School context
Liverpool West Public School has a population of 626. It celebrates diversity by having 39 different nationalities with over 81% of students coming from a background other than English. As well, the school caters to our Aboriginal population through Personalised Learning Plans and the Coota Gulla Preschool.

Principal’s message
In alignment with our school plan, throughout 2013 we continued to focus heavily on improving student learning outcomes using a whole school approach to professional learning, with an emphasis on quality teaching.

This further enhanced our supportive, authentic school culture that reflects trust and high expectations for all stakeholders. We promote positive, sustainable relationships across our diverse community. This has resulted in students, teachers and parents valuing and engaging in an inclusive approach to learning.

Equity and Low SES National Partnership funding contributed to this culture and provided additional opportunities to develop and implement student centred educational programs and practices.

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.

Mr Jason Hawker – Relieving Principal

P & C and/or School Council message
The Liverpool West P&C continues to raise funds to support educational programs for all students.

Fundraising such as Mother’s and Father’s Day Stalls, Easter Raffles and P&C Discos allowed us to contribute to the purchase of additional school resources to support student learning outcomes, both in and out of the classroom. This included: home readers, equipment for structured play, outdoor seating, garden resources, supporting the Year 6 Farewell and contributing to the cost of school excursions.

The P&C donated funds to pay in full the cost of the bus hire for the Stage 3 camp.

We continued the School Banking Program, which has allowed families to regularly bank to support and promote Financial Literacy, amongst our community.

The P&C continued to support the operation of the Canteen and offered the students of Liverpool West Public School a variety of food choices.

Leanne Boyle – President

Student representatives’ message
At Liverpool West Public School, the Student Representative Council (SRC) is governed by a group of students who represent their peers at fortnightly meetings.

Fundraising events included: Crazy Hair Day and Mufti Days. Money raised contributed to the construction of a garden area.

Stage 3 SRC Representatives led whole school assemblies and supported whole school events including Kindergarten Orientations and representing the school at regional events.

The SRC identified a need to develop and implement safe codes of practice and rules for playground games.

Tina Ciric and Jelena Dejanovic – School Captains
Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
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<th>2010</th>
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<td>92.8</td>
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Student attendance profile

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</tbody>
</table>

Management of non-attendance

Liverpool West Public School implemented an Attendance Plan for 2013 that promoted and increased school attendance rates. All staff were committed to working closely with all families to encourage student attendance. Liverpool West Public School liaised closely with the Home School Liaison Officer to ensure families were supported to improve attendance rates. Staff capacity was built to effectively monitor student attendance through the development of a whole school policy regarding attendance. All staff consistently addressed their students’ attendance and put appropriate strategies into place to support learning and engagement priorities within the school plan.

Workforce information

<table>
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<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal</td>
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<td>Assistant Principal(s)</td>
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<tr>
<td>Teacher of Moderate Intellectual Dis.</td>
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<tr>
<td>Teacher of Mild Intellectual Dis.</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Learning &amp; Support Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>Primary Priority School Funding Scheme</td>
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<td>Primary Executive Teacher Release</td>
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<td>School Administrative &amp; Support Staff</td>
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At Liverpool West Public School a full time Aboriginal Education Officer is temporarily engaged to support our Coota Gulla Preschool. As part of the Kids Excel and Norta Norta programs, an Aboriginal School Learning Support Officer was employed to support the learning of Aboriginal students P-6. We also have one teaching staff member who identifies as Torres Strait Islander and has enriched and deepened the Aboriginal students’ understanding of their culture and traditions.

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>
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<tr>
<td>Postgraduate</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>
<th>30/11/2013</th>
</tr>
</thead>
</table>

**Income**  
- Balance brought forward: $322,491.54  
- Global funds: $352,849.72  
- Tied funds: $404,715.80  
- School & community sources: $105,602.92  
- Interest: $9,978.31  
- Trust receipts: $15,602.65  
- Canteen: $0.00  
- Total income: $1,211,240.94

**Expenditure**  
- Teaching & learning  
  - Key learning areas: $416,675.87  
  - Excursions: $390,890.01  
  - Extracurricular dissections: $439,369.98  
- Library: $5,257.92  
- Training & development: $24,111.12  
- Tied funds: $318,370.92  
- Casual relief teachers: $77,821.62  
- Administration & office: $117,640.36  
- School-operated canteen: $0.00  
- Utilities: $66,838.91  
- Maintenance: $52,852.39  
- Trust accounts: $170,141.15  
- Capital programs: $149,326.68  
- Total expenditure: $797,266.64

**Balance carried forward**: $413,974.30

School performance 2013

**Arts**

**Western Liverpool Performing Arts Festival**

Our School Choir and Dance Group successfully performed at the Western Liverpool Performing Arts Festival.

This Arts program allowed for our students to learn and showcase their talent. This culminated in a Performance Night where schools in the Western Liverpool Area presented their outstanding skills.

The dance and performing arts group that participated in the Western Liverpool Performing Arts Festival regularly performed at special events including our Multicultural Day Assembly.

**Debating**

Liverpool West Public School provided opportunities for students to represent the school locally and at district level. Students’ oracy skills were developed and improved through competing against neighbouring schools. The success of this initiative contributed to the growth of individuals in the area of Talking and Listening and positively impacted on their individual wellbeing.

**Public Speaking**

In 2013, Liverpool West Public School initiated a K-6 Public Speaking competition which culminated in stage representatives competing at a district competition. This competition supported teachers’ implementation of the K-6 English Syllabus particularly the Talking and Listening component. It impacted positively on student self-esteem, confidence and oracy skills.

**Schools Spectacular**

The NSW Department of Education and Communities annually presents ‘Schools Spectacular’ which is the highlight of the year for students and teachers of NSW Public Schools. 2013 marked the 30th Anniversary of the show and for the very first time 8 students from the Support Unit Represented Liverpool West Public School in the D’Arts Ensemble. The ensemble included students with Special Needs forming a vital part of the show and focussed on students’ abilities. Students rehearsed for months in preparation for four amazing shows over two days and nights.
Sport

Liverpool West Public School has had another successful year of sports participation. We competed in the Liverpool PSSA Friday afternoon competitions.

Students represented our school in Junior and Senior competitions in:

- Oz Tag, Cricket, T-Ball, Softball, Hockey, Soccer, Newcombeball and Netball.

Further representation included:

- Annual Zone Swimming, Cross Country and Athletics Carnivals. One student represented the Liverpool Zone at Regional Swimming and one at Regional Athletics. Five Stage 3 students successfully gained selection in the Liverpool Zone Hockey, AFL, Oz Tag and Tennis teams. Liverpool West Public School entered the NSW PSSA State Soccer Knockout for boys and girls soccer.

At school all students were given opportunities to participate in a range of sports as well as teacher led sessions, which involved the Fundamental Movement Skills program. During these sessions, students participated in a variety of skill-based games to learn about specific fundamental movements required for a variety of sports.

Students from Liverpool West Public School participated in the Swim Scheme program, partially subsidised by the Department of Education and Communities. This program was held for a period of 2 weeks during Term 3 and provided students with a swimming and water safety education program.

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](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)

NAPLAN Year 3 - Numeracy

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

Aboriginal education

In 2013 we continued with our highly successful Aboriginal Preschool – Coota Gulla. This catered to 20 Aboriginal students prior to them entering Kindergarten and set them up for long term success.

100% of Aboriginal students K-6 had Personalised Learning Plans developed to meet their individual needs. 80% of these were developed with the full support and consultation of the students and their families.

Norta Norta funding supported Year 4 and 6 Aboriginal students 2013 who scored in Bands 1 and 2 (Year 3 2012) and Bands 3 and 4 (Year 5 2012) in the NAPLAN assessment.

The Kids Excel program was also utilised to support the learning of Aboriginal students within the preschool, Term 1 2013.

In 2013 our Gulyangarri Aboriginal student group continued to meet each week. This was an opportunity for students to engage in rich tasks and discussion that allowed for our Koori students to learn more about their culture and identity.
Multicultural education

Liverpool West Public School catered for over 81% Non-English Speaking Background (NESB) students from more than 39 countries. We currently have over 100 students with Refugee status.

Our English as a Second Language (ESL) program focused on addressing the learning needs of all ESL students through small group work, team teaching and withdrawal.

Our New Arrivals program catered for students with limited or no English. Students attended intensive English sessions with a specialist English Language Teacher daily.

Our Refugee program targeted refugee students in Stage 2 and Stage 3. The students were involved in intensive English withdrawal sessions.

We continued to implement our successful SPARKS Program (Special Work of the St Vincent de Paul Society NSW) that provided opportunities to support our refugee parents and students. Parents were provided with opportunities for social contact within a mainstream community through weekly group sessions with volunteers who aided their settlement. Volunteers also worked one to one to support the children and provide language, homework, communication or any other identified support.

Our ESL teachers, students and parents were heavily involved in organising the celebrations during both Multicultural and Harmony Day. Highlights included performances from students, staff and the community.

Transitional Equity Funding

Equity Funds for 2013, in alignment with Liverpool West’s School Plan, have continued to positively impact on classroom practices and student outcomes.

A Speech Pathologist was engaged by the school to assess and develop in consultation with the Learning Support Team and families, a program to support individual students’ language development. 46 students in total were assessed and placed on individual programs.

Components of the programs included verbalisation and visualisation, junior and senior language groups, team teaching situations and Communication Partners involving parents.

Addressing these components led to an increase in expressive and receptive skills for students and up skilling of classroom teachers.

Early Stage One teachers trained and developed in the ‘L3’ early intervention Literacy Program and all K-2 teachers trained and developed in ‘Best Start’. This resulted in an increase in students reaching exit outcomes in literacy and teachers equipped to differentiate curriculum within their classrooms.

Equity Funds also allowed our Gulyangarri Coordinator to be released to coordinate the development and monitoring of Personalised Learning Plans. She was also able to develop an effective social network with the local community. The coordinator and school Principal regularly attended the local AECG (Aboriginal Educational Consultative Group) which allowed her to share program successes, and gain knowledge of successful initiatives undertaken in neighbouring school communities. The coordinator also accessed outside agencies and community Elders to support our Aboriginal School Based Plan. This also strengthened and supported existing networks.

Equity Funds supported the employment of a Community Liaison Officer. This resulted in the continuation of ‘Toddler Time’ to further develop and sustain positive relationships with parents and prospective students. This allowed for those involved to be given an opportunity to engage and familiarize with school life.

A series of Parent Workshops for literacy and numeracy were designed and delivered to inform the community of current school programs and practices to support whole school learning. As part of the workshop, parents gained knowledge of literacy and numeracy strategies to support their child’s learning. Parents felt informed and empowered in supporting their child at home.

We initiated and established a Prior to School Learning Program 2 days a week for incoming local 2014 Kindergarten students in 2013 and employed a teacher to coordinate this program. This resulted in an increase in student cluster level on entry to Kindergarten. Due to successes of the program, it was necessary to expand the program to cater for higher enrolments in 2014.
National partnerships and significant Commonwealth initiatives (participating schools only)

- Funds were utilised to engage an additional Learning and Support Teacher who supported Literacy and Numeracy. Additional Literacy and Numeracy resources were purchased to support classroom programs and practices.

- A Wellbeing Officer was employed to coordinate the Learning and Support Team to increase the effectiveness of support for students. The Wellbeing Officer was also responsible for liaising with Non-Government Organisations, external personnel and Health Care Providers to support students and their families with a range of social, emotional and personal concerns.

- Professional Learning was delivered to improve the use of technology to support programs and to increase student engagement within classrooms. 100% of teachers used ICT resources including Interactive White Boards to deliver explicit, systematic modelled, guided and independent lessons across all Key Learning Areas.

- Additional Reading Recovery teachers were employed to support early literacy skills for Year One students. The Reading Recovery teacher monitored targeted students and supported teachers to implement Individual Learning Plans.

- Community Liaison Officers were funded to improve the engagement of families and community members within the school. The Community Liaison Officers assisted in the implementation of ‘Toddler Time’ an initiative for young children and parents to form a relationship with the school and community. The Community Liaison Officers supported parent workshops and provided excursions to community facilities and improved communication links between the school and our Non English Speaking community members.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. Throughout 2013 data was obtained and collated from:

- NAPLAN Data
- School Based Student Data
- Instructional Rounds
- Staff Surveys
- Reciprocal Classroom Visit Reflections
- 3 Way (Student, Parent, Teacher) Interview Data
- Individual Teacher Professional Learning Plans

Analysis of the data revealed:

- Strong NAPLAN growth between Year 3 and Year 5 in both literacy and numeracy in relation to John Hattie’s 0.8 size effect. Reading 1.4; Writing 0.9; Grammar and Punctuation 1.3; Spelling 1.4; Numeracy 1.6; Data, Measurement and Space and Geometry 1.7; Number, Patterns and Algebra 1.2

- An increase in students meeting stage appropriate outcomes in Talking and Listening by 11%.

