Westport Public School
Annual School Report 2013
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 2013 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.

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. This has included Creative dance for K-6 which culminated in a whole school concert, ‘Splendour in the Hall’ at the end of Term 3, Gardening interest groups and Extension Maths sessions. 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 student’s 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.

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 President’s Report 2013

The 2013 Annual General Meeting (AGM) has welcomed a fresh new committee after appointing all new faces including myself, to the executive positions. I have enjoyed working with the other members of the P & C as well as meeting other parents and staff. Coming from an education background myself, I know the importance of a well-functioning P&C and have strived to provide this in 2013. It has been great to support Mr Sneddon, his staff and the students here at Westport Public school with the P&C’s ongoing assistance.

The P&C committee planned many fundraising and social events for the year and the most successful event was the Fun Run with a crazy obstacle course. This raised enough money to purchase 10 iPads for use in the classrooms. The committee participated in a number of smaller scale but very worthwhile fundraisers such as Barbeques and Mothers’/Fathers’ day stalls. We also organised the returfing of the infants area by providing much ‘in-kind’ and hands on support for this project.

In 2013 we have built a great working committee of like-minded parents and have planned the next years’ worth of fundraising and activities already. 2014 will see real progress in activities and we will really boost our capacity to support the school and its staff through our ventures.

Amy Corrigan President – Westport Public School P&C

Student representative’s message

An integral component in supporting the wonderful sense of school spirit at Westport is the role of our school leaders. Their work in the school and the school community fosters the development of leadership skills. These skills enable them to lead the Student Representative Council and provide peer support for all students from Kindergarten through to Year 6. The leaders support new students to the school, initiate collegially derived changes to benefit students and represent our school in the community with pride. This solid leadership training gives school leaders the background they need to be effective role models and with teacher support, help with the smooth running of the school.
We have thoroughly enjoyed our leadership roles this year and highly recommend senior students take on school leadership positions.

Emma Pelepczuk, Jackson Schofield, Brock Larance, Tori McCombe

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>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>K</td>
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<td>92.2</td>
<td>93.2</td>
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<td>92.0</td>
<td>91.6</td>
<td>91.8</td>
<td>92.2</td>
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Student attendance profile

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<td>2009</td>
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<td>2011</td>
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<td>2012</td>
<td>350</td>
</tr>
<tr>
<td>2013</td>
<td>340</td>
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Management of non-attendance

Westport utilises a range of strategies to support regular student attendance at school. We employ a Student Well-being Coordinator to communicate attendance concerns to families as soon as they arise. Westport also utilises the Home School and Aboriginal Community Liaison Officers to support and monitor attendance patterns. By being proactive and continually evaluating these strategies, some more positive attendance patterns are occurring. Other strategies include the development of individual learning programs (ILPs), positive attendance programs with rewards and modification of the school curriculum. A focus on student needs such as uniform, emotional support and school counsellor referrals occurs as needed. If non-attendance patterns are still an issue, a referral can be made to external agencies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
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<tr>
<td>Primary Teacher(s)</td>
<td>9.0</td>
</tr>
<tr>
<td>Primary Part time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.504</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Primary District Guidance Officer</td>
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</tr>
<tr>
<td>Primary Aboriginal Education Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Primary Priority Schools Funding Scheme</td>
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<tr>
<td>Primary Teacher of Students OOHCS</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary AP Learning and Support</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>23.851</td>
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</table>

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

Westport employs Aboriginal and non-Aboriginal staff. During the course of 2013 eight Aboriginal staff and support staff were employed.

Staff retention

One staff member retired at the end of 2013.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>20%</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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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>
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<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>$350504.03</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$1028350.24</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | $27429.68  |
| Excursions                | $19152.51  |
| Extracurricular dissections| $22195.03  |
| Library                   | $6886.49   |
| Training & development    | $39166.57  |
| Tied funds                | $304989.75 |
| Casual relief teachers    | $58956.14  |
| Administration & office   | $60056.29  |
| School-operated canteen   | $0.00      |
| Utilities                 | $44134.23  |
| Maintenance               | $25816.19  |
| Trust accounts            | $11044.98  |
| Capital programs          | $56722.59  |
| Total expenditure         | $676550.45 |
| **Balance carried forward**| $351799.79 |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

ARTS

Music at Westport Public School has been phenomenal in 2013. We made it our mission to increase the opportunities for students to sing and enjoy music in our school.

The Westport Public School Senior Choir led by teachers Deb Jenkins, Debbra Bradtke, Ros Mangold and Merche Benson continued to show their strength in the choral field throughout 2013. Following months of intense practice, rehearsal and performance students in the Senior Choir embarked on a journey to perform in the 2013 Festival of Choral Music.

