Harmony Day and National NAIDOC week.

A major focus in 2014 continued to be the implementation of Personalized Learning Plans for students of an Aboriginal and Torres Strait background. Classroom teachers, Specialist Support staff and the students’ families worked together to address the specific needs of the student and establish strategies to support their achievement.

Aboriginal Education was also embedded in our whole school Creative Arts program. Westmead Public School welcomed the Aboriginal and Torres Strait Islander Dance Theatre to perform traditional and modern dance and instrumental performances, while also educating students about traditional indigenous customs.

Multicultural education and anti-racism

Westmead Public School currently has a population of 1188 students. 95% of our students speak English as an Additional Language or Dialect (EALD). To meet the needs of these students the school has a staffing of 6 EALD Specialist Teachers and a 0.2 NAP Teacher (New Arrivals Programme). The newly arrived students attend daily intensive English programmes. Some students also attend writing groups to improve their skills. EALD teachers also work with classroom teachers to plan, teach and assess. The EALD teachers have attended a training course this year to learn about the use of drama to build and enrich students’ vocabulary.

Westmead Public School celebrates Multicultural Education through comprehensive teaching programs and special events held throughout the year.

Multicultural Education is highly valued by the school community at Westmead Public School.

Equity Funding Requirements

Aboriginal background

Westmead Public School, whose enrolment includes Aboriginal students, has implemented the Aboriginal and Torres Strait Islander Education Action Plan. Included strategies that have:

- strengthened partnerships and promoted genuine collaboration between schools, Aboriginal families and Aboriginal community organisations
- developed and sustained a positive and inclusive school culture
- improved the quality of teaching and learning for Aboriginal students
- increased Aboriginal students’ attendance, participation and engagement in learning
- improved Aboriginal students’ literacy and numeracy achievements
- improved learning outcomes for Aboriginal students.
Socio-economic background

Westmead Public School, whose enrolment includes students from low socio-economic backgrounds, has implemented programs that have:

- raised the expectations of students, teachers, executive, families and communities
- strengthened partnerships between schools, families and community organisations
- developed and sustained a positive and inclusive school culture
- improved the quality of teaching and learning
- increased the level of students’ participation and engagement in learning.

English language proficiency

Westmead Public School, whose enrolment includes students with English language proficiency needs, has supported English as an Additional Language or Dialect (EAL/D) students through Student Support and New Arrivals Programs that have:

- impacted on EAL/D students’ participation and engagement in learning and formal assessment
- improved professional learning for teachers in EAL/D pedagogy, and refugee student support
- employed specialist staff to assist in meeting the needs of students and families from culturally and linguistically diverse backgrounds.
- resulted in effective reporting of English language learning outcomes to parents/families
- improved the quality of teaching and learning for EAL/D students (i.e. differentiating for EAL/D students in teaching programs and whole school and classroom assessment practices; incorporating EAL/D pedagogy and strategies in classroom practice)
- increased EAL/D students’ English language proficiency
- improved refugee and EAL/D students’ learning outcomes.

Refugee students have benefited from targeted programs and strategies that have:

- improved students’ general wellbeing and adjustment to school
- enabled students to develop better understanding of curriculum concepts and skills
- improved students’ literacy, numeracy and study skills
- improved staff understanding about the needs of refugee students
- improved teacher proficiency in differentiating teaching to support refugee students.

Low level adjustment for disability

Westmead Public School, whose enrolment includes students with learning and support needs (low level disability) has implemented personalised learning and support programs that have:

- engaged students and their parents/carers in consultative and collaborative processes
- increased the level of students’ participation and engagement in learning
- improved students’ learning outcomes
- improved professional learning programs to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to students’ additional learning needs
- enhanced students’ access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services
- increased the effectiveness of classroom and school organisation.
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 include:

- ongoing executive level reviews
- regular data gathering K-6
- strategic evaluation by senior executive.

School planning 2012-2014:

School priority 1
Increased use of rich vocabulary in context.

Outcomes from 2012–2014

- 35% of Year 3 students achieve band 6 in NAPLAN writing.
- A decrease in the number of Yr 5 students achieving less than expected growth in NAPLAN writing to 25% and below.
- 75% of all students achieve grade level cluster (or majority of markers) in vocabulary across the K-6 Literacy Continuum.

Evidence of achievement of outcomes in 2014

- 27.7% of Year 3 students achieved band 6 in NAPLAN writing.
- 26.5% of Year 5 students achieved less than expected growth in writing. The overall growth across the state dipped by 33%. Westmead Public School outperformed the state as the dip in expected growth at our school was only 17%.
- On average 67% of all students achieved grade level cluster (or majority of markers) in vocabulary across the K-6 Literacy Continuum. Student, teacher and parent surveys suggested vocabulary knowledge needs to remain a minor focus in 2015.
- More than 76% of K-6 students achieved grade level Numeracy Continuum clusters in Aspect 1 – Counting Sequences. Kindergarten teachers noted that Backward Number Word Sequences is an area for development. More than 81% of K-6 students achieved grade level Numeracy clusters in Aspect 2 – Counting as a Problem Solving Process. Year 1 teachers highlighted the need for this to remain a focus. As such, the Targeted Early Numeracy (TEN) program will be implemented K-2 in 2015.

Strategies to achieve these outcomes in 2014

- Familiarise teachers with the new K-6 Mathematics syllabus.
- Effective use of Numeracy continuum data (with a focus on Aspects 1 and 2) to drive teaching and learning.
- Targeted pre NAPLAN program for Years 3 and 5 with an emphasis on working mathematically - problem solving strategies.

School priority 2
Increased student success in solving problems in various contexts.

Outcomes from 2012–2014

- 36% of Year 3 students achieve band 6 for number, patterns and algebra in NAPLAN Numeracy.
- A decrease in the number of Year 5 students achieving less than expected growth in Numeracy NAPLAN to 21%.
- 75% of K-6 students achieve grade level Numeracy Continuum clusters in Aspect 1 – Counting Sequences and Aspect 2 – Counting as a Problem Solving Process.

Evidence of progress towards outcomes in 2014

- 37.1% of Year 3 students achieved band 6 for number, patterns and algebra in NAPLAN Numeracy.
- 22% of Year 5 students achieved less than expected growth in Numeracy NAPLAN 2014.
- More than 76% of K-6 students achieved grade level Numeracy clusters in Aspect 1 – Counting Sequences. Kindergarten teachers noted that Backward Number Word Sequences is an area for development. More than 81% of K-6 students achieved grade level Numeracy clusters in Aspect 2 – Counting as a Problem Solving Process. Year 1 teachers highlighted the need for this to remain a focus. As such, the Targeted Early Numeracy (TEN) program will be implemented K-2 in 2015.

Strategies to achieve these outcomes in 2014

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- Effective use of Numeracy continuum data (with a focus on Aspects 1 and 2) to drive teaching and learning.
- Targeted pre NAPLAN program for Years 3 and 5 with an emphasis on working mathematically - problem solving strategies.
Parent/caregiver, student, and teacher satisfaction

The opinions and ideas of parents, students and teachers are highly valued. Suggestions are incorporated into planning and setting high expectations for students at Westmead Public School.

In 2014, Westmead Public School ran a series of workshops for parents across K-6. Topics included – Assessment and Reporting, Problem Solving workshops, Meet the Teacher, Gifted and Talented Class, Opportunity Class and Selective High School and Kindergarten parent workshops. As part of the Multicultural Community Engagement Project, a team of experienced teachers held workshops to more deeply connect with parents and build a shared understanding of 21st century learning to help children increase their use of problem solving skills (school target).

Furthermore, in 2014 the school sought the opinions of parents, students and teachers about the school. All school community members were given the opportunity to comment on aspects of school life that they considered is done well at Westmead Public School as well as areas in which they believed could be improved. Staff, students and families at Westmead Public School took the time and opportunity to fill out the survey and express their points of view.

Their responses included:

Are you happy coming to school/work?

94% of students and parents are happy coming to school. Correspondingly 94% of staff are happy coming to work and enjoy the sense of professionalism with their colleagues.

Do students/parents feel supported by their teachers?

Through our high level of care, quality education, professionalism of teachers and student management, 90% of students and parents feel supported by their teachers and the executive team.

School Resources

Students express pride in their school’s modern facilities and the wide range of learning opportunities. 86% of students are enthusiastic about the technology enriched learning environment consisting of IWB, notebooks, computers and iPads (K-2). Furthermore, 91% of students and parents are pleased with the variety of recreational activities available to them on the playground.

As a result of this highly successful model we were invited to present our findings at the 2014 Rethinking Multicultural Education: Research, Policy, and Practice Conference at the University of Western Sydney with a focus on the Community Learning Approach.

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.

Strategic Directions 2015-2017

Strategic direction 1
Students will be lifelong learners who think critically and creatively.

Strategic direction 2
Quality teachers will facilitate innovative and differentiated learning to engage all students.

Strategic direction 3
Our school community will be inclusive, informed and engaged.
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.

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Emma Snell, Assistant Principal
Faye Kahlil, P & C President
Belinda Suttor, Teacher
Mary Jallis, Teacher
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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: