

Woronora River Public School

Annual Report



2016



3735

Introduction

2016 has been another successful year for the students at Woronora River Public School, achieving personal success in academics, sports and the creative arts.

Students have engaged in a range of extra-curricular activities to complement the academic learning on offer. These include sports, dance, choir, ukulele, Science Club and Public Speaking competitions. A highlight for students this year was the opportunity to perform at the Schools Spectacular and the DanceSport Gala Evening.

Woronora River Public School continues to provide opportunities for all students to thrive and succeed. I thank the dedicated staff for their ongoing work supporting our students. I also thank the school community, in particular the P&C, for the continued support of our school. I would be remiss not to thank the students of our school, who continue to pursue their love of learning and make Woronora River Public School the wonderful place it is.

The Annual Report for 2016 is provided to the community of Woronora River 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.

Karen Simula

Principal

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School background

School vision statement

At Woronora River Public School our staff and community work together to develop balanced, confident and engaged learners who grow and flourish into active and responsible global citizens.

Students engage in a variety of rich, innovative learning experiences; utilising 21st Century learning tools to deepen their understanding and knowledge.

Staff provide a learning environment where students are supported, challenged individually, academically and creatively.

School context

Woronora River Public School is a small school located next to the beautiful Woronora River in the Sutherland Shire.

Woronora River Public School provides a culture that excels in exhibiting the attributes of a happy and safe environment. Student welfare is highly valued by the school community and a comprehensive range of programs and initiatives is in place to ensure the safety and wellbeing of all students, as well as to promote self confidence and self-esteem. We also value the empowerment of students to be self-directed and responsible for learning and behaviour.

The school has a strong emphasis on providing quality educational programs and offers a broad range of extra-curricular activities. Our varied and balanced curriculum emphasises deep knowledge and understanding, addresses individual needs and values enjoyment of the learning process.

Our community works in conjunction with a supportive P&C who contribute funds to support teaching and learning activities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Learning

In the domain of Learning, Woronora River Public School maintained its focus on *Student Performance Measures* and *Curriculum and Learning*. In Term 1, staff undertook professional learning in PLAN Data to ensure consistent teacher judgement and accurate plotting of student progress on the Literacy and Numeracy Continuums. Assessments were developed, along with specific marking criteria to gain information regarding student comprehension levels. This information was used to target students who required further support in this area and to target skills required to move students to the next cluster of the continuum. School Learning Support Officers were engaged to continue the implementation of *Key into Maths* during Term 4. This program has proven to be successful for the middle band of students and will be continued in 2017. Our data collection of student achievement and referrals to the Learning and Support Team for those students not meeting benchmarks ensure that all students' progress is tracked and monitored. Provision of curriculum was enhanced by strong links with other schools in our Communities of Schools (HOTSCOS and COSbTR). Students were able to participate in a range of enrichment programs provided by member primary and high schools.

Staff successfully implemented the Science syllabus in 2016 and minor adjustments were made to the delivery of content. Staff participated in professional learning regarding Goal, Role, Audience, Situation, Product (GRASP) tasks in science. Activities were developed for students using this model and incorporated into the science program. As part of the Southern Sydney Governance Group, the school undertook extensive training and professional learning for the Geography syllabus implementation. Staff visited other schools to view Self Organised Learning Environment (SOLE) sessions for this learning area and began incorporating this learning style in Term 4 with much success.

Teaching

2016 saw the staff focus on the element of *Effective Classroom Practice* and *Data Skills and Use* in the domain of Teaching. Through the Performance and Development cycle, staff critically reflected on their teaching practice and the teaching and learning programs of the school. Through the use of student performance data, staff were able to identify areas of strength, successful teaching practices and areas for development. Staff were encouraged to routinely view others' teaching methods and adapt lessons to suit the learning styles of the students in their class. Teachers have indicated they are more confident differentiating the curriculum and individual lessons to ensure all students have equitable access to the curriculum and are experiencing learning success. Teachers collaboratively reviewed student work samples and assessment tasks to ensure consistent teacher judgement and used this information to modify subsequent learning experiences.