The festival was a magnificent annual showcase of combined school choirs from across the state performing at the Sydney Opera House. The spectacular event involved hundreds of students singing from a composed and arranged repertoire that included the popular *Lullaby on Broadway* and *Forty Second Street* as well as a medley of traditional Australian folk songs. The Westport Choir was once again invited to perform at the festival after successfully auditioning earlier in the year. It was their fourth consecutive year of performing after being selected from in excess of 180 schools.

Thirty singers from Westport made the journey to Sydney to perform on Tuesday 15th October with a repertoire of eleven songs. Teachers and students raised funds for the trip and also designed commemorative t-shirts to wear and mark the special occasion.

Twenty children from Early Stage 1 and Stage 1 participated in the Westport Public School Junior Dance Group, led by teacher Toni Lawes. The students were keen and enthusiastic participants who contributed to the routine’s choreography and used their lunchtimes to practice the dance steps and routine. The group had a number of opportunities to perform, including at the “Southern District Network Dance Festival” at Kempsey, the “CAPA Night” for Westport High School and our own CAPA Night “Westport - Splendor in the Hall”. The children rose to each occasion and performed energetically and enthusiastically.

The Junior Choir conducted by Mr Snow and Mrs Burton have had a very busy and successful year. The choir consisted of about 50 enthusiastic Year 1 and 2 students. During Term 4, another 12 Kindergarten students joined the dynamic group. Performance highlights for the Junior Choir this year have been; Garden Village and Regis Homes Easter Concerts, ‘Carols beside the Vines’, Westport High School CAPA Night, Assemblies of
Excellence, Easter Hat Parade and Education Week Assembly.

Once again our school was fortunate enough to participate in the Musica Viva in Schools program for 2013. We were fortunate to enjoy and take part in a concert by ‘Makukuhan’, an African percussion group.

A particular highlight of the year was the event, ‘Splendor in the Hall’. This involved the majority of students from the school performing with their class, or specialist group to an overwhelmingly crowded hall of family, friends and community audience members. The night included a variety of performances from kindergarten to year six such as; singing, dancing, marimbas, the school band, didgeridoo, acting, comedy, Zumba, poetry, drumming, cup stacking, signing and so much more in the fun packed evening. The amazing talents of the students shone under the professional lighting and sound show that accompanied their performances. The costumes were dazzling and the props extravagant.

The evening really showcased the journey of learning the students had embarked on throughout the year as well as the dedication and expertise of teachers and staff at Westport Public School.

SPORT

During Term 2 Westport Public School entered a Stage 3 boy’s rugby team into the local interschools competition held at Stuarts Park each Friday evening. Throughout the competition Westport’s team played teams from other schools in Port Macquarie and the surrounding areas of Wauchope and Kempsey. Coordinated by teacher Damien Tedd, Westport continually demonstrated excellent conduct on and off the field and upheld the school’s Rugby Union code of ethics. The competition is set to take off once again in 2014.

Teacher Mark Littlefield led a group for a rugby league coaching clinic each Friday throughout Term 4. This was aimed at teaching students rugby league skills including the safe play code to promote safety within junior rugby league. With rugby league always proving popular amongst students, the program was well received and resulted in playground games demonstrating newly acquired skills and regard for safety.

CHESS

Our amazing chess team was again coached by Mr. Ainsworth. With ten years of past successes behind the Chess Program once again the next line of players were asked to emulate the achievements of those who have been before them.

The year started out strongly with Westport students winning the local individual tournament against all comers from the Hastings area before branching out to record and win in the NSW Inter-school Chess Challenge at Forster.

Later in the year the Westport A team won the school’s third NSW Country One Day title in four years and once again finished in the top ten schools in NSW during Sunday’s NSW One Day Titles. The big highlight here was finishing ahead of some high profile independent schools based in Sydney.

The ongoing success of this program can be squarely attributed to the time, effort and dedication of the students to ongoing improvement and overall excellence.

GATS

In 2013 Westport introduced specialised Gifted and Talented programs across the fields of mathematics, technology, debating and gardening providing enhanced opportunities for students to develop their talents in these specialised areas through intensely focused learning programs. The Stage 2 and 3 mathematics group, led by teacher Craig Ainsworth, worked in teams to plan, investigate, calculate, justify and present findings to complex number and measurement problems taking the term to solve.
The Early Stage 1 and Stage 1 Mathematics program began in Term 3 facilitated by teacher Merche Benson and involved 25 students. The students were involved in an ongoing project incorporating important mathematical concepts such as buying and selling, profit and loss, multiplication and measurement. The enthusiastic group of students engaged in learning these concepts through cooking activities producing a variety of delicious goods to sell within the school. The group aims to raise enough money from the profits to purchase a portable stove and oven for the school.

