

Liverpool West Public School Annual Report



2017



4161

Introduction

The Annual Report for **2017** is provided to the community of **Liverpool West Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Patricia Bull

Principal

School contact details

Liverpool West Public School

79-81 Hoxton Park Rd

Liverpool, 2170

www.liverpoolw-p.schools.nsw.edu.au

liverpoolw-p.School@det.nsw.edu.au

9602 8062

School background

School vision statement

Students equipped with essential knowledge and skills become confident, responsible, cooperative, informed citizens and successful lifelong learners.

School context

Liverpool West Public School is located in south western Sydney. The school has an enrolment of 693 students, including 36 Aboriginal students and a diverse population of 39 different nationalities. 78% of students are from language backgrounds other than English, and 19% are new arrivals and/or from refugee backgrounds.

The school comprises students from Preschool to Year 6, including four support classes. The school receives equity funding to support: students from Low Socio–Economic Backgrounds; students from Aboriginal Backgrounds; students with English as an Additional Language or Dialect; and, students requiring Low Level Adjustments to support learning.

All teachers are committed to developing and implementing quality teaching and learning programs based on ongoing assessment and evaluation. All lessons are aligned to the NSW Quality Teaching Framework with a strong focus on high expectations. All teachers have met the professional requirements for teaching in NSW Public Schools and are fully supported by a strategic professional learning model.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the elements articulated in the School Excellence Framework.

The results of this process indicated:

- In the domain of Learning the school's self–assessment (Sustaining and Growing) is consistent with the evidence presented in 4 elements and is validated using the School Excellence Framework. In the element of Wellbeing the evidence presented indicates the school is operating at the Excelling stage.
- In the domain of Teaching the school's self–assessment (Sustaining and Growing) is consistent with the evidence presented and is validated using the School Excellence Framework.
- In the domain of Leading the school's self–assessment (Sustaining and Growing) is consistent with the evidence presented in 3 elements and is validated using the School Excellence Framework. In the element of School Resources the evidence presented indicates the school is operating at the Excelling stage.

The next steps to be pursued are:

- Strengthen monitoring of milestone to respond to identified need.
- Implementing processes which allow students to self direct their learning and feed back on the effectiveness of teaching practices.
- Utilise the Australian Teaching Standards to support the development of more consistent effective teaching practices.
- Opportunities for the school community to provide feedback which can support school governance.

Our self–assessment and the external validation process will assist the school to create our new 2018–20 school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Literate and numerate students demonstrating 21st century capabilities

Purpose

To ensure students are equipped with essential knowledge and skills to become informed, confident, successful, responsible, caring, collaborative, critical and creative thinkers who enrich their own lives and contribute positively to our global society and its future.

Overall summary of progress

In 2017 a range of professional learning was provided to teachers to support them in monitoring student progress against the literacy and numeracy continua. While not all student targets were met, improvements occurred across all identified areas in Literacy and Numeracy K–6.

Flexible learning spaces, 21st Century learning skills and the authentic use of technology will be an ongoing focus as initial evidence to increase student outcomes has been encouraging.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All stages monitor student progress against the literacy and numeracy continuums using PLAN data (2 stages as at 12/2014).	\$30000 – stage/year based planning and professional learning days	All teachers (mainstream and support unit) received professional learning from Instructional Leaders (ILs) on the literacy and numeracy continua. K–2 updated PLAN data every 5 weeks and 3–6 entered data each term against the Literacy and Numeracy continua.
80 % of Year 2 students attaining at or above expectation on the literacy continuum, (30.9 % as at 12/2014).	\$32500 Professional Learning \$13500 resources	On average 54% of Year 2 students attained at or above expectation across the 8 aspects of the Literacy Continuum.
60 % of Year 2 students using early arithmetic strategies at or above expected end of year level (11% as at 12/2014).	\$9750 Professional Learning	As of the end of Term 4 2017, 48% of Year 2 students were at or above the stage expectation (facile) for Early Arithmetic Strategies with a further 42% at Counting On and Back.
80 % of Year 2 students attaining at or above expectation on numeracy continuum, (60.6 % as at 12/2014).	\$6500 teaching resources	As of the end of Term 4 2017, 63.32% of Year 2 students attained at or above the grade expectation on the Numeracy Continuum.
60 % of mainstream students showing growth in Year 5 NAPLAN Reading and 54% in Numeracy (Currently 43.5 % and 41.3%).	\$41600 additional Learning and Support Teacher (LaST)	58.7 % of Year 5 students achieved greater than or equal to expected growth in NAPLAN Numeracy. 32.9% of Year 5 students achieved greater than or equal to expected growth in NAPLAN Reading.
Performance of Aboriginal and NESB students is equal to all students.	\$37110 Aboriginal School Learning Support Officer (SLSO)	In NAPLAN the performance of Aboriginal students exceeded that of non-Aboriginal students in Reading and Numeracy. In NAPLAN the performance of NESB students matched that of non-NESB students in Reading and Numeracy.
20% increase of positive student responses regarding learning using 'Tell Them From Me' survey.	\$0	Student responses were comparable to, or higher than NSW Government averages. Some highlights include students' positive sense of belonging, effective learning time and valuing schooling outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of 21st century learning skills in lessons.	\$20000 Furniture \$2500 Professional Learning	<p>2 pilot classes were established as flexible learning spaces and teachers attended professional learning in 21st century pedagogy. These classroom environments were conducive to 21st century learning and promoted collaboration, communication, critical thinking and creative thinking.</p> <p>Further school-wide professional learning resulted in an increase in the inclusion of critical and creative thinking skills in units of work K-6.</p> <p>Professional learning commenced and will continue, to deepen all teachers' understanding of the general capabilities.</p>
Increased use of technology tools to support 21st century learners (32 I pads, 32 laptops utilised in 2014).	\$101750 purchased I pads and laptops \$34485 Scope IT	<p>A staff survey determined technology resources were needed to support students with meeting the technology needs of cross curriculum areas and integrated units of work. This included purchase of an iPad for each teacher to increase opportunities for formative assessment and student feedback. It also includes further purchases of iPads for student use.</p> <p>The external support of Scope IT was sought to increase student computer skills and teacher knowledge of 'coding'. This impactful program increased student engagement and collaboration.</p>

Next Steps

- Increase achievements of all students in Literacy, in particular Reading.
- Increase achievements of all students in Numeracy.
- Continuation of technology as a tool to develop 21st Century skills, for example designing, collaborating and critical thinking.

Strategic Direction 2

Excellence and consistency in evidence based teaching practice

Purpose

To ensure our teachers are reflective and responsive as they deliver to students, a comprehensive, differentiated inclusive curriculum, driven by evidence-based pedagogy and high educational expectations.

Overall summary of progress

In 2017 we have increased the use of success criteria and feedback and have provided resources for students to self-monitor, including 'Bump-It-Up-Walls'. We have met targets for student achievement in Literacy at stage appropriate outcomes. While we did not reach targets for students in the top 3 skill bands for NAPLAN there has been a significant increase across Year 3 and Year 5 Numeracy.

We will continue to support staff in their Accreditation/Maintenance journey.

All pre-2004 teachers have received additional professional learning regarding the APTS and teacher accreditation. They also used the AITSIL Teacher Reflection Tool to reflect on the standards and their current level of knowledge and skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of teaching staff at 4 or above against school designed rubric in implementing formative assessment components: Success Criteria, Self-monitoring and Feedback.	\$186465 purchase additional Instructional Leaders (Deputy Principal) for Professional Learning	On average the staff are scoring at a 3.5 against the school-designed rubric. Teachers were supported in implementing formative assessment practices by Team Leaders and Instructional Leaders, including the effective use of success criteria in their lessons. Teachers are regularly using the success criteria to provide quality feedback to students enabling them to monitor their learning.
9% increase of overall English ratings A-C between Years 1-3 2014 and Years 4-6 2017.	\$35000 K-6 teacher professional learning data analysis	Years 1-3 demonstrated a 12.6% growth in Literacy and in Years 4-6 there was an 18.1% growth.
Increased number of students achieving the top three skill bands in NAPLAN in literacy and numeracy by at least 10%.	\$3000 targeted release for NAPLAN analysis	There has been an increase of between 4-8% in the number of students achieving in the top 3 skill bands in NAPLAN for Reading and Numeracy in Years 3 and 5.
29% improvement of current Year 2 students reaching or exceeding year expectations in PLAN comprehension by 2017.	\$30000 professional learning K-6	There was a 37% increase in the number of Year 2 students reaching or exceeding year expectations in PLAN Comprehension.
90% positive teacher Responses within highest levels re "Tell Them From Me" Survey currently 56.6%.	\$0	Teacher responses were equal to, or higher than NSW Department of Education averages in all areas. In comparison to 2015, 2017 teacher survey responses showed improvements in the aspects of Leadership, Collaboration and Parent Involvement.
100% of current staff increasing by one career stage against a focus area from Standards 1-Know students & how they learn (Australian Professional Teaching Standards).	\$52000 Beginning Teacher Release \$5000 Professional Learning	All professional learning is linked directly to the Australian Professional Teaching Standards and reflection of that professional learning links directly back to the identified standards. Professional learning was delivered to all teachers including pre-2004 and beginning teachers to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of current staff increasing by one career stage against a focus area from Standards 1–Know students & how they learn (Australian Professional Teaching Standards).		deepen their understanding and ability to reflect on the APTS.

Next Steps

- Ensure professional learning occurs for all teachers across all the lesson components so they are being implemented consistently in the classroom.
- Continue to increase the number of students achieving in the top 2 (proficient) bands of NAPLAN.
- Continue to support all teachers and aspiring leaders, including Temporary Teachers in career progression for Accreditation and/or Maintenance.

Strategic Direction 3

An engaged school community leading school improvement

Purpose

For parents and community members to be empowered and involved in contributing to the school as informed decision makers and to collaboratively develop and implement improvement plans to support the welfare, learning opportunities for all students.

Overall summary of progress

The school continued to build and strengthen its partnerships with parents and the community. The Parent Community Cafe continued to have regular, productive, increasing, attendance rates from parents and community members. Several agencies such as TAFE, Anglicare, Liverpool Police and SPARKS attended the Parent Community Cafe and presented topics such as cyber safety, local community services and supporting children who speak English as a second language at home. Parents also provided feedback on the School Plan and provided suggestions on how school funds could be spent to further support our students. Our continued partnerships and support from organisations such as STARTTS, SPARKS, Anglicare and Food Bank have provided essential resources and expertise that made a crucial difference to our students' and families' wellbeing and success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
12 parents/carers with enrolled students are actively involved in the P&C (1 parent in 2014).	Parent Cafe incidental resources \$1000	The school currently does not have a P&C, but has a successful Parent Cafe where parents meet weekly to discuss school projects and initiatives and give feedback to school decision making. Throughout 2017 we averaged 12 parents per session.
80% of P&C members represent Aboriginal and/or ethnic groups from the school community (0% in 2014).	\$75289 CLOs \$1000 teacher release	The ongoing employment of Arabic (2) and Balkan bilingual Community Liaison Officers has increased the participation of two of our largest ethnic groups in a variety of school events and activities. The Mudjin parent group was re-established in Semester 2 to rebuild relationships and develop stronger partnerships across our Aboriginal Community.
20 parents/community members are listed as volunteer helpers in the classroom (1 parent as at 3/2015).	\$2000 Incidental resources	The school had 8 regular parent volunteers in classrooms in 2017. Instructional Leaders ran sessions for parents on how to support children in their literacy learning and this helped to increase the number of parents actively supporting our students in classrooms.
80% parent representation from all predominate cultural groups involved in school evaluation and planning (zero in 2014).	\$0	90% of parent representation from our predominant cultural groups were involved in School Evaluation and Planning sessions.
Increased positive responses from parents through the "Tell Them From Me" survey in comparison to 2015.	\$0	Parent/carer responses exceeded NSW Department of Education averages in all areas. Some highlights include our parents' confidence in approaching their child's teacher, being well-informed of school activities and their child's ability to explain behavioural expectations.

Next Steps

- Increase the number of parents/community members volunteering in the classroom.
- Increase opportunities for the school community to contribute to decision-making processes, including Aboriginal families.
- Increase participation of parents/carers in school programs and initiatives.
- Broaden social media communication to strengthen home/school partnerships.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$79091</p> <p>Costs included:</p> <p>Aboriginal Education Officer \$65000</p> <p>Resources for cultural activities \$14091</p> <p>*Additional funds were allocated to Aboriginal initiatives from Socio–Economic Background funds to cover the additional SLSO costs.</p>	<p>All students had individualised Aboriginal Learning Pathway plans developed and were able to engage in cultural activities each week in the Gulyangarri group. Opportunities were provided for Aboriginal students to participate in and perform at various events across our Community of Schools.</p>
English language proficiency	<p>\$ 289944</p> <p>Costs include:</p> <p>Professional learning (EAL/D progressions and data analysis) additional EAL/D teacher</p> <p>SLSO support</p> <p>EAL/D teaching resources.</p>	<p>The percentage of NESB students that attained greater than the expected growth exceeded that of non–NESB students in the areas of spelling, grammar and punctuation and numeracy.</p> <p>All EAL/D students were assessed against the EAL/D Learning Progression across the four modes: speaking, listening, reading/viewing and writing. This tracking, alongside examining PLAN data, contributes to determining the level of support required for EAL/D students. Students were supported both in class and in small–targeted groups.</p>
Low level adjustment for disability	<p>\$151938</p>	<p>Learning and Support Teachers (LaST) and School Learning Support Officers (SLSOs) provided targeted support to students. Some of this support included:</p> <ul style="list-style-type: none"> • Transitions into Kindergarten, Support Unit, high school and new classes. • Development of personalised plans for learning and/or behaviour support. • Direct targeted teaching support in classrooms and in small withdrawal groups. • Playground support with a focus on safety and social skills learning. • Micro–Skills behaviour management professional learning and support.
Quality Teaching, Successful Students (QTSS)	<p>\$49771</p>	<p>Instructional Leaders had the following impact:</p> <ul style="list-style-type: none"> • Professional learning for all teachers in relation to quality teaching in English, with a focus on reading and vocabulary knowledge. • Built the capacity of all teachers to analyse student assessment data and plan differentiated teaching and learning activities. • Modeled quality lessons and provided feedback to teachers in relation to teaching Numeracy with a focus on number skills.
Socio–economic background	<p>2 x Speech Therapist \$ 92600</p>	<ul style="list-style-type: none"> • Speech Therapy – students in Kindergarten to Year 2 have all been assessed and

<p>Socio-economic background</p>	<p>1 x Assistant Principal \$133087</p> <p>1 x additional CT \$ 104000</p> <p>2 x SLSO \$110000</p> <p>IT support \$24000</p> <p>Online Computer Programs \$12300</p>	<p>targeted students have received support aimed at improving their expressive and receptive language skills. Speech therapists also engaged in team teaching and presenting demonstration lessons in all classrooms across Kindergarten to Year 6 that developed classroom teacher capacity in supporting students with language difficulties.</p> <ul style="list-style-type: none"> • Additional LaST support was provided with a focus on the writing aspect of the literacy continuum. • All classrooms have direct access to iPads or laptop computers and technology was integrated into the majority of lessons across the school. • The employment of Community Liaison Officers has improved communication and partnerships with parents, carers and external agencies. Some examples of impact include: the development of English language classes, improved student enrollment and transition processes, increased parental involvement in school fundraisers, cultural activities and Toddler Time (prior to school play group regularly attended by infants and their parents). • Little Leapers – prior to school transition program.
<p>Support for beginning teachers</p>	<p>\$55600</p>	<p>Beginning teachers received weekly mentoring from Assistant Principals, including feedback on lessons and programming. An Early Career Teacher Group met fortnightly led by expert teachers that supported induction and accreditation professional learning.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$49349</p>	<p>Our Refugee Transition Class continued to provide a supportive and individualised transition into life in an Australian school. Newly arrived students benefit from a tailored transition program, including survival English, road safety, school rules and child protection lessons.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	340	329	328	336
Girls	285	296	296	321

Student attendance profile

Year	School			
	2014	2015	2016	2017
K	93.9	92.2	93.6	92.4
1	93.3	91.5	91.6	91.9
2	94.2	92.1	92.5	90.7
3	95.2	91.8	92.2	92.5
4	94.9	92.1	91.1	93
5	94.4	93.6	91.9	91.9
6	93.4	92.2	92	92.8
All Years	94.1	92.2	92.1	92.1
Year	State DoE			
	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Liverpool West Public School has maintained a focus on increasing regular attendance at school as a fundamental factor in student achievement. The school implements a rigorous follow-up to student absence and lateness to school through following school attendance procedures. This has seen attendance rates improve. Attendance is monitored within the school by class teachers and the executive. A Home School Liaison Officer regularly checks attendance to flag issues and follow up attendance concerns with families.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	28.04
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	2.7
Teacher Librarian	1.2
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	9.26
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	34
Postgraduate degree	66

Professional learning and teacher accreditation

All staff had access to professional learning, including mandatory training, Literacy, Numeracy, 21st Century learning skills and technology. Teachers were also supported in attaining Accreditation and/or Maintenance.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	672,555
Revenue	7,918,172
Appropriation	7,739,485
Sale of Goods and Services	48,297
Grants and Contributions	123,175
Gain and Loss	0
Other Revenue	0
Investment Income	7,215
Expenses	-7,751,558
Recurrent Expenses	-7,751,558
Employee Related	-7,086,805
Operating Expenses	-664,752
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	166,615
Balance Carried Forward	839,170

The Principal leads the Finance Committee comprising of the School Administration Manager and two Deputy Principals. The Committee meets on a termly basis to review expenditure and funds allocated according to the school plan, milestones, other school priorities and Department of Education policy expectations.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	4,021,695
Base Per Capita	102,336
Base Location	0
Other Base	3,919,359
Equity Total	1,824,846
Equity Aboriginal	79,091
Equity Socio economic	1,042,274
Equity Language	289,944
Equity Disability	413,538
Targeted Total	841,208
Other Total	674,879
Grand Total	7,362,628

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

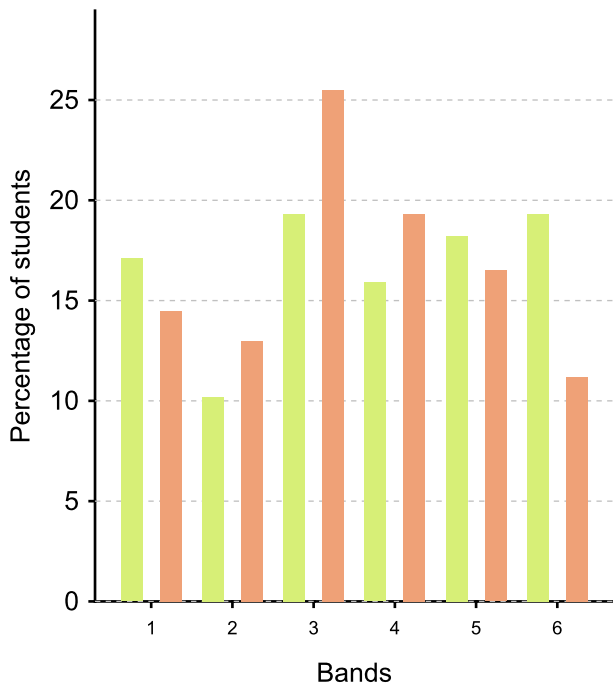
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

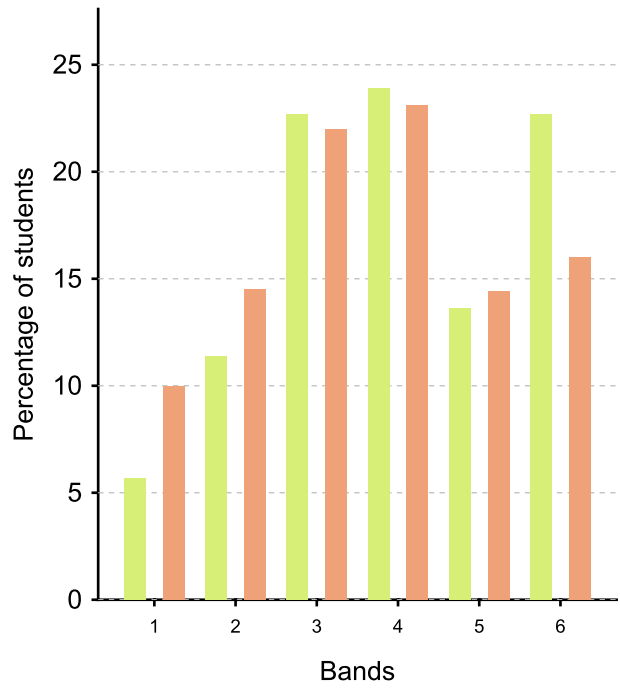
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

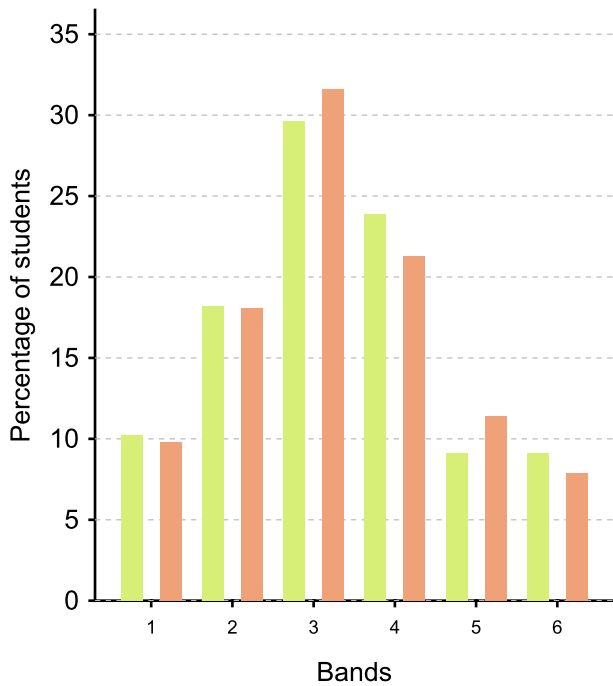
Percentage in bands:
Year 3 Grammar & Punctuation



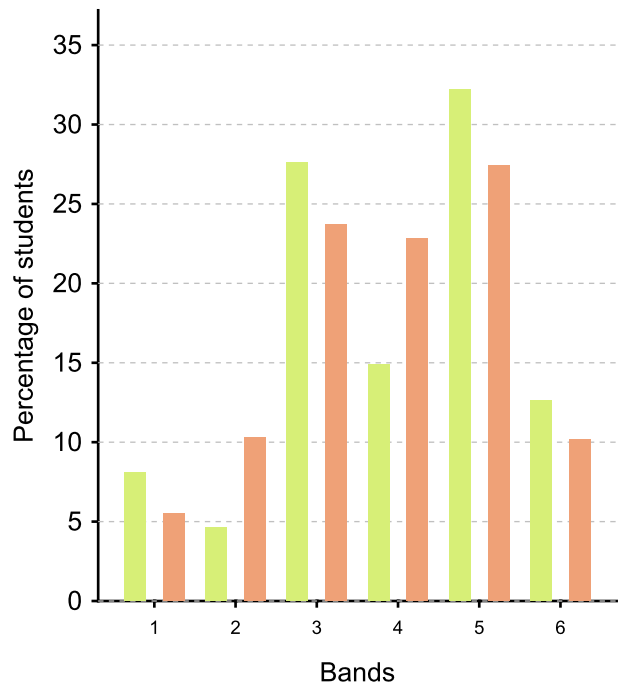
Percentage in bands:
Year 3 Spelling



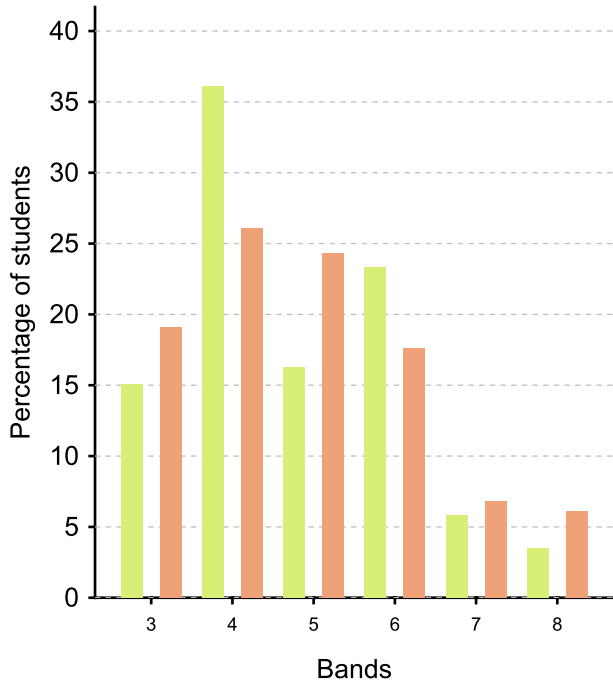
Percentage in bands:
Year 3 Reading



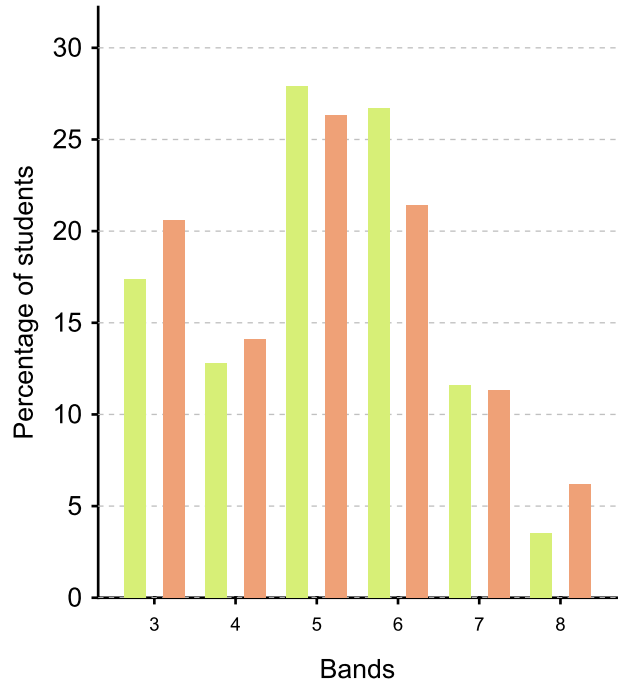
Percentage in bands:
Year 3 Writing



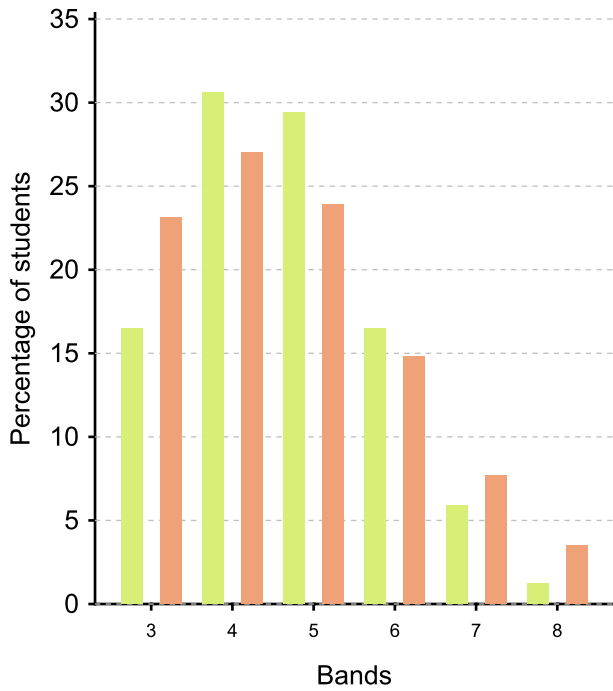
Percentage in bands:
Year 5 Grammar & Punctuation



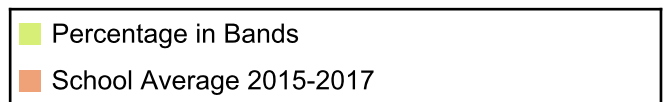
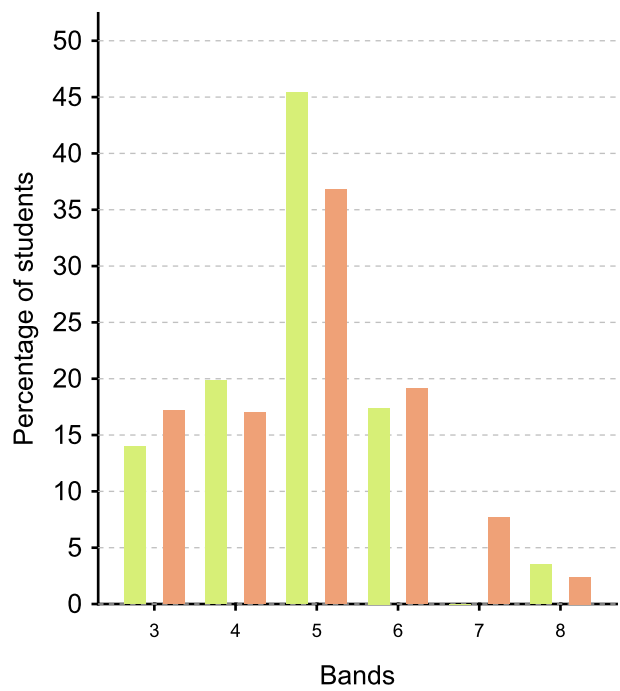
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

Parents and carers completed the online Tell Them From Me – Partners in Learning Survey in 2017. Our Community Liaison Officers and School Learning Support Officers provided support and interpreting where required to assist parents in completing the survey at school.

Some key positive responses included:

- 84% indicated they can easily speak with their child's teacher.
- 81% stated they are well informed of school activities.
- 79% indicated that they are informed of their child's behaviour at school, whether positive or negative.
- 80% stated that their child is encouraged to do his or her best work at school..
- 78% indicated that teachers have high expectations for my child to succeed.
- 90% of parents stated that their child is clear about the rules for school behaviour (6% increase compared with 2016).
- 80% indicated that teachers help students develop positive friendships and help those that need extra support.
- In all areas of the survey parents indicated a higher overall satisfaction rate when compared with NSW Department of Education state averages that include most schools in the state.

The respondents indicated that the following areas could be improved:

- Only 68% of parents indicated that they are informed about their child's social and emotional development.
- 58% stated that they won't ask about any challenges their child might have at school.

Plans to address identified areas of improvement include:

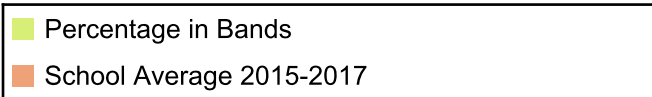
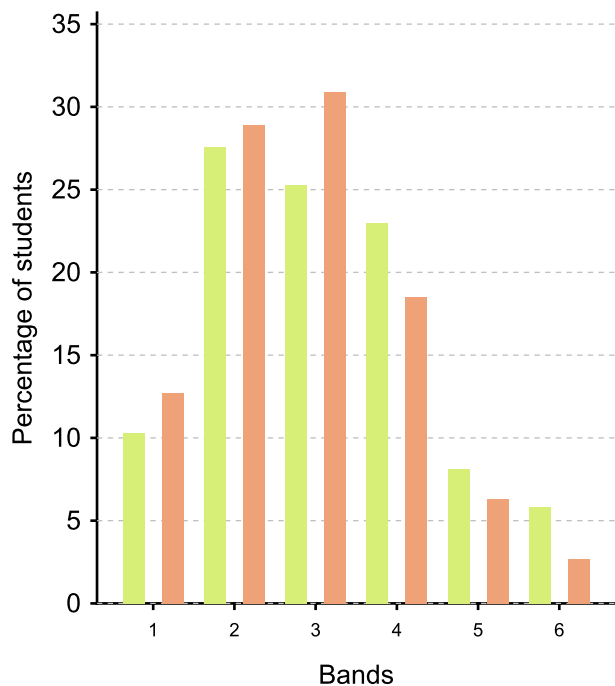
- The refinement of the 3-Way Conferences to ensure parents have greater opportunities to be actively involved in their child's learning.
- Parent workshops to be provided that will build parent capacity to support their children in the classroom and at home.
- The school website will be redesigned in 2018 and made more accessible and easier to read. Continuation and improvement of the Parents Café. The school will continue to seek agency and other external expertise to support parents with learning skills that will enable them to engage more in school life and their children's education.

Teachers also completed an online Tell Them From Me – Focus on Learning Survey.

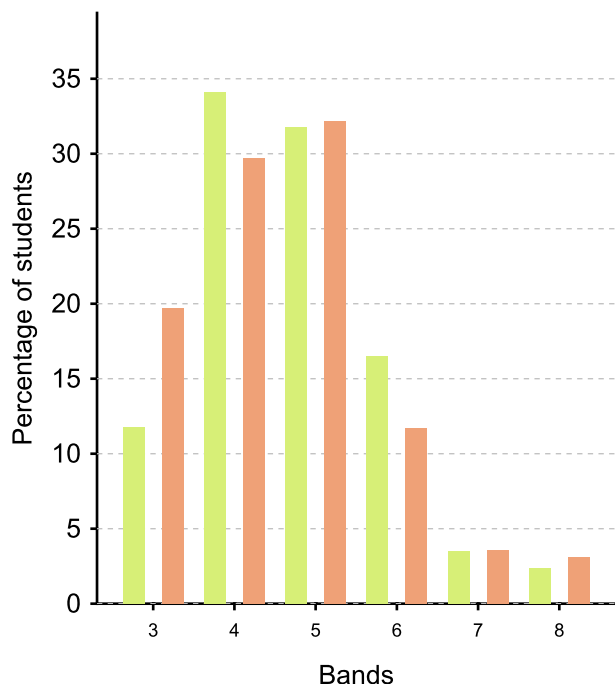
Some key positive responses included:

- 82% indicated they work with school leaders to create a safe and orderly school environment.
- 86% stated they seek the advice of their colleagues when students in their class are experiencing learning problems.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

- 90% indicated that they set high expectations for student learning and 85% monitor the progress of individual students.
- 83% of teachers use assessment data to identify student needs and plan future lessons.
- 86% provide their students with regular feedback on their work that bring them closer to achieving their goals.
- 92% set clear expectations of classroom behaviour and 86% of teachers are focused on improving their understanding of students with special learning needs.
- In all areas of the survey teacher responses either matched or exceeded NSW Department of Education state averages that include most schools in the state.

The respondents indicated that the following areas could be improved:

- Only 73% of teachers indicated that other teachers have given them helpful feedback about their teaching.
- 30% find it challenging to support students with using interactive technology.

