

Unanderra Public School Annual Report



2016



3308

Introduction

The Annual Report for **2016** is provided to the community of **Unanderra Public School** as an account of the school's operations and achievements throughout the year.

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

Gavin Hoy

Relieving Principal

School contact details

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Message from the Principal

Unanderra Public School was an exciting setting in 2016. Our students, staff and members of the school community combined to contribute towards a positive learning culture. Together we continued to pursue the school vision statement of 'Empowering students as lifelong learners by providing rich and diverse opportunities within a positive community inspired by supportive and influential leadership.'

Unanderra Public School commenced 2016 with 409 students. After consultation with community through 2015, stage based classes were formed across the school. In total, 16 classes worked successfully under the instruction of talented and dedicated teachers and support staff that focused their efforts on our core business of improving learning outcomes for students, particularly in literacy and numeracy.

In 2016, students across all stages were provided with the opportunity to excel academically as well as the chance to experience a broad range of extra curricula initiatives and programs. As always, there was a strong focus on explicit, quality teaching in literacy and numeracy. Students had the chance to work collaboratively through STEM initiatives during weekly iHub lessons. Student leadership was prioritised through the provision of training and guidance to our elected school leaders. Additionally the SRC, Sports House Captains and members of school based committees all contributed.

A multi-faceted approach to student well-being was adopted throughout 2016. Through a whole school PBL approach and incorporating external providers, students at Unanderra Public School were supported in developing resilience and strategies to deal with bullying. The P&C also assisted in organising for two 'Buddy Benches' to be placed in our playground to assist in supporting students socially.

The teaching staff continue to be proactive and productive in a time of great change within education. A continued focus in 2016 has been ongoing professional development, particularly in regard to differentiating learning tasks for students and utilising data more effectively to track student progress on the literacy and numeracy continuums. Teachers at Unanderra Public School, throughout 2016, worked collaboratively on developing and delivering quality teaching and learning programs that were responsive to student need. Teachers focused on improving the Consistent Teacher Judgement of work samples and on refining the feedback they offered to students.

Unanderra Public School values it's school community. In 2016 we worked diligently to improve consultation and communication with parents and caregivers in particular. The school web site was improved, the newsletter was reformatted in an effort to make it more 'reader friendly' and our school commenced using a Facebook page to advertise events and share school news.

Our P&C, led by a hardworking and committed executive team, continued to support the acquisition of resources for school programs in order to positively influence student learning outcomes.

I would like to express my sincere gratitude to the students, members of staff and community who contributed to an overwhelmingly positive year at Unanderra Public School. I trust that 2017 will again provide many opportunities to ensure that our students are engaged and challenged so that they might continue to thrive.

Gavin Hoy

Relieving Principal

Message from the school community

This year proved to be another successful year for the P & C and in my final year as P & C President, I was honoured to have contributed to this. Through the various fundraising activities held throughout 2016, we were able to raise approx. \$15,000 to support the school and our students.

The major fundraising activities the P & C undertook this year included the Easter Parade Raffle, The Adidas Fun Run in conjunction with the Cross Country, UPS Trivia Night, Spell-a-thon, the Mother's Day and Father's Day Stalls and our end of year function – the Village Fair. These activities not only assisted the P & C in raising funds, they also allowed us to provide fun activities for students and the school community to enjoy and participate in.

The success of our fund-raising efforts enabled the P & C to continue to support the school in a number of ways. Reading Eggs is a reading program that all students have access to, both at school and at home. This program is fully funded by the P & C. Other programs and activities included contributions to the costs of the Athletics Carnival, the year 6 formal night, purchase of Maths and sports resources and the provision of Skoolbag. In addition, we continued to support our state reps, rewarded/awarded students for their academic and sporting efforts, assisted in providing morning teas at Grandparents Day, Open Day and Kindergarten Orientation, presented at school information sessions and participated on selection panels for staff and out of area student placements.

I would like to extend a big thankyou to our wonderful school community – P & C members, parents, volunteers, students and staff. Without your support and assistance our P & C could not operate and these benefits that the school and students enjoy would not be possible.

On a final note, my threeyears as P & C President has been a memorable and rewarding experience. I look forward to welcoming in my predecessor for 2017 and wish them all the best in directing the P & C to success next year.

Joanne Crawford

P & C President

School background

School vision statement

Empowering students as lifelong learners by providing rich and diverse opportunities within a positive community inspired by supportive and influential leadership.

School context

Unanderra Public School has a long proud history of service to its community stretching back 137 years. The school relocated to the hills of Cordeaux Heights as a planned aspect of the new housing estate in 1999. The former school site is now a centre for commercial business along the Princes Highway in Unanderra.

The school has witnessed a slow but steady decline in student enrolments over the past 10 years. In 2016 we formed 16 classes catering for a student population of 409.

Teaching staff provide broad and engaging learning experiences that are differentiated to meet the specific need of students. Literacy and numeracy form the basis for challenging and relevant classroom learning.

The school has experienced a significant change in teaching staff due to retirements, promotions to other schools and the filling of long-term temporary positions with permanent teachers. Staff movement supports the positive school culture that exists across our school.

Unanderra Public School is actively supported by a vibrant Parents and Citizens Association and involved community members. Parents are encouraged to participate within the school and assist where possible. Recent innovations such as Grandparents Day and Dad's Arvo assist our school engage with family members who traditionally may not have participated in regular school activities.

Unanderra Public School is a Positive Behaviour for Learning environment and we strive to ensure our students interact in a safe, respectful and responsible manner. High expectations of students, community and staff ensure we remain focused on our core business – the successful attainment of student learning outcomes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Across the three elements of the School Excellence Framework our school predominately relates to Sustaining and Growing. Within the Learning element we considered the school was Delivering in Learning Culture and Student Performance Measures. Our school Delivered within the Teaching element through the three areas of Professional Standards, Data Skills and Effective Classroom Practice. Across the Leading element we were Delivering in School Planning.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

Strategic Direction 1

Inspired Learning

Purpose

Purpose:

Inspired Learning focusses upon **developing creative informed citizens who engage in quality learning environments where our students are inspired to achieve their personal best.**

Literacy and numeracy remain core facilitators of learning across all Key Learning Areas. Inspired Learning will feature professional development that provides a basis for a consistent, assessment-driven approach to the implementation of the Australian Curriculum.

Overall summary of progress

Unanderra teachers are committed to ensuring our students receive consistent, explicit teaching across all Key Learning Areas, most notably within literacy and numeracy. To this aim our teachers are provided with two planning days and two assessment days each year to collaborate as stage teams. These days serve to ensure our teaching and learning programs are effectively developed, implemented and evaluated across the year to maximise their potential to positively impact student learning outcomes.

Early Stage 1 and Stage 1 teachers were provided with additional professional learning and resourcing to ensure the L3 program functions effectively. L3 is an evidenced-based early learning literacy program that is providing positive benefits for our youngest students.

The school completed an audit and inventory of mathematics resources and funded the purchasing of mathematical resources K–6 to facilitate and compliment quality teaching and learning programs across all strands of mathematics.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Continuous student achievement in the proficiency bands of NAPLAN to be at or above 32% for Years 3, 5 and 7 combined. (Current three-year average is 31%)	The L3 program is providing evidence of reading growth by students K–2. 52% of Year 3 students recorded proficiency band results in 2016 NAPLAN Reading, equalling the state average.	\$18 500
Application of the Australian Curriculum in line with the mandatory timeline by 100% of teachers K–6.	Professional learning regarding the Australian Curriculum has been undertaken by all teachers. The new syllabus documents inform the work of our teachers developing Teaching & Learning Programs.	\$4 000

Next Steps

In 2016 Unanderra PS was identified as a Bump It Up Premiere's Priority School. Inspired learning will take on a focused assessment and data driven approach to increase the proportion of students in the top two NAPLAN bands by 8% in Reading and Numeracy (2019). Implementation of targeted professional learning for all staff to ensure best practice in numeracy and reading pedagogy.

Strategic Direction 2

Leadership Pathways

Purpose

Purpose:

Leadership Pathways directs us toward **identifying potential leadership while working collaboratively to provide opportunities that facilitate succession building.**

Enabling staff, students and family members through leadership opportunities strengthens the entire Unanderra Learning Community.

Overall summary of progress

Staff at Unanderra Public School were given the opportunity to maximise their potential in leadership and collaborative practice through curriculum, leadership and professional learning teams. The leadership team within Unanderra Public School was expanded to include aspiring leaders through the Shadow Assistant Principal process to develop succession planning.

Community members were encouraged to participate and provided training in key decision making regarding self-evaluation, staff expression of interest employment, staff merit permanent appointments and out of area student enrolments. A core group of community members are actively engaged in decision making across the school in alignment to the strategic directions of the Unanderra School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Ongoing maintenance of school satisfaction data in order to establish a three 3 year average by 2016. (New measure, Baseline data only)	Two year average for satisfaction by stakeholders is as follows: Community – 90% Student – 90% Staff – 100%	\$1 500

Next Steps

Ongoing leadership pathways and accreditation readiness for staff is embedded and continues to be expanded to drive school improvement and increase staff capacity.

The provision of leadership initiatives and capacity building amongst students, staff and key stakeholders are being further developed to support the schools' vision and strategic directions to drive school improvement.

Existing student leadership programs expanded to include a formalisation of the SRC and the implementation of Peer Support.

Strategic Direction 3

Community Engagement

Purpose

Purpose:

Community Engagement is **working together as a learning community to support student development and an effective positive school culture.**

A shared vision provides the foundation for the maintenance of our positive school culture that can be achieved through promotion, marketing and two-way communication.

Overall summary of progress

Our school has a strong and consistent focus on teaching and learning programs that are informed continually by formal community consultation and data relevant to school practices. Community attendance figures are solid for major school initiatives including but not exclusive to school assemblies, Easter Hat Parade and Grandparents Day.

Promotional materials informing and engaging the community distributed providing information to prospective families entering or new to the area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Establish baseline data relating to the number of parents and/or wider community attending school events. (New measure, no data as yet)	Baseline data was not collated throughout 2016.	\$0

Next Steps

Collect and collate baseline data for community participation.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Personalised Learning Plans [PLP] were developed, implemented and reviewed with community consultation and input. NAIDOC activities remain a feature of the annual calendar. Contribution by Aboriginal artist was sought to develop murals and complete Buddy Bench initiative.	\$23 385
English language proficiency	Targeted support for students with additional needs predominately through class EALD Teacher support.	Staff – \$41 296
Low level adjustment for disability	Comprehensive support through the provision of School Learning Support Officers for students with learning, social or behavioural need. Development and review of Individual Education Plans for students with additional needs by classroom teachers and our Learning and Support Teacher.	\$158 917
Quality Teaching, Successful Students (QTSS)	QTSS funds supported the opportunity for executive staff to observe classroom practice and provide feedback as aspect of the Professional Development Plan process. QTSS also supported the funding for one executive to be off class duties in the afternoon session.	\$30 878
Socio-economic background	School based professional learning, predominately in technology and literacy, and the employment of additional teacher time to ensure technology runs smoothly at Unanderra. Provision of teaching resources to engage students in learning, predominately mathematics in 2016. Financial assistance for families experiencing difficulty.	\$85 917
Support for beginning teachers	Three teachers continued with Beginning Teacher funds in their second year while a fourth teacher commenced with this support. Teachers were provided with extra time to meet with mentors and complete planning, programming and accreditation necessities.	\$26 019

Student information

attendance with at-risk students referred to the Home School Liaison Officer for further intervention.

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	222	220	220	212
Girls	245	237	216	201

Over the past 12 years our school has experienced a declining student population. Demographics inform us this declining student population will likely plateau over a five year period commencing 2018. In-school data informs us that we will commence 2017 with 400 students and 2018 with about 385 students.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	96.6	94.9	93.2
1	92.9	95.1	93.6	94.5
2	95.3	95.1	94.2	93.8
3	94.9	94.7	92.6	92.4
4	95.4	95.4	95.5	92.9
5	93.6	95	94.2	93.4
6	94.5	94	93.8	91.7
All Years	94.5	95.1	94.2	93.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KD	17
KW	18
KM	17
1/2D	24
1/2M	23
1/2J	23
1/2H	23
1/2E	23
3/4S	29
3/4M	30
3/4G	30
4/5A	30
5/6B	30
5/6N	31
5/6M	31
5/6L	30

Structure of classes

After consultation with community our school employed stage based classes for all Year cohorts in 2016. The 16 classes were formed along mixed-ability groupings. There remains some misinformation regarding the academic structure for class organisation, further consultation with community regarding the mixed-ability nature of all classes will be ongoing to support a clearer understanding of stage based

Management of non-attendance

Our school's overall attendance data is comparable to the Department's statewide data. While there are fluctuations between Year cohorts our K-6 four year average is 94.25 compared to the statewide 94.375. Regular attendance is encouraged and rewards are provided for 100% attendance. Teachers and the Learning Support Team monitor poor student

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.37
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0
School Administration & Support Staff	3.39
Other Positions	1.16

*Full Time Equivalent

Two Aboriginal staff members were employed at our school during 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	88
Postgraduate degree	12

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

Financial summary

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	436 423.24
Revenue	3 422 897.71
(2a) Appropriation	3 209 413.75
(2b) Sale of Goods and Services	171.90
(2c) Grants and Contributions	205 388.54
(2e) Gain and Loss	0.00
(2f) Other Revenue	345.00
(2d) Investment Income	7 578.52
Expenses	-3 317 630.85
Recurrent Expenses	-3 317 630.85
(3a) Employee Related	-2 993 901.83
(3b) Operating Expenses	-323 729.02
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	105 266.86
Balance Carried Forward	541 690.10

Each year the principal develops a budget consistent with expected annual expenditure. In 2016 our surplus was consistent with the 2015 surplus and is mainly attributable to unspent salaries. A three-year plan to expend the balance carried forward will be developed in 2017. Likely areas for additional expenditure include supporting the Bump It Up initiative, increased literacy and numeracy resourcing, iPad requisition and teacher time for in-class observations and professional feedback.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 591 726.45
Base Per Capita	23 296.40
Base Location	0.00
Other Base	2 568 430.05
Equity Total	255 585.68
Equity Aboriginal	14 617.90
Equity Socio economic	34 702.01
Equity Language	44 724.19
Equity Disability	161 541.58
Targeted Total	84 896.42
Other Total	172 337.66
Grand Total	3 104 546.22

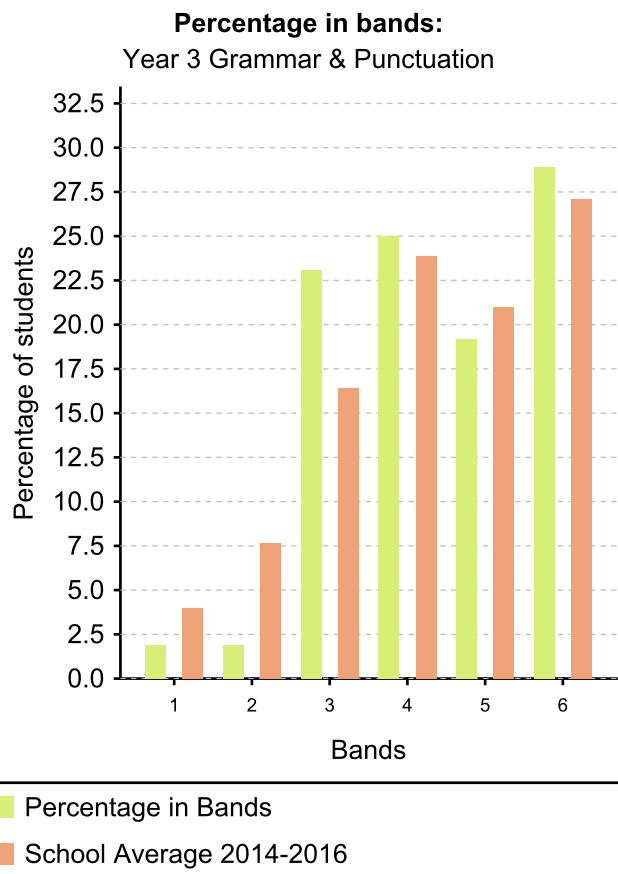
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

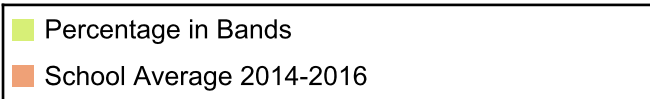
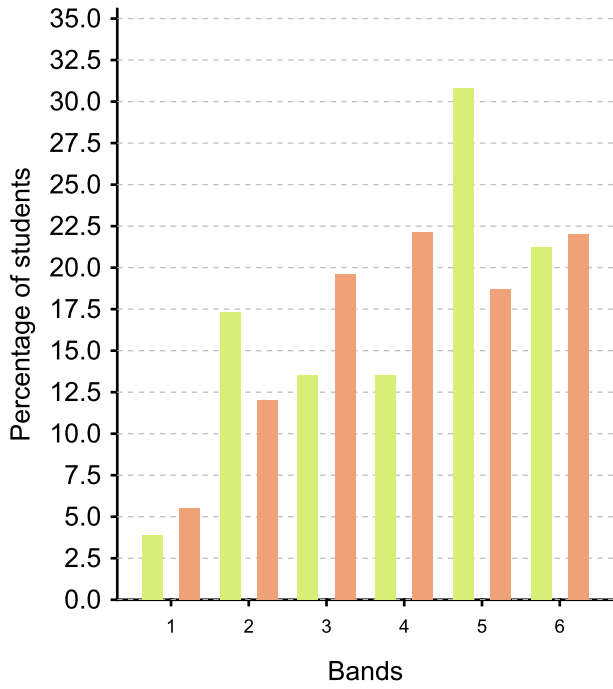
NAPLAN

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

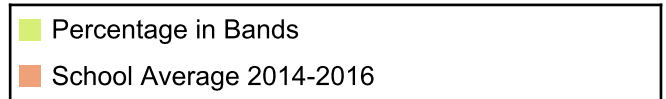
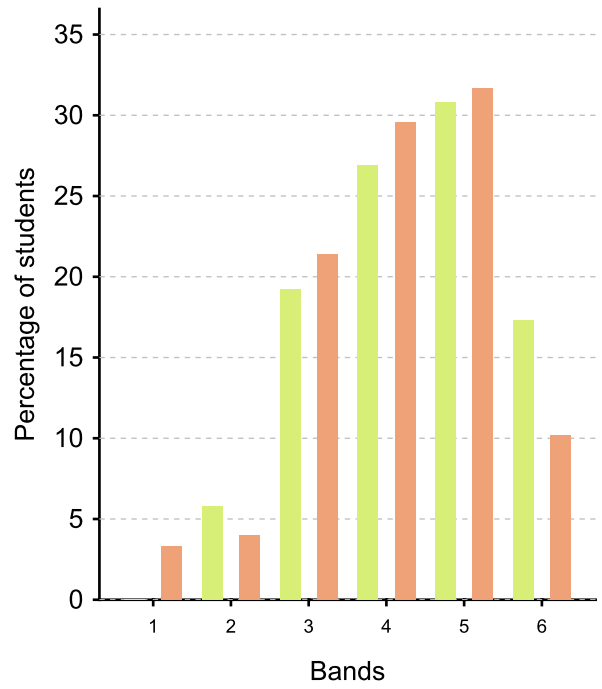
Data from NAPLAN is provided to schools in a suite of manipulable options. Teachers and executive from Unanderra interrogate the data to recognise teaching and learning trends that enable focused Teaching & Learning to be developed for areas of corporate need.



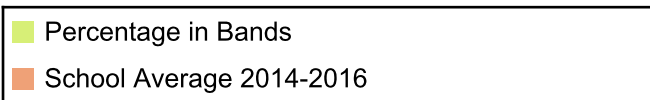
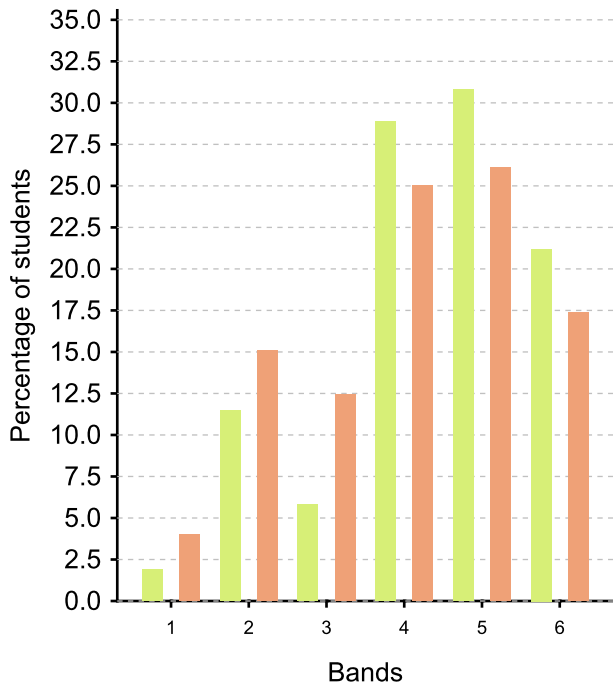
Percentage in bands:
Year 3 Reading



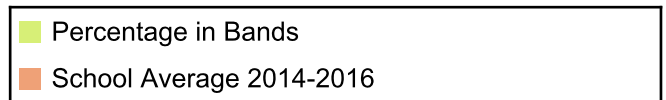
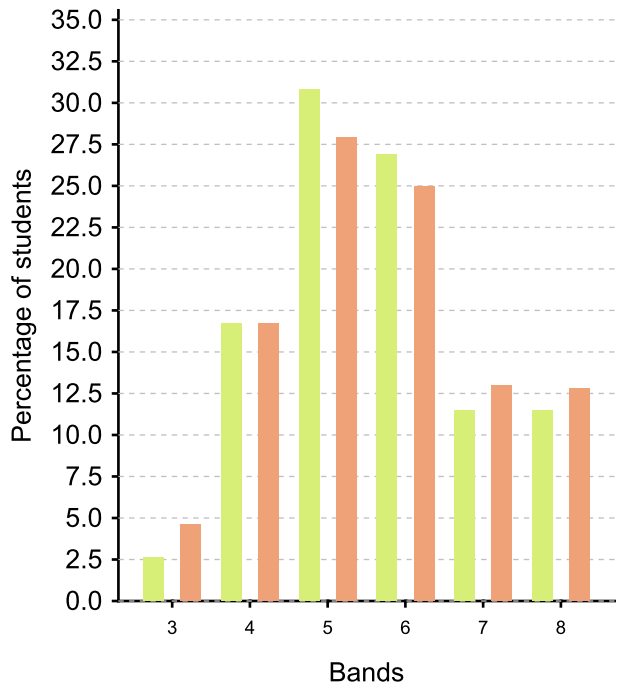
Percentage in bands:
Year 3 Writing



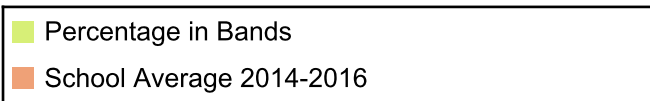
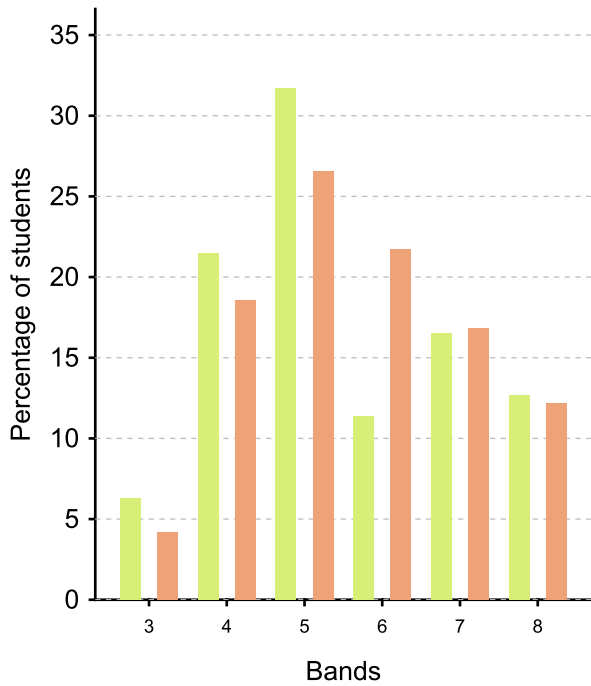
Percentage in bands:
Year 3 Spelling



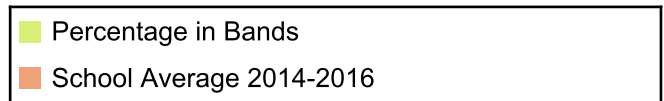
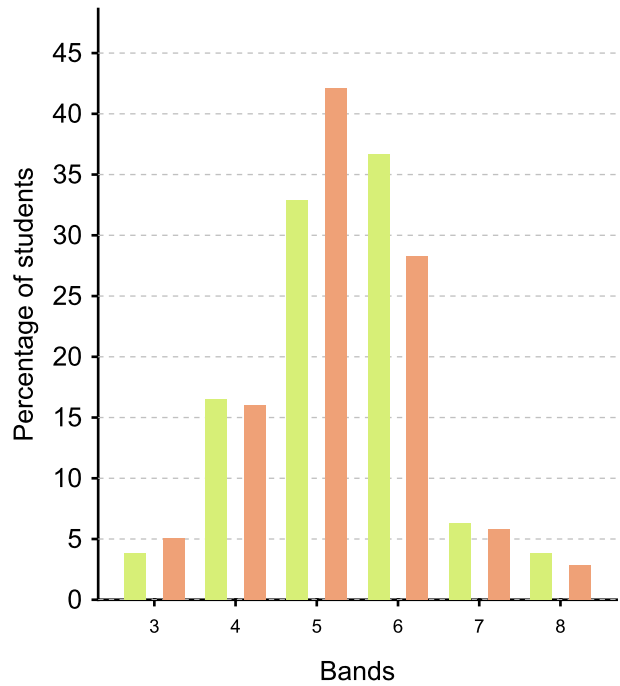
Percentage in bands:
Year 5 Grammar & Punctuation



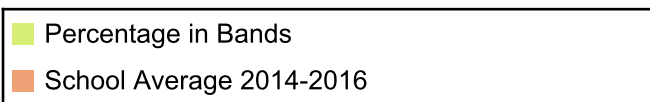
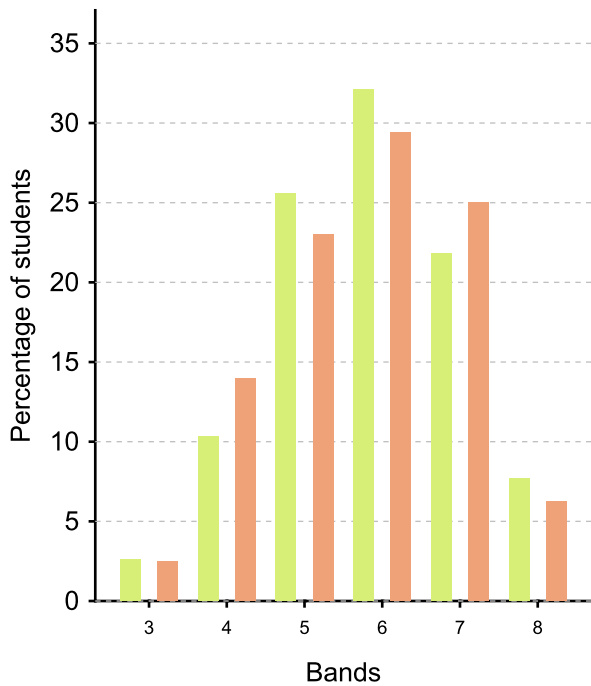
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Our school continues to better the Department's state average for performance by Aboriginal students in NAPLAN. For example, the Department average for Aboriginal students in Year 5 Numeracy is 436 points while Aboriginal students at Unanderra recorded 470. Similarly in Year 5 and Year 3 Reading. While we celebrate these success our teachers will endeavour to improve the percentage of Aboriginal students within the Proficiency Bands through focused and explicit teaching in reading and numeracy.

Parent/caregiver, student, teacher satisfaction

Throughout 2016 Unanderra utilised the Tell Them From Me survey provided by the Department. This survey was provided to students and community but did not directly request satisfaction data. The two-year average for 2014 / 2015 is significantly aligned to each individual year's data and is expressed as follows:

Parent / Caregiver = 90% satisfied

Student = 90% satisfied

Staff = 100% satisfied

A survey that specifically requests satisfaction data will be provided to students, parents and staff in 2017.

Policy requirements

Aboriginal education

Our school's Aboriginal Team is lead by Mrs Anna Lawler. As a proud Aboriginal woman Mrs Lawler contributes effortlessly to the positive implementation of initiatives that support Aboriginal Education in our school.

In 2016 the Aboriginal Team led the effective development, implementation and review of Personalised Learning Plans [PLPs] for each Aboriginal student within our school. Community consultation was paramount to the success of the PLPs and the Aboriginal Team were able to complement the process with high levels of community attendance.

Mrs Lawler maintained our close links to the AECG by her regular attendance at Wollongong AECG meetings. On the agenda were regular activities that engage our Aboriginal and non-Aboriginal students learning about Aboriginal Australia. NAIDOC continues to be an important date on our school's annual calendar with activities once again held in 2016.

The Aboriginal Team were provided the opportunity to dress the primary Buddy Chair and will view engaging an Aboriginal Artist in 2017 to undertake this task and to support the development of a mural within the school.

Multicultural and anti-racism education

In 2016 the staffing component of English as an Additional Language or Dialect (EAL/D) was in the form of two days staffing. Mrs.Koumalatsous provided support to a broad range of students with varying learning needs, predominately to students within the K-2 range.

Unanderra is an inclusive learning environment where everychild is treated with respect and dignity. Classroom learning is facilitated byteachers who plan for the diverse academic, social and behavioural needs oftheir students.

Miss Denham continued her role as our Anti-Racism Contact officer (ARCO) following her training in 2012.