School executive led the analysis of 2015 and 2016 NAPLAN data and used this information to inform key curriculum decisions throughout 2016 and for 2017. The analysis was used to understand the learning needs of students and the next steps of student learning. Assessment tools were used consistently and regularly throughout 2016 to assist staff with their planning for learning.

Leading

The element of *Leadership* was the primary focal point of the Leading domain. Parents and community members had the opportunity to engage in a wide range of school-related activities, with new initiatives (e.g. White Ribbon Mothers' Day afternoon tea and Fathers' Day breakfast) being added to the school calendar. Members of the school community are actively encouraged to assist with classroom activities, individualised learning programs, P&C and volunteer positions within the school. 2017 will see the expansion of the community program to include other community organisations such as Sutherland Council.

The school is committed to the development of leadership skills of both staff and students. The school's SRC took an active role in fundraising events through the year and is inclusive all grades. Regular meetings were held with the principal and school student leaders to review and implement initiatives across the school. School student leaders participated in the School Leaders in Primary Schools (SLiPS) Day hosted by The Jannali High School. 2017 will see the expansion of the program to Leadership by the River. Aspiring school leaders were encouraged to attend workshops throughout the year to develop their leadership style. Opportunities to lead Stage teams were realised and staff were able to build their capabilities and capacity through this process. Expert teachers in various curriculum areas led professional learning and provide opportunities for other staff to view their teaching practices and methods. This will continue to be a focus in 2017.

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

Responsible, adaptable and successful learners

Purpose

At Woronora River Public School the purpose of student learning is to develop adaptable and successful learners who are critically reflective and have a love of learning. They will be involved in creative and inquiry-based learning experiences to generalise their higher-order thinking to a variety of contexts in order to be global citizens who are responsible, collaborative and successful.

They will be equipped to extend and apply their knowledge to life's experiences.

Overall summary of progress

Moving the Middle in Literacy and Numeracy

In 2016, the Learning and Support Team (LaST) in collaboration with teaching staff identified students who would benefit from targeted support from classroom teachers and the Learning and Support Teacher in the areas of literacy and numeracy. The Super Six Comprehension strategies continued to be a focus of the literacy program and was expanded from Stages 2 and 3 to all stages. Analysis of the 2015 NAPLAN data indicated a focus on numeracy was required in 2016. *Key Into Maths* was successfully implemented 3 days per week in Term 4. Students from Stage 2 were targeted in the program and small group instruction was employed. Teachers also ensured they were explicitly teaching key concepts in the area of Mathematics.

Australian Curriculum Implementation

The school completed a successful trial of the science scope and sequence in 2016. Staff felt confident the scope and sequence and units of work addressed the requirements of the syllabus and the learning needs of students. Staff began developing a combined History and Geography scope and sequence in Term 3. This will be finalised in early 2017. Staff confidence with new syllabus has continued to grow and further engagement with the syllabus and support documents will enhance staff experimentation and delivery of content.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of students in Bands 5 & 6 in YR 3 and Bands 7 & 8 in Yr 5 NAPLAN	Significant progress was made with 2016 Year 5 students: <ul style="list-style-type: none">• In numeracy there was an increase of 13.1% of students achieving in Bands 7 & 8 compared to 2015.• 23.1% of students achieved in Bands 7 & 8 compared with 0% in 2015 in spelling• 38.5% of students achieved in Bands 7 & 8 in grammar & punctuation• In writing 15.4% of students achieved in Bands 7 & 8 compared with 10% in 2015 Similar progress was evident with the Year 3 cohort <ul style="list-style-type: none">• An increase of students in Year 3 achieving in Bands 5 & 6 from 25% in 2015 to 33.6% in 2016• In Grammar and punctuation 72.1% of students achieved in Bands 5 & 6 compared with 40% in 2015• An increase of students achieving in Bands 5 & 6 to 47.9% from 2015 of 45% for the area of spelling• In reading 57.2% of students achieved in Bands 5 & 6 compared with 55% in 2015	\$2623.52 <i>Liteacy and Numeracy Funds</i> \$243.40 <i>Key Learning Area – English</i> \$2272.73 <i>Key Learning Area – Mathematics</i>
Increase the percentage of students achieving expected or greater growth in Literacy and Numeracy continuums	Teaching staff engaged in professional learning regarding PLAN data and consistent teacher judgement in Term 1 with an expert teacher from another local primary school.	No cost to the school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of students achieving expected or greater growth in Literacy and Numeracy continuums	<p>All students were assessed using oral and written comprehension probes and assessed using marking criteria to ensure consistent teacher judgement.</p> <p>All students were plotted on the literacy and numeracy continuums.</p> <p>Teachers used consistent teacher judgement and worked collegially in Stage teams to plot students on the continuum.</p> <p>Teachers use continuums and PLAN data to plan relevant learning experiences to ensure student learning growth</p>	
Teaching programs reflect consistent use and judgement of appropriate assessment strategies – WALT/WILF	<p>New teaching staff engaged in professional learning regarding WALT and WILF strategies.</p> <p>All staff use WALT to engage students in learning outcomes and lessons in literacy and numeracy. Early Stage 1 and stage 1 teachers write the WALT on the board at the beginning of each lesson and discuss it prior to the commencement of teaching. Stage 2 and 3 teachers use a range of methods to ensure engagement with the WALT for students.</p> <p>Staff collaboratively review student work samples to ensure consistent teacher judgement of student achievement and progress.</p> <p>Students rated Teachers' Expectations for Academic Success 9.1 out of 10 (<i>Tell Them From Me survey 2016</i>)</p>	No cost to the school
Teaching programs reflect syllabus content, quality learning experiences and innovative pedagogy	<p>Teacher programs reflect teachers using higher order questioning to engage and extend students</p> <p>Teaching programs reflect appropriate syllabus content for individuals and groups and differentiation is evident</p> <p>Teachers engage in collegial observations to improve their pedagogy and refine their teaching practice</p> <p>Teachers engaged in professional learning regarding the history and geography syllabuses to gain a deeper understanding of the content of the syllabuses and teaching methods that support the content, knowledge and skills that students require in these learning areas</p>	No cost to the school

Next Steps

Moving the Middle in Literacy and Numeracy

- review the mathematics scope and sequence to ensure consistency in content delivery
- set exit targets for students in standardised tests and NAPLAN in 2017

85% of students to reach exit reading benchmark for each grade

30% of students in Year 5 to achieve in Bands 7 & 8 in spelling

40% of Year 3 students to achieve in Bands 5 & 6 in numeracy

- review the school's current spelling program
- continued opportunities for teaching staff to collaboratively plan assessment tasks and assess student performance against learning outcomes and plot progress on the literacy and numeracy continuums

Australian Curriculum Implementation

- finalise combined history and geography scope and sequence
- trial history/geography scope and sequence
- purchase resources to support the history and geography syllabuses
- all staff to participate in professional learning to modify and differentiate units of work to support the learning of all students
- extend professional collegial observations to other schools in our Communities of Schools

Strategic Direction 2

Dynamic, innovative and collaborative educators

Purpose

At Woronora River Public School the purpose of staff learning is to develop dynamic, innovative and collaborative educators who use effective teaching and assessment strategies in their daily planning.

Teachers will actively seek professional learning opportunities to enhance their persona; pedagogy and improve student learning outcomes.

Teachers will collaborate and share knowledge, skills, expertise and resources to ensure best practice.

Overall summary of progress

Positive Performance and Development Culture

Staff continued to engage in professional learning about the Performance and Development Framework and the Australian Teaching Standards. Staff generated personalised Performance and Development plans in consultation with the principal. Staff goals were aligned to the School Plan 2015–2017 to ensure the school's strategic directions are realised and to build staff capabilities. The collegial observation process of 2015 was reviewed and minor adjustments were made to the scheduling of observations. Various styles of observation were used and the purpose of observation was negotiated with each staff member. All staff utilised the observation tool developed in 2015 to record their feedback to other staff. Staff has indicated they feel this is an invaluable tool and process to reflect upon their teaching practice.

21st Century Learning Tools

Teachers reflected on the use of 21st Century Learning Tools in their classrooms in 2016. Staff has indicated that their confidence with these tools is growing steadily but further professional learning in this area would be of assistance. 2017 will see the school build on the professional relationships with local schools developed in 2016 to ensure staff engage productively and meaningfully with 21st Century Learning Tools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff Professional Learning Goals achieved through the Performance and Development Framework	All teaching staff completed the Performance and Development cycle Over 90% of staff professional goals were achieved with significant progress made towards the others All staff demonstrated progress towards their professional learning go;as associated with ICT All staff indicated ICT would be an area for further development in 2017	
Students achieving at or above expected State growth in Literacy and Numeracy NAPLAN	Year 5 Results in 2016 NAPLAN show steady growth as compared to 2015 in reading. 2016 saw 45.5% of students compared to 12.5% in 2015 achieve expected or greater growth in spelling. 54.5% of students achieved expected or greater growth in grammar and punctuation compared to 2015's results of 37.5%. The percentage of students achieving expected or	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students achieving at or above expected State growth in Literacy and Numeracy NAPLAN	<p>greater growth in Numeracy decreased in 2016 to 54.5% as compared to 62.5% in 2015.</p> <p><i>Growth data is not available for Year 3 students.</i></p>	
Increased and broader use of 21st Century learning tools as per staff survey	<p>Early career teachers indicated their were more confident using 21st Century Learning Tools to support student learning as per staff survey</p> <p>Each class accessed the computer lab on a weekly basis</p> <p>Staff undertook training to manage the iPad bank</p> <p>All staff incorporated the use of multimedia, digital and interactive texts to support student learning in literacy</p> <p>Reading Eggs program expanded to all students in Early Stage 1 and Stage 1 to support early literacy development</p> <p>ICT is embedded across the curriculum as evidenced by teaching programs</p> <p>iPad usage increased in K–2 as per staff survey</p> <p>Purchased new apps for the iPads</p> <p>Mathletics continued as a teaching and homework tool for all years</p> <p>2 classes began using Class Dojo</p> <p>Years 3 to 6 teachers incorporated Office 365, BlogEd and Edmodo into their daily teaching</p>	<p>\$2500</p> <p><i>Mathletics</i></p> <p>\$100</p> <p><i>iPad apps</i></p>

Next Steps

Positive Performance and Development Culture

- Formulate a rigorous and targeted support program for early career teachers
- Reflect on and update Performance and Development Plans from 2016 to confirm alignment with the school's strategic directions and to ensure staff professional learning needs are met
- Develop an in-school calendar of professional learning opportunities and programs to ensure all staff learning needs are met
- School leaders continue to facilitate collegial observations and feedback sessions

21st Century Learning Tools

- Continue to expand the bank of iPad apps available for classroom use
- Staff to engage in professional learning with iPad technology
- Create a multimedia learning space within the school
- Staff to share news skills, 21st Century Learning Tools and ideas at teacher professional learning meetings
- Continue to monitor and review the embedding of ICT throughout the curriculum to support student learning outcomes

Strategic Direction 3

Shared responsibility to nurture the whole child

Purpose

At Woronora River Public School the purpose of school learning is to build a shared responsibility to nurture the whole child.

Parents will be actively engaged in a variety of school activities in classrooms and through P&C, to develop a common understanding of school practices and processes.

parents will be connected to the school and their input valued by staff and students.

Overall summary of progress

Parent Involvement Project

Working together for the benefit of all children is the premise behind the Parent Involvement Project. There continues to be progress in achieving the desired outcomes for our students. Engaging parents in the daily activities of the school promotes collaboration and connectedness for all involved. The P&C extended its support base with attendance at meetings increasing slightly from 2015. To assist with parent understanding of school policies and procedures a number of school plans of policy implementation were presented to the P&C over the course of 2016. This will need to continue into 2017. Classroom programs were enhanced by the involvement of parent helpers particularly in classes Kindergarten to Year 2. 2017 will see the continued request for parent helpers in these years and expand to the upper years. Parent tutors were once again very supportive of learning support programs and this allowed the school to expand the program slightly in 2016.

Transition Links

Woronora River Public School has formed close links with local school through *The Heart of The Shire Community of Schools* and the *Community of Schools Between the Rivers*. The school hosted enrichment days for both communities of schools with the assistance of staff from the *Royal National Park Environmental Education Centre*. These days were highly successful and will run at Woronora River Public School again in 2017. Our two local feeder high schools were chosen by almost 90% of Year 6 students for Year 7 enrolment in 2017. Kindergarten enrolments for 2017 indicate a slight increase from 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent engagement as measured through involvement at P&C, workshops and assisting class and individual programs and interest groups	<p>In 2016 parental assistance remained consistent with previous years with up to 6 parents assisting on a weekly basis in each of the K–2 classrooms.</p> <p>Parent tutors assisted with individualised reading programs which enabled 17 students to be targeted over the course of 2016. Parent tutors attended a training session at the beginning of each term prior to programs commencing.</p> <p>Attendance at P&C meeting averaged 12 members throughout the year. This is a slight increase on the average attendance of 10 in 2015.</p> <p>All 2017 Kinder parents attended Principal Interviews at the end of 2016</p> <p>Ethics for Stage 2 was introduced in 2016 after enquiry raised by parent in 2015.</p> <p>Family Science night was attended by over 50% of the school's families.</p>	No cost to the school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent engagement as measured through involvement at P&C, workshops and assisting class and individual programs and interest groups	Year 5 parents formed a Year 6 farewell committee to assist staff with preparations for tis event	
Increase in students choosing local high schools	<p>Principal attended Community of Schools Between the Rivers (COSBtR) and Heart of The Shire Community of Schools (HOTSCOS) meetings throughout the year to strengthen relationships with feeder high schools – The Jannali High School and Lucas Heights Community School</p> <p>Increase from 50% in 2015 to 88% in 2016 of Year 6 students choosing o attend their local public high school</p> <p>Stage 3 Enrichment program attended by 5 students in Semester 1 and 3 students in Semester 2. This is an increase of 4 students on 2015.</p> <p>Enrichment days held at various primary and high schools in our Communities of Schools.</p> <p>Ex–students speaking to stage 3 students about transitioning to high school</p> <p>All Year 6 students attended The Jannali High school regardless of high school selection</p> <p>Students in Year 5 attended Year 7 for a Day at Lucas Heights Community School</p>	No cost to the school

Next Steps

Parent Involvement Project

- Continue to request parental assistance from those with specific skills to assist the school
- Survey new parents to the school to gather information about skills and interest that could be utilised to create interest groups in 2017 and enrich students learning opportunities
- Greater promotion of the Woronora River Public School P&C and its purpose in supporting the school and student learning outcomes
- Investigate the possibility of Ethics being expanded to Stage 3 in 2017

Transition Links

- Expand links with local preschools
- Strengthen links with local high schools
- Invite principals of local high schools to speak at P&C meetings
- Continue to advertise local high schools through the school's newsletter
- Host Environmental Education and Science Enrichment days for HOTSCOS and COSBtR Communities of Schools

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	<p>All students requiring adjustments and accommodations are catered for within the school. 20 students were referred to the Learning and Support Team, in addition to those on recurring monitoring.</p> <p>14 students required adjustments to cater for a disability. 11 students required supplementary, 2 required substantial and 1 required extensive levels of adjustment.</p> <p>The Learning and Support Team targeted a number of students with specific numeracy and literacy programs. School Learning support Officers delivered individually designed programs