Plans to address identified areas of improvement include:

- The development of a professional learning model that incorporates the Lesson Study approach that will enable teachers to provide each other with valuable feedback regarding their teaching.
- A whole school focus on Future-Focused Learning will be implemented that will include opportunities for teachers to share knowledge and expertise.

Students completed an online Tell Them From Me – Student Outcomes and School Climate Survey.

Some key positive responses included:

- 93% indicated they are able to participate in school sports, other than regular physical education classes.
- 84% stated they feel accepted and valued by their peers and others at school, compared with a NSW state average of 81%.
- 81% are interested and motivated in their learning, compared with a NSW state average of 78%.
- 92% try hard to succeed in their learning, compared with a NSW state average of 88%.
- More than 90% indicated that school staff emphasise academic skills and hold high expectations for all students to succeed.

The respondents indicated that the following areas could be improved:

- Students indicated a slightly higher rate of cyber-bullying when compared to NSW state

Plans to address identified areas of improvement include:

- The refinement of the school's Anti-Bullying plan and continued support from the Police Youth Liaison Officer with a focus on cyber-bullying.
- Information sessions regarding cyber-safety and cyber-bullying for parents to be held throughout the year.

Policy requirements

Aboriginal education

Liverpool West public School has a significant number of Aboriginal students P–6 and supports Aboriginal education as continuous, lifelong learning in line with the Department of Education's Aboriginal Education Policy.

The learning needs of Aboriginal students is supported through the creation of Aboriginal Learning Pathways (ALPs). All staff undertook training in the development of ALPs so students can excel and achieve in all aspects of their education. The students have an Aboriginal Learning Pathway plan that focuses on individualised learning goals and the strengths and interests of each student. These plans are developed collaboratively with students and parents to ensure inclusiveness in decision making with our Aboriginal families.

Furthermore, all staff undertook training to increase their knowledge and understandings of the cultures and experiences of Aboriginal and Torres Strait Islander people. This training was authentic as it provided opportunity for the sharing of the personal journeys of Aboriginal people employed at our school. Connections were established and strengthened through this process. This also supported teachers in providing education about Aboriginal Australia for all students by embedding Aboriginal perspectives across curriculum areas.

The 'Mudjin' group (meeting of friends), was re-established to provide an opportunity for committed partnerships to be formed so parents were able to contribute to decision making processes pivotal to Aboriginal Education.

Overall, our Aboriginal students are performing equal to or above non Aboriginal students in NAPLAN. Aboriginal perspectives are embedded as much as possible into all areas of the curriculum and the school continued to expand its resources and opportunities for Aboriginal students to celebrate and promote their heritage and culture. This year the Gulyangarri group continued to meet for an hour each week to care for the Aboriginal garden and participate in cultural activities linked to their goals.

Multicultural and anti-racism education

Liverpool West Public School is a multicultural school with 87% of students from a language background other than English (LBOTE) as at 30th June 2017. The dominant cultural backgrounds are Arabic, Serbian, Spanish, Urdu, Samoan, Hindi and Vietnamese. Teaching English to LBOTE students is an essential part of learning at Liverpool West Public School. The school has an allocation of 3.6 FTE English as an Additional Language/Dialect (EAL/D) teachers. The EAL/D teachers work with Learning and Support teachers (LaST), classroom teachers, Assistant Principals and Instructional Leaders to best support

student needs. All students at Liverpool West Public School are assessed against the EAL/D learning progression during each school year and this data is submitted to the Department of Education at regular times throughout the year.

The Refugee transition class is a vital part of the school allowing us to provide a more supportive and individualised transition into an Australian school. We also utilise the support of an SLSO to provide direct support to the refugee students who have left the transition class and are in a mainstream class.

Liverpool West Public School has an anti-racism policy supported by trained anti-racism officers. We celebrate days such as Harmony Day and Multicultural Day each year through activities and a whole school celebration to develop an understanding and appreciation of our diverse cultural, religious and language backgrounds. These events are widely supported by our school and wider community.

Other school programs

STARTTS – NSW Service for the Treatment and Rehabilitation of Torture and Trauma Service

Liverpool West Public School has a close connection with counsellors from STARTTS which provided our students with specialist, culturally appropriate and psychological treatment and support to help children heal from refugee trauma. STARTTS also provides opportunities for our students to attend camps which promote connection and recovery. STARTTS collaborates with the YOGA Impact Charity group to operate a trauma informed yoga group that is a body-based therapy to assist our students to regulate their nervous system.

NSW Schools Spectacular – D’Arts Ensemble and Shining Stars

The Support Unit participated in two dance groups during 2017 including the NSW Schools Spectacular – D’Arts Ensemble and Shining Stars. Students practiced at Busby West Public School and performed at various functions including The Ultimo Public Schools Dance Festival at the Seymour Centre and the Qudos Bank Arena at Homebush. Students challenged themselves in learning and performing new dance and movement sequences resulting in improved coordination, spatial awareness and movement ability in addition to increasing personal and social capabilities by interacting and making new friendships with students from other schools.