GARDENING

The gardening program brought life once again to the organic vegetable garden with students from across the school invited to nominate to participate in the program. Gardening sessions were held on Wednesday and Thursday afternoons from Term 2 through to the end of Term 4. Groups of students participated in a range of activities including bed preparation, making pots, sowing seeds, weeding, planting, watering and harvesting one afternoon a week for a period of five weeks. The program also included keeping a compost system and worm farm using scraps from our school canteen. The program, led by teacher Debbra Bradtke and a strong and consistent band of parent helpers, was also able to extend to cooking and sampling produce from the garden. The program catered for 45% of the students in the school who all displayed a strong sense of enthusiasm and commitment for the program and gained important skills and knowledge in sustainability, conservation and nature.

DEBATING

Beginning in Term 3, teacher Barry Pepper provided intense coaching and guidance for approximately twenty Stage 3 students interested in learning about, and participating in debating. Coaching developed the students’ ideas, confidence, understanding of speaker roles and language features within debating and undertaking mock courtroom trials. A number of the students travelled to Laurieton to participate in a specialised debating lecture and workshop aimed at developing their skills in the field.

UNIVERSITY TESTING

The International Competitions and Assessments for Schools (ICAS) conducted by the University of NSW provide the opportunity for our students to compete with talented students from all schools across Australia and some neighbouring countries. Each year Westport Public School students have achieved great results and this year was no exception. Students entered the Computer Skills, Science, Writing, Spelling, English and Mathematics competitions. Students from our school were awarded an impressive 10 credit awards, 2 distinction awards and 1 high distinction award. Congratulations to our students who received 8 credits, 2 distinctions and an outstanding high distinction.

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)

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

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage in bands:
Year 3 Reading

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 3 Grammar & Punctuation
NAPLAN Year 3 - Numeracy

Percentage in bands:
Year 3 Numeracy

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

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Spelling
NAPLAN Year 5 - Numeracy

Percentage in bands:
Year 5 Numeracy

School Average 2009-2013

Other achievements

Westport Public School 2013 Kindergarten
Reading Text Level

0% 14% 25% 50%
These two graphs indicate strong growth and achievement during 2013 for kindergarten. This reflects the school’s commitment to whole class literacy intervention programs to ensure the highest of expectations and achievement for all students.

**Significant programs and initiatives**

**Aboriginal education**

Westport Public School embraces a strong interagency philosophy of actively encouraging parents/carers and community involvement to ensure success of all students. Our school acknowledges and values the contribution that Aboriginal parents/carers and Aboriginal community members make by proactively involving parents/carers and community in teaching and learning. Therefore, in 2013 a whole school program was developed which integrated Aboriginal parents/community with literacy, numeracy and all other KLAs.

At the beginning of each week throughout Term 3 and 4, an Aboriginal community member or an Aboriginal parent/carer, was invited to Westport Public School to speak, demonstrate, show and perform to one class or one group of students.

Each class took a turn at having someone visit their classroom. Whatever that community member or parent/carer spoke about, demonstrated, showed or performed, was part of the learning process or became the writing stimulus for the rest of the week – providing cultural enrichment whilst improving literacy skills. Other subject areas were integrated into what the students learnt, were shown or participated in.

This program has continued the teaching of Aboriginal perspectives within the classroom across the curriculum, but also assisted in promoting improved educational outcomes for Aboriginal students.

**Multicultural education**

Westport Public School celebrates its diversity in many ways and students and teachers are proud to share their backgrounds with others. Westport ensures inclusive teaching practices which recognise and value the backgrounds and cultures of all students. An open and accepting attitude towards different cultures, regions and world views are promoted throughout the school. Participation in Harmony and Multicultural Days were celebrated during the year. We have encouraged community involvement and participation in many aspects of school life.

**National Partnership Programs**

The completion of our second year in National Partnerships for Literacy and Numeracy has further developed our innovative approach to professional learning. Positive feedback from staff, refining teaching practices and great growth results in NAPLAN will ensure the sustainability of this professional learning model into 2014 and beyond.

Organised professional learning systems in our school, allow for the continued improvement of student outcomes, in both Literacy and Numeracy. The intensive staff development at Westport ensures teachers are continually challenging their teaching practice to allow for a differentiated curriculum to exist.

We are continuing to promote supportive relationships between the school, home and the community. Our strong focus is ensuring we meet the needs of all students.

Quality teaching and learning, and a robust welfare system are cornerstones of a successful school. With this in mind, the specific role of the High Performance Wellbeing Coordinator (HPWC) continued into 2013 to support the well-being of students. Several positive outcomes were achieved through the coordination of our welfare system this year. In early 2013 we introduced the iCan room. The iCan room was built around a philosophy that all children have the right to
access curriculum regardless of their ability. The iCan concept is simple. *iCan achieve success at school.* With this in mind, several students have benefited from accessing this room and working with a staff member 1:1. The program differed for individual students in both delivery and timeframes.

Additionally, there has been a significant lowering of suspension rates at our school. The introduction of *Problem Solving Days* we have contributed to this reduction. Problem Solving Days have been welcomed by Staff and Parents alike because students are being taught the skills to solve problems.

Finally, the HPWC has been strongly active in information sharing and liaising between staff, parents and other interest groups. The process has become more streamlined and many parents have found the process more open and transparent.

**Every Student, Every School**

Through our Learning and Support Team we strive to differentiate and meet the needs of all students. Each week students with additional needs are discussed and support plans established to ensure access of learning for all. In some instances individualised plans are developed to meet student needs. The role of the Learning and Support teachers in our school who work with classroom teachers on a daily basis, play an integral role in our school.

**Kindergarten Transition**

In the final 8 weeks of the school year we invited the 2014 Kindergarten students into the school to begin their all-important preparations for ‘big school’ the following year. The Kinder ‘Drop-in’ program was once again well supported for two hours each Thursday and Friday afternoon, led by a team of teachers, Michelle Meehan, Kellie Hall and Toni Lawes, and Student Learning Support Officers Sue Winship and Amanda Shaw. Each session provided a variety of fun and exciting educational experiences for these preschool students including craft, music, dramatic play, story time, socialisation games and using the school’s iPads. The program also promoted the development of friendships between students making the initial step into the classroom in 2014 more familiar with less angst.

This year students were provided with a maroon t-shirt stating, ‘I’m going to big school @ Westport,’ which proved to be a big hit with the young students.

**School planning and evaluation 2012—2014**

**School evaluation processes**

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

- Surveys
- Focus groups discussions
- School based data collection
- External data collection
- Interviews

**Aboriginal Education**

Westport Public School has an overall enrolment of approximately 320 students. Seventy nine identify as having an indigenous background. An extensive evaluation (case-study) of processes, observations, data gathering, interviews and achievements was undertaken by PhillipsKPA.

**Summary of findings include:**

- High expectations and acknowledging the challenges that are evident in the evidence of the status of learning for Aboriginal students;
- The desire for high quality teaching in every classroom for every student every day;
- The development of teaching strategies to achieve these outcomes; and
- The resultant enhancement in school culture.
Conclusions and future directions:

The standout lesson emerging from the case study of Westport Primary School centres on the whole of school approach to literacy and numeracy. While many schools articulate the same ideal, at Westport Public School there is tangible evidence of this being a reality. With all children’s position on the learning continuum on display, common understandings and shared language about students and their learning pervade the school. As such, the learning outcomes for Aboriginal students are equally transparent and equally targeted for improvement.

Alongside this striking commitment lies the school’s strengths in multiple points of engagement and potential success to students via sport, music and other creative arts and recreational pursuits.

While the school acknowledges that its level of engagement with Aboriginal families could be strengthened, its initiative to relocate the Mingaletta Room and relationships with the Land Council and AECG would suggest that foundations for improvement in this area have been laid.

Guiding principles

Based on three site visits to Westport Public School and ongoing communication with the principal, staff and community during intervening periods it is most apparent that the guiding principles are embedded in day to day practice. Most particularly, the relentless drive for improving educational outcomes through improvement to instructional practice is a most obvious feature of the school.

School planning 2012—2014: progress in 2013

School priority 1

Teacher Professional Learning in explicit and systematic teaching of Literacy.

Evidence of progress towards outcomes in 2013:

- There was an increase in the percentage of students in Year 3 achieving at a level of proficiency in NAPLAN reading from 20% to 23%. (Our goal was 24%)
- There was an increase in the percentage of students in Year 3 achieving at a level of proficiency in NAPLAN writing from 20% to 30%. (Our goal was 24%)
- There was an increase in the percentage of students in Year 5 achieving at a level of proficiency in NAPLAN reading from 20% to 26%. (Our goal was 24%)
- There was an increase in the percentage of students in Year 3 achieving at a level of proficiency in NAPLAN reading from 2% to 3%. (Our goal was 24% but 62.5% of students had equal to or better than expected growth from Year 3)

School priority 2

Teacher Professional Learning in explicit and systematic teaching of Numeracy.