- Data from Instructional Rounds indicated that students were highly engaged in differentiated activities and discourse centred around their learning. Teachers’ professional knowledge was evident as they knew their students and the subject they were teaching.

- Teachers articulated their improved understanding of the Teaching and Learning cycle and the pivotal role of the three types of assessment.

- Through staff survey responses and stage reflection sessions, all staff supported the Reciprocal Classroom Model as an extremely effective process to learn from each other by initially observing colleagues in practice and then engaging
in professional dialogue to give feedback, reflect in and on own classroom practice, which led to ongoing refinement.

- All staff competently conducted 3 Way Interviews for reporting. Parent and student responses indicated that they felt valued as partners in the learning process.
- Data from Individual Professional Learning sessions revealed 100% of teachers were successfully implementing an evidence-based lesson format.

This data strongly supported the effectiveness of our School Plan strategies, indicators and intended outcomes as 100% of teachers demonstrated increased capacity and capability as classroom practitioners.

School planning 2012—2014: progress in 2013

School priority 1
Increased levels of literacy achievement for every student.

Outcomes from 2012–2014
- To increase the percentage of Year 3 students achieving at or above national minimum standard in NAPLAN Reading from 81% 2012 to 84% by 2013.
- To increase the percentage of Year 5 students achieving at or above national minimum standard in NAPLAN Reading from 69% 2012 to 72% by 2013.
- To increase the percentage of Year 3 students achieving proficiency standard in NAPLAN Reading from 12% 2012 to 15% by 2013.
- To increase the percentage of Year 5 students achieving proficiency standard in NAPLAN Reading from 11% 2012 to 14% by 2013.

Evidence of progress towards outcomes in 2013:
- 2013 NAPLAN Reading results indicated that 87% of Year 3 students were achieving at or above national minimum standards. This exceeded the school target by 12%
- 2013 NAPLAN results indicated that 22% of Year 3 students were at proficiency standard in Reading. This exceeded the school target by 7%
- 2013 NAPLAN results indicated that 14% of Year 5 students were at proficiency standard in Reading. This achieved our school target.

Strategies to achieve these outcomes in 2014
- Continue the employment of an additional Deputy Principal: Quality Teaching to provide strategic planning and implementation of school based professional learning.
- Professional Learning Plans matched to student outcome data analysis and staff professional learning embedded into effective teacher and learning practice.
- Teachers consistently aligning assessment tasks and programs with the K-6 NSW English Syllabus for the Australian Curriculum.

School priority 2
Increased levels of numeracy achievement for every student.

Outcomes from 2012–2014
- To increase the percentage of Year 3 students achieving at or above national minimum standard in NAPLAN Numeracy from 80% 2012 to 83% by 2013.
- To increase the percentage of Year 5 students achieving at or above national minimum standard in NAPLAN Numeracy from 76% 2012 to 79% by 2013.
- To increase the percentage of Year 3 students achieving proficiency standard in NAPLAN Numeracy from 7% 2012 to 10% by 2013.
- To increase the percentage of Year 5 students achieving proficiency standard in NAPLAN Numeracy from 11% 2012 to 14% by 2013.

Evidence of progress towards outcomes in 2013:
- 2013 NAPLAN Numeracy results indicated that 81% of Year 3 students were achieving at or above national minimum standards. This exceeded the school target by 23%
- 2013 NAPLAN results indicated that 22% of Year 3 students were at proficiency standard in Numeracy. This exceeded the school target by 13%
- 2013 NAPLAN results indicated that 14% of Year 5 students were at proficiency standard in Numeracy. This achieved our school target.
above national minimum standard in Numeracy.

- 2013 NAPLAN results indicated that 79% of Year 5 students were achieving at or above national minimum standard in Numeracy. This achieved the school target.

- 2013 NAPLAN results indicated that 12% of Year 3 students were at proficiency standard in Numeracy. This exceeded the school target by 2%.

- 2013 NAPLAN results indicated that 17% of Year 5 students were at proficiency standard in Numeracy. This exceeded the school target by 3%.

**Strategies to achieve these outcomes in 2014:**

- Continue the employment of an additional Deputy Principal: Quality Teaching to provide strategic planning and implementation of school based professional learning.

- Professional Learning Plans matched to student outcome data analysis and staff professional learning embedded into effective teacher and learning practice.

- Teachers consistently aligning assessment tasks and programs with the K-6 NSW Mathematics Syllabus and the new K-6 NSW Mathematics Syllabus for the Australian Curriculum.

**School priority 3**

Increased student engagement through enhanced wellbeing of our students and school environments that enable students to experience success.

**Outcomes from 2012–2014**

- To increase student attendance rates to at least at or above regional average by 2013.

- To increase the number of positive behaviours (Super Gold) from 18% 2012 to 28% by 2013.

**Evidence of progress towards outcomes in 2013:**

- In 2013 attendance rates remained identical to 2012, which was 1.3% below Regional average.

- 2013 saw a 2% reduction in Super Gold achievement to 19% due to whole staff evaluation term 4 2012, of the Student Discipline Plan. This deepened teachers understanding of the implementation process and led to an adjustment of this process for 2013, resulting in a fairer, consistent implementation of the whole School Discipline Plan for 2013.

**Strategies to achieve these outcomes in 2014:**

- The continued development, implementation and evaluation of a whole School Discipline Plan in alignment with DEC Student Discipline Policy

- Increasing the effectiveness of our Learning Support Team in providing appropriate support to students.

- Building capacity and capability of all teachers to develop Behaviour and Risk Management Plans for identified students in consultation with Team Leaders, Deputy Principal and Principal.

- Explicit teaching of school rules and expectations of positive behaviours in a variety of settings.

**Professional learning**

During 2013 all teaching staff engaged in a range of professional learning activities during Staff Development Days, Co-operative Planning Days and targeted professional learning opportunities.

A National Partnership Deputy Principal was employed to support Effective Classroom Practice, Programming and Assessment.

The professional learning included:

All staff continually evaluating their current balanced Mathematics sessions, resulting in the ongoing development and support of a whole school approach to explicitly and systematically implementing a daily Mathematics session. In 2013, student ‘success criteria’ was added to the Mathematics lesson format to support in school data and research into effective pedagogy.

All staff cooperatively evaluated, developed and refined assessment tasks to determine student achievement levels. This drove explicit and systematic teaching and learning programs.

All staff observed demonstration of best practice, which was followed by team teaching and shared reflection opportunities for professional dialogue.
Liverpool West Public School utilised regional and internal specialist staff to model and support effective Early Intervention programs K-2, with a strong emphasis on Talking and Listening and Phonemic Awareness.

Liverpool West Public School introduced professional learning to support the introduction and implementation of the NSW K-6 English Syllabus for the Australian Curriculum.

Parent/caregiver, student and teacher satisfaction

In 2013, the school sought the opinions of a cross section of parents, students and teachers about the school.

Their responses are presented below.

Students

- 100% of students enjoyed coming to school each day.
- 93% of students felt they were a success as a student.
- 87% of students indicated that what they are learning will be useful to them when they leave school.

Parents/Caregivers

- 95% of parents and caregivers indicated that the School Leaders almost always had a positive influence on the school culture.
- 60% of parents and caregivers believed that the school almost always catered for the learning needs of all students.
- 70% of parents indicated that the school knows about the families and community in which it serves.

Teachers

Through a digital reflection tool, teachers strongly indicated their satisfaction in their professional growth and pedagogy, with particular emphasis on meeting the individual needs of their students through identified quality teaching elements and current best practices.

Teachers in 2013 participated in reflection sessions after each professional learning opportunity. Findings from these sessions indicated a high level of satisfaction towards all of the whole school professional learning models utilised and their respective supportive processes.

The data collected from the staff, students and the community was from a range of surveys, interviews and conversations. The analysis of this data, supported the assertion that in 2013, Liverpool West was a supportive, engaging and successful learning community built on high expectations, honesty and trust.

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.

Jason Hawker - Relieving Principal
Patricia Bull - Deputy Principal (National Partnerships)
Benjamin Kirkman – Relieving Deputy Principal
Sharon Agostino - School Administration Manager
Leanne Boyle– P&C President

School Contact Information

Liverpool West Public School
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Fax: (02) 98225093
Email: liverpoolw-p.school@det.nsw.edu.au
Web: www.liverpoolw-p.school.nsw.edu.au
School Code: 4161

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: