Principal’s message

Westport Public School’s annual school report offers a brief outline of the many successes that have been an integral part of the 2012 school year.

With the guidance of an energetic staff, a wonderful bunch of students and the support of the community we have much to celebrate.

Of particular note has been the completion of our Building the Education Revolution classroom refurbishment. Our students are continuing to reap the rewards of having learning spaces that are designed to meet their academic needs with specialist areas and the most up to date resources.

Improving teaching practice has been an important component of raising learning outcomes and in doing so offering a comprehensive and fun curriculum for all students. Our support of all students extends to technology, sporting, student well-being and the creative arts. All students have opportunities to excel.

Our school supports a diverse community and seeks to be an active and vibrant participant. The close connection with community organisations provides avenues for our students’ social and emotional growth and allows them to contribute and benefit others at the same time.

Westport is a terrific place of learning, supported by a very committed team of educators who are ensuring that all our students receive the very best.

We are always thankful for the support we receive from our community and pledge to pursue excellence in all forms, engage our students in learning that is relevant, fun and visionary and above all thank you for the trust you have shown in us in educating your child/children.

In looking forward, the next few years will offer great challenges and opportunities for government schools.

With the introduction of four new syllabuses, there will be a great amount of work. The NSW Government is introducing a raft of changes to the way schools are funded, giving more autonomy to individual government schools. The Federal government is also planning changes to school funding. The responsibility for the education of students with disabilities has been given to local schools and this will require a lot more funding to meet the legislative responsibility. National standards for teacher development have been introduced and many more changes are underway.

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.

Dean Sneddon

P&C message

In 2012 the P&C committee has seen a fresh intake of new volunteers who are keen to help out in the canteen, uniform shop and at fund raising events. The school canteen has continued to run efficiently, with our volunteers complimenting the excellent service provided by its staff. We have seen a significant increase in students opting for healthier food choices like fresh fruit, which is now one of the most popular items. We continue to strive towards providing a healthy menu that the children enjoy and at affordable prices.

The P&C’s proudest achievement this year was presenting the school with a cheque for $10,000. This money will be used to install a safe and durable play surface under the school’s COLA. This is an important improvement to the amenities of Westport Public School and will greatly increase the COLA’s uses. The donation was raised through our fundraising efforts, including Mothers’ and Fathers’ Day stalls, Easter raffle, Cash for Cans, school banking and a fun run. These activities also enabled us to assist the senior choir to travel to Sydney to sing at the Opera House.
On behalf of the P & C, I extend our warmest thanks to the Principal and the Staff who continue to provide a stimulating and enriching school environment for our students.

Cara Starr P&C President

Student representative’s message

School leaders at Westport are an integral component in supporting the wonderful sense of school spirit that exists within the school. Their key roles in and around the school and community foster the development of leadership skills. These skills enable them to lead the Student Representative Council providing support for all students from Kindergarten through to year 6. This solid leadership training gives school leaders the background they need to be effective role models and together with teacher support, help with the smooth running of the school.

They support new students to the school, initiate changes collegially that benefit all students and represent the school at official functions within the school and local community with pride and distinction.

Zohe Eames, Isaac King, Michelle Shoobert, Conor Lockery

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>181</td>
<td>181</td>
<td>163</td>
<td>146</td>
<td>135</td>
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<tr>
<td>Female</td>
<td>196</td>
<td>192</td>
<td>179</td>
<td>183</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>92.0</td>
<td>91.9</td>
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<td>95.7</td>
<td></td>
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<tr>
<td>2</td>
<td>92.1</td>
<td>90.9</td>
<td>92.2</td>
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<tr>
<td>3</td>
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<td>89.9</td>
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<td></td>
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<tr>
<td>6</td>
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<td>92.4</td>
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<tr>
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<td>91.6</td>
<td>91.8</td>
<td>92.2</td>
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</table>

Management of non-attendance

Westport has a range of strategies to deal with non-attendance. We employ a Student Well Being Coordinator to communicate attendance concerns to families and utilise the Home School Liaison Officer (HSLO) to support and monitor attendance patterns. These strategies are continually evaluated and have shown to be effective in improving attendance. Other strategies include the development of individual learning programs (ILPs), positive attendance program with rewards, modifying school curriculum, focusing on student needs including clothing, hygiene, emotional support and referrals to school counsellor. If non-attendance is still an issue a referral can be made to the external support agencies.

Staff information

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

In addition to teaching staff, Westport Public School provides a home base for district itinerant teachers. They are responsible for a number of different specialist positions including counselling services, learning difficulties, behaviour and Out of Home Care.

These specialist teachers also support our school enabling us to bring together a multidisciplinary team to support students.
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.546</td>
</tr>
<tr>
<td>Primary Priority Funding Scheme</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary Teacher of Students (OOHC)</td>
<td>0.6</td>
</tr>
<tr>
<td>Itinerant Teacher Behaviour</td>
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</tr>
<tr>
<td>Itinerant Teacher AP Behaviour</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Guidance Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>0.8</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td>Primary Aboriginal Education Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>24.793</td>
</tr>
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</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>309,357.53</td>
</tr>
<tr>
<td>Global funds</td>
<td>243,070.64</td>
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<tr>
<td>Tied funds</td>
<td>430,983.00</td>
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<tr>
<td>School &amp; community sources</td>
<td>57,700.78</td>
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<tr>
<td>Interest</td>
<td>15,808.97</td>
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<tr>
<td>Trust receipts</td>
<td>11,056.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,067,977.32</td>
</tr>
</tbody>
</table>

Expenditure

- Key learning areas: 20,010.60
- Excursions: 31,351.14
- Extracurricular dissections: 26,744.49
- Library: 8,869.17
- Training & development: 29,069.90
- Tied funds: 392,341.21
- Casual relief teachers: 57,547.56
- Administration & office: 51,404.31
- School-operated canteen: 0.00
- Utilities: 40,653.77
- Maintenance: 27,782.63
- Trust accounts: 13,268.39
- Capital programs: 18,430.12
- Total expenditure: 717,473.29

Balance carried forward: 350,504.03

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

School performance 2012

Achievements

Arts

Music at Westport has once again been alive in 2012.

We wanted to increase the opportunities for students to sing and enjoy music in our school.
Our Interactive White boards have proved to be a creative way to explore both visual and aural concepts of music.

The Senior Choir from 2011 auditioned for a spot in the highly contested 2012 ‘Festival of Choral Music’ held at the Sydney Opera House. Only two schools in our local area were successful.

Thirty six enthusiastic choral members journeyed to Sydney to perform.

Our Opera House choir joined over 800 other students from schools all over NSW to perform in the Concert Hall of the Sydney Opera House.

Thank you to the strong parent contingent who travelled to Sydney.

Thank you to Ms. Fitzgerald (Year 7 Transition Co-ordinator) from Westport High School. We are very appreciative of her accompanying skills and her expertise in perfecting our two-part harmonies. The Choir spent the first three terms fund raising for their trip. Thank you to our P&C and Bells Bakery for their support.

It was an amazing experience.

In Term 3 we further extended the range of musical activities available to students through the creation of a guitar group which prepared items for performance at the Presentation Day.

**Sport**

At Westport Public School we believe in providing children regardless of their ability the opportunity to participate in physical activity through sport. Sport provides children with many life skills such as team work, problem solving, sportsmanship and how to be gracious in defeat. Our school prides itself on the conduct of our students when they proudly represent our school.

Our year in sport began in a very exciting manner with visits from professional athletes. The Sydney Swans in AFL, the Penrith Panthers Rugby League team came to visit our school. It was wonderful for the children to meet these professional athletes.

Students had the opportunity to participate in many fun gala days; Soccer for Yr3 and Yr4 boys and girls, Girls Footy Festival for Yr5 and Yr6 girls, Milo Cricket Day for Y5 boys and girls. We also participated in the Schubert 7’s competition for rugby league. This year students had the opportunity to be involved in a six week Auskick program in AFL. Students had to pay to be involved in the program and received professional training and a goodies bag at the end of the six weeks.

All students from Year 3 to 6 completed in the school’s annual swimming, athletics and cross country carnivals. The level of sportsmanship, whether when winning or losing, displayed by our students, has not only been noticed by the teachers involved with that sport, but other schools, members of the public and parents. This year we have had students representing the North Coast Region at the State Titles.

We had a number of teams representing our school in a number of different sports through the Primary School Sports Association knockout competition.

**Other**

Westport Public School is proud to have a supportive parent and community group who continue to support the school in many ways. This year community members were involved in canteen, assisting teachers in the classroom, resourcing, maintaining the library, fundraising activities, assisting with office duties, attendance at parent workshops and participating in parent excursions.

**Community Room**

In 2012 Westport Public School was fortunate to open a Community Room to provide a place for community to drop in for a cup of tea/coffee, hold parent workshops, and provide community members with a room to contribute their skills and time to assist staff and student learning with making of teaching resources.

**University Testing**

The International Competitions and Assessments for Schools (ICAS) tests are developed by Educational Assessment Australia (EAA) UNSW Global Pty Ltd. These assessments provide independent evaluations of students’ skills, knowledge and understandings in the core learning areas. These competitions are developed for Year 3 to Year 12 students and take place each year in schools throughout
Australia, New Zealand, Singapore, Malaysia, Brunei, the Pacific region and South Africa.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Distinction</th>
<th>Credit</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
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<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
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<td>6</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
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<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Computer</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

Percentage in bands: Year 3 Grammar & Punctuation

Percentage in bands: Year 3 Writing

Percentage in bands: Year 3 Numeracy

Reading – NAPLAN Year 5

Percentage in bands: Year 5 Reading
Progress in reading

Progress in numeracy

Significant programs and initiatives

Westport Public School
Kindergarten 2009 End of Year
Writing Vocabulary

Westport Public School
Kindergarten 2010 End of Year
Writing Vocabulary

Westport Public School
Kindergarten 2011 End of Year
Writing Vocab

Westport Public School
Kindergarten 2011 Writing Vocab Week 38

Westport Public School
Kindergarten 2012 End of Year
Writing Vocabulary
Aboriginal education

Westport Public School has a focus on embedding Aboriginal Perspectives using teaching and learning strategies in our scope and sequence of learning.

Early Stage 1 students study “The Beach” and “Our Garden”. The Aboriginal focus is on bush tucker and native plants.

Stage 1 students study “Family Past and Present”, “Identifying Us” and “A Place In Time”. The Aboriginal focus is on homes, culture and religion.

Stage 2 students study Co-operating Communities, Australia: You’re Standing In It, State & National Parks and British Occupation. The aboriginal focus is on actions related to British Colonisation of Australia and assesses changes and consequences. We also study how shared customs, practices, symbols, languages and traditions in communities contribute to Australian identity and community issues.

Stage 3 students study “Traditions” and “Heritage”, “Global Connections” and “Identity and Values”. The Aboriginal focus is on people, places, groups, actions and events in the past in developing Australian identities and heritage and the interaction with value of their environment.

Westport Public School has implemented a range of broader strategies to foster a sense of connection with the school that is shared by all families. For the families of Aboriginal students, such strategies include:

- the role of the AEO who represents the school in the broader community, particularly through interaction with families via pre-schools and health services;
- the role of the Aboriginal Administration Assistant who provides a ‘welcoming Aboriginal presence’ in the school’s office;
- invitations to attend ‘Assemblies of Excellence’ where student performances are acknowledged across broad areas including attendance, curriculum and sporting achievements.

More specifically, the school has established a ‘drop in’ space for Aboriginal families known as the Mingaletta Room.

Multicultural education

Westport Public School ensures inclusive teaching practices which recognise and value the backgrounds and cultures of all students and promote an open and accepting attitude towards different cultures, religions and world views. Westport celebrates its diversity in many ways and students and teachers are proud to share their backgrounds with others. We have encouraged community involvement and participation in school life. Many cultural celebrations were celebrated during the year including Multicultural Day, Sorry Day, Harmony Day, ANZAC Day, NAIDOC week, Remembrance Day.

National partnership programs

Completion of our first year in National Partnerships for Literacy and Numeracy has resulted in ongoing innovation and changes made across broad areas of management, systems and professional learning. Positive feedback from staff, improving results in NAPLAN tests and continuing implementation in improving teaching strategies will ensure the sustainability of this valuable program in 2013 and the future.

All students are rigorously assessed against the learning continuums. The results are demonstrating continued growth in the strands of literacy and numeracy. Intensive staff development has contributed to the improved outcomes for students in literacy and numeracy through staff challenging each other’s understanding of teaching practices resulting in continual improvement.

Communication between the school and the community continues to be a focus at our school.

We aim to develop and nurture supportive relationships between school and home as well as within the school community with a view to
best identifying and supporting our students’ needs.

We aim to develop positive relationships with all members of the school community through a variety of communication channels including weekly newsletters, the school website, meetings, letters, social media and phone calls.

Much of our baseline information for the National Partnership goals came from focus group discussion around community engagement. We were able to clearly identify priorities with the information collected. This had led to regular community afternoons being held at the school with increasing member participants. Community partnership and improved parental involvement in the school has encouraged more positive attitudes towards school, supported reduced absenteeism and enhanced academic achievement.

Student well-being encompasses everything the school community does to meet the personal, social and learning needs of students and families. The school has employed a full time staff member to oversee student well-being with the use of National Partnership Funding.

This position has supported students and the school community with great success. Reductions in non-compliance, bullying and behaviours that distract from learning have been a highlight of this initiative. Community engagement has been significantly enhanced through this school initiative.

Numeracy in Action
Throughout 2012, all teachers took part in the Numeracy in Action program. The program required a partnership between the district mathematics consultant and a school mentor who together met weekly with small groups of staff. Class teachers joined with their Stage colleagues to develop and enhance the teaching and learning cycle of numeracy in all classrooms.

During the sessions teachers created weekly balanced numeracy plans. A wide variety of counting drills, problem solving, times tables practice, hands on activities and numeracy games were implemented in order to best cater for all learners and to differentiate lessons while teaching mathematics curriculum outcomes. Each class also received daily assistance from a Learning Support Officer to support group work during numeracy sessions. There was a large emphasis on fun and engaging the students to enjoy and succeed in numeracy.

Staff used the mathematics continuum to inform and guide the teaching and learning cycle. Time was also allocated to plot students at their appropriate achievement level and continue to update their progress throughout the year.

In 2013, good teaching practice established through Numeracy in Action will be sustained by staff individually working with a school mentor to continue to develop balanced numeracy sessions, plot student progress and to differentiate the curriculum for all learners.

Kinder Transition
In 2012 we realised that the previous year’s transition program for Kindergarten had led to a very smooth entry to school for that cohort. Students who attended the program were familiar with the school grounds, staff and routines and acted as mentors for those who hadn’t attended. Consequently we decided to continue and enhance the program for the 2012/13 cohort.

We planned to employ a casual teacher for 2 days per week for 8 weeks of Term 4. The casual teacher had experience in early stage one (ES1) teaching and was familiar with the Westport philosophy of inclusive education. Each morning she would liaise with the Kinder teacher to plan and organise quality literacy and craft activities for each of the 2 days that week. The 2 teachers would be supported by a School Learning Support Officer and our Aboriginal Education Officer each afternoon. Pre-schoolers would attend from 1-3pm, participating in Infants assemblies as well as classroom literacy and craft related activities. The program was advertised in all local preschools and at suburban shopping hubs close to the school. The program was open to ANY child enrolled to start at a public school in 2013.

The sessions began in Week 2 after our kinder orientation and initial parent response was very positive. The average daily attendance was
twenty-one students. Forty three students participated over the 8 weeks. Twenty eight students attended at least once a week. Forty of those students enrolled at Westport in 2013.

Two special needs students attended as transition to school while they awaited acceptance at local public support units.

Over the course of the program, parent feedback was outstanding. Parents were sharing their delight in the community that such a valuable program was being offered. Other local public schools only offered one or at most a couple of open days to visit. The impact on the students was even more positive than in previous years.

The Best Start interview and assessments showed many students achieving beyond Level 0, the normal entry score at Westport. We believe the students’ familiarity with the classrooms and staff helped them to feel more at ease and display their true skills during the assessment process. The usual settling in period of the first few weeks of school was cut to a couple of days, with students adapting to class routines very quickly. Literacy lessons began in Week 2 with many students beginning to read and write after only a month of school.

We intend to continue to fund this program into the future as its impact on student wellbeing and community perception is invaluable.

Other programs

Learning Support Team
The Westport Public School learning support team oversees issues relating to student learning and student well-being. Meetings are held weekly to monitor student progress, to plan and develop programs for students with specific learning and well-being needs and to prioritise learning support to students. Meetings are open to all staff members as well as other support providers such as community health and early intervention workers.

Recent initiatives of the learning support team have included the purchase of SENTRAL (a software system) for welfare and learning to assist with the tracking of student behaviour and specific learning programs. This system also enables roll marking to be completed electronically by class teachers and office staff.

Progress on 2012 targets

Target 1
Repeat target for 2012 from 2011 report
Teacher Professional Learning in explicit and systematic teaching of literacy.

Our achievements include:
- Targets were achieved in all but one area (spelling) which is an outstanding result;
- Benchmarking student achievement against the learning continuum has accurately detailed student progress; and
- Reflecting accurately on student evidence of their learning.

Target 2
Strengthen our systemic approach to improving student engagement and well-being.

Our achievements include:
- a reduction in behavioural interventions;
- fewer suspensions than 2011;
- continued participation in Positive Behaviour for Learning (PBL); and
- a focus on classroom systems to support behaviour and learning.

Target 3
Increase learning opportunities to promote equitable Aboriginal student achievement and to promote the development of Aboriginal cultural identity.

Our achievements include:
- all Aboriginal students have a current personalised learning plan (PLP) which is actioned regularly with parent involvement;
- increased number of Aboriginal community members visiting the school; and
- the Mingaletta room (Aboriginal Community Space) was officially opened. Members of the local land council, Aboriginal Education Consultative Group (AEGC) and community members attended the opening.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Teacher Professional Learning.

Background

The school focused on developing whole school cultural change to build responsive improvements to student outcomes by using mentors. This was supported with a significant shift in teaching practice, which challenged current school culture around achievement and expectations of students.

What professional learning has supported the changes?

The Professional Learning Focus within the schools has been based on mentoring conversations. The conversations were led by executive staff who had shadowed leading experts and committed to learning and improving their own understanding of teaching.

Teaching staff were surveyed and asked to reflect on their survey questions related to their professional learning. Below are some of the responses.

Findings and conclusions

Reflections from Teacher/Executive surveys:

What impact have the professional learning changes had on teaching?

- It has given me a better understanding of the continuum and skill development of my students and how to use the continuum in my teaching cycle.

- I have seen a huge improvement in my literacy teaching as a result of mentoring. I am now planning and implementing better balanced literacy sessions that cater for the individual needs and abilities of each student. I am now including regular assessment into my teaching practices and am constantly monitor student’s growth and movement through clusters. Modelled writing and reading were identified as areas in my teaching that required development and I believe participation in the mentoring has helped me improve this.

How has the Professional Learning you have received supported you?

- Enabled me to reflect on the quality of interactions with students and be more purposeful and explicit in my teaching.

- Has enabled me to give more explicit feedback to my students and focus in on teaching practice and student achievements.

What impact have the changes made had on student learning progress? Have you seen improvement?

- Yes, the focus on the continuum and where to next for learning has driven what I do in the class each day – explicit teaching has improved outcomes for all.

- Yes, I really like teaching at their point of need and watching them become more independent thinkers. Now I have a better understanding of each individual student’s needs.

- Explicit teaching allows teachers to see more specific improvement. The areas of Reading and Comprehension have been highlighted with improvement in my class.

Teachers were given the opportunity to write closing statements about the impact this process has had on them, their teaching and their class.

A snapshot of statements is included below.

Would you like to add any closing comments on reflection? What have you enjoyed most? or disliked?

- Having most of my experience with younger grades, I have always understood the importance of explicit teaching and careful choice of your next teaching point. I have moved away from my more guided approach and am making sure my literacy sessions are better balanced with more time for modelled and independent activities. I am also sticking to my teaching focus much better than I had in the past and not overwhelming the kids with too much.

- I love the mentoring and discussions because it always gives me more ideas and
strategies that I can implement in my classroom.

- The support model of this project has ensured the success of the project. Tasks being set with a clear agenda and clearly defined reporting back have ensured its success due to the professional nature of teaching staff. The opportunity to work with an academic mentor has been highly beneficial.

- Reflective Practice has been the single biggest impact on my teaching over my career. I feel my teaching is focused, aligned to student need and that I can see and measure student achievement in a purposeful manner.

- I recommend this mentoring model to other schools as teachers are given the regular support they need which builds relationships.

**Future directions**

- Continued access to a mentor to assist in critical feedback and evaluation is an implicit component of the success of the model. This school will maintain a professional development model to challenge authenticity of practice, clarity of vision and accountability of evidence.

- The school will strive to improve on the currency of previous success and deepen the understanding of the core teaching practices to build sustainability.

- Continuing understanding and reflection on authentic challenging conversations around student work and teacher practice.

**Educational and management practice**

**Occupational Health and Safety Background**

Westport Public School has had a well-established and functioning OH&S Committee for many years to oversee health and safety issues for staff and students thus ensuring a safe, supportive environment for all. Regular meetings are held twice per term or in response to any staff concerns. Well established safety procedures are in place for lock downs and evacuations with staff and students aware of and practiced in their execution. Regular site inspections are held by the committee to monitor staff concerns and assure safety for all. Timely procedures are in place to monitor ongoing OH&S concerns and problems.

**Findings and Conclusions**

The school’s OH&S Management Plan was reviewed to ensure that all OH&S concerns were addressed in preparation for our audit. New committee members were trained in OH&S procedures.

Our lockdown procedures were tested and staff reported a successful and smooth event with some modifications leading to improvements.

**Future Directions**

Ongoing meetings and a new committee will ensure continuation of a safe working environment for all together with well-rehearsed procedures for any emergency and regular OH&S committee meetings. The OH&S committee will continue to monitor OH&S concerns at Westport Public School, action improvements and ensure that safety is everyone’s business.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2009, our school introduced the Positive Behaviour for Learning Program (PBL) to staff and community. The key messages of this program are Be Co-operative, Be Polite, Be Fair and Be Safe. 2010 saw the successful implementation of this program throughout the school in non-classroom settings. Communication was sent home weekly advising parents of the school’s expectations in each setting around the school, such as at the canteen or in the playground. Expectations are continually reinforced on an assembly each Monday. Many families adopted this same set of values and used the same language with their students at home.
During the year students were explicitly taught and reminded of the core values and key messages and were able to restate them at school assemblies.

During the school assemblies students are recognised as they move through the positive behaviour award levels of bronze, silver, gold and diamond. Students are also able to attain recognition for excellence in other forums throughout the year. Photos of these students are displayed in the school hall.

Mentor programs together with the support of School Learning Support Officers, Aboriginal Education Officers, and Community Liaison Officer have heightened both students and the wider community’s awareness of the need for the exercising of personal responsibility.

Westport PS has a well-supported uniform policy and 100% of students often present in the school uniform.

**Professional learning**

Westport Public School has developed its own professional learning priorities and leadership priorities. All staff undertake extensive capacity building professional development through a structured mentor program. The program maintains high level mentoring and feedback structure establishing key practices related to improving teaching and learning. Staff have extensive knowledge in the use of data and evidence to support professional needs and meet professional goals and targets. Mentor support is regular and challenges evidence, practice and identifies needs to further establish professional pathways.

This innovative approach to professional learning is ensuring that staff and students are constantly challenged, supported and current practices are analysed to further extend the capabilities of all our teaching staff.

Positive Behaviour for Learning (PBL) is a problem solving framework that addresses social behaviour and academic outcomes. A strong committee has continued to in-service staff to help promote;

- school-wide discipline practices including establishing clear consequences;
- instruction in social skills;
- helping students regulate their own behaviour;
- helping teachers intervene effectively to manage behaviour in the classroom and other school environments;
- enabling the learning support team and PBL team to plan and solve problems together; and
- external coaching to build capacity and provide consistent, region-wide support for schools.

**Technology**

Westport Public School is proud of its digital learning achievements. The iPads for learning trial that commenced in 2012 is no exception and the school’s collaboration with the ABC to complete a digital animation on the Aboriginal history of Port Macquarie was a truly wonderful learning experience. This is now on display at Sea Acres Cultural Centre.

Through the initial iPads for learning trial, we worked with Coffs Computing to realise the value of the iPad and the applications it can access. This helped teaching staff to maximise their use in and out of the classroom. At this stage, observations suggest that all pupils are becoming more independent, able to direct their own learning at their own pace and use the functions of the iPad to manage themselves a lot more in determining what they will learn and how. Teaching staff are aligning the functions of the iPad with strategic learning experiences for students at all levels. They are learning more each day about what it means to become a facilitator of student learning and the positive impact that technology is having on supporting a range of educational initiatives.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1
Outcome for 2012–2014
Teacher Professional Learning in explicit and systematic teaching of literacy.

2013 Targets to achieve this outcome include:
- increase the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN reading from 20% in 2011 to 24% by 2013;
- increase the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN writing from 20% in 2011 to 24% by 2013;
- increase the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN reading from 20% in 2011 to 24% by 2013; and
- increase the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN writing from 2% in 2011 to 24% by 2013.

Strategies to achieve these targets include:
- school coach, mentor, working with all staff to inform programming, planning for teaching and learning, setting teacher and learning goals, assessment, tracking student progress, ongoing student evaluation and modeling best practice;
- continued use of the inquiry cycle to drive change talk and planning based on analytical and critical conversations reflecting on student and teacher evidence; and
- support the use of continuum based tracking sheets to inform teaching and learning K-6, deepening the understanding of the literacy and numeracy continuum and empowering teacher professional decision making.

School priority 2
Outcome for 2012–2014
Teacher Professional Learning in explicit and systematic teaching of numeracy.

2013 Targets to achieve this outcome include:
- Increase the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN numeracy from 11% in 2012 to 15% in 2013; and
- Increase the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN numeracy from 15% in 2012 to 18% in 2013.

Strategies to achieve these targets include:
- strengthened teacher capacity to provide rich and integrated, explicit and systematic literacy and numeracy programs informed by relevant and reliable assessment practices;
- support the use of continuum based tracking sheets to inform teaching and learning K-6 deepening the understanding of the literacy and numeracy continuum, empowering teacher professional decision making; and
- peer mentoring and planning to support teachers in planning lessons and explicit teaching of key learning strategies.

School priority 3
Outcome for 2012–2014
Strengthen our systematic approach to improving teacher leadership, management, student engagement and well-being.

2013 Targets to achieve this outcome include:
- increase the percentage of all students in Year 5 achieving expected growth between year 3 and year 5 in NAPLAN reading from 46% in 2012 to 51% by 2013;
- increase the percentage of all students in Year 5 achieving expected growth between year 3 and year 5 in NAPLAN numeracy from 37% in 2012 to 45% by 2013; and
- increase the number of students achieving at or beyond year expectations on the literacy (writing) continuum – Year 6 12% to 30%, Year 5 22% to 40%, Year 4 31% to 60%, Year 3 50% to 60%, Year 2 50% to 80%, Year 1 78% to 90%, Kinder 89% to 90%.

Strategies to achieve these targets include:
- teachers have enhanced skills in the use of data to inform their programming and planning;
strengthened educational leadership capacity at all levels through systemic Teacher Professional Learning and opportunities for collaboration;

continue and develop High Performance Well-Being (HPWB) position to target student well-being, supporting foundational keys/social skills to school improvement; and

continue to develop the school use of the SENTRAL software suite to not only manage welfare (data analysis linked to PBL), attendance and communication, but to also manage and track student educational progress.

School priority 4

Outcome for 2012–2014

Increase learning opportunities to promote equitable Aboriginal student achievement and promote the development of Aboriginal cultural identity.

2013 Targets to achieve this outcome include:

- increase the percentage of all students in Year 5 achieving expected growth between year 3 and year 5 in NAPLAN numeracy from 37% in 2012 to 45% by 2013;

- increase the percentage of year 3 Aboriginal students achieving in the proficiency bands in NAPLAN writing at 20% in 2013; and

- increase the percentage of year 5 Aboriginal students achieving in the proficiency bands in NAPLAN writing at 20% in 2013.

Strategies to achieve these targets include:

- continue to engage families to support personalized learning plans (PLP’s);

- draw on resources available to develop experienced teachers to work as literacy and numeracy coaches; and

- analyse accumulated data to determine the effectiveness of teaching practice and student learning.

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.

Dean Sneddon, Principal
Philippa Riordan, Assistant Principal
Nicole Osborne, Assistant Principal
Roslyn Mangold, Assistant Principal
Cara Starr, P&C President

School contact information

Westport Public School
Widderson Street, Port Macquarie
Ph: 65832944
Fax: 65834809
Email: westport-p.School@det.nsw.edu.au
Web: www.westport-p.schools.nsw.edu.au
School Code: 4411

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