Evidence of progress towards outcomes in 2013:

- There was an increase in the percentage of students in Year 3 achieving at a level of proficiency in NAPLAN numeracy from 11% to 19%. (Our goal was 15%)
- Students in Year 5 achieving at a level of proficiency in NAPLAN numeracy were 10%. (Our goal was 18% but 66.7% of students had equal to or better than expected growth from Year 3)

School priority 3

Strengthen our systematic approach to improving teacher leadership, management, student engagement and well-being.

Evidence of progress towards outcomes in 2013:

- There was a significant increase from 46% to 70.6% in students achieving expected
or greater than expected growth in NAPLAN reading (Our goal was 51%)

- There was a significant increase from 37% to 66.7% in students achieving expected or greater than expected growth in NAPLAN numeracy (Our goal was 45%)

School priority 4

Increasing learning opportunities to promote equitable Aboriginal student achievement and promote the development of Aboriginal Cultural Identity.

Evidence of progress towards outcomes in 2013:

- There was a significant increase from 37% to 66.7% in students achieving expected or greater than expected growth in NAPLAN numeracy (Our goal was 45%)
- There was an increase to 40% of Year 3 Aboriginal students achieving in the top two bands in NAPLAN writing. (Our goal was 20%)
- Year 5 Aboriginal students achieving in the top two bands for NAPLAN writing was 10%

Professional learning

Westport Public School has continued to develop and extend its own leadership and professional learning priorities. All staff continued to engage in capacity building professional development through our structured mentoring program. Mentoring sessions involved examining evidence and data to drive the conversation around reflection of teacher practice. The high level mentoring and feedback structure allowed staff to work in a collegial capacity to establish key practices related to teaching and learning. Our regular mentor support allowed staff to challenge the evidence and teacher practice, as well extend professional pathways.

School based and external data is beginning to show higher achievement in student outcomes as a result of a shift in our professional learning and teaching practices.

Priority targets for 2014

School priority 1

Strengthen our systematic approach to improving teacher leadership and instructional practice.

Strategies to achieve these outcomes in 2014

- All staff will have access to differentiated mentoring from school based Instructional Leader and Executive. This will support teaching practice observations and guided self reflection leading to improved instructional practice.
- All staff will have access to differentiated professional learning opportunities from school based Instructional Leader and Executive. This will support greater collaboration in reflective feedback, planning and student outcomes.

School priority 2

Deliver high quality teaching and learning programs to support the necessary skills to be 21st century learners.

Strategies to achieve these outcomes in 2014:

- School based leaders will collaboratively implement and monitor strategies and plans across all stages for continuous improvement.
- School Learning Support Officers (SLOs) will be trained to understand class needs and the efficacy of their own language promoting positive engagement in every classroom to enrich the teaching and learning environment.
- Learning and Support Teachers (LAST) will have access to differentiated mentoring from school based Instructional Leader. This will support teaching practice discussions and guided self-reflection leading to enhanced theory of learning and improved instructional practice.
School priority 3

The school will deliver quality well-being initiatives to support student learning and engagement.

Strategies to achieve these outcomes in 2014:

- Engage a teacher to fill the well-being role to support successful learning, parent-school partnerships and student engagement. (iCan room)
- Well-being role clearly articulated with school policy and procedures providing sufficient support for teaching staff.
- Track student well-being and performance against attendance, social skills, continuum progress, internal evidence, L.A.S.T., PBL and individual goal setting.
- Extra-curricular programs to increase opportunity, engagement and expectation. Examples of these programs include dance, music, chess, debating, performance, sport and swimming.

Parent/caregiver, student and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents and carers were surveyed on enrolment of their child and 100% indicated that their first impressions of the school were excellent. Ninety five per cent thought the office service was excellent and 98% thought the presentation of staff and students was excellent. Eighty five per cent of new families had someone in our community recommend our school to them.

Student responses from year 2-6 were sought.

Eighty five per cent almost always or usually enjoy learning.

Only 1% felt they were not taught at their ability level.

Eighty two per cent replied that Westport PS has adequate resources.

Ninety two per cent recognise that mathematics is an important part of the day.

69% know that homework reinforces what has been learnt in class, whereas 62% almost always or usually complete homework.

80% use technology to help learn mathematics and/or numeracy skills.

Staff were unanimous in their belief that the mentoring sessions were a valuable tool for improving teaching practice and hence student outcomes. All staff wanted to continue the process in 2014. Some staff indicated that small group mentoring within stages would further enhance their professional development and that will be trialed in 2014.

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.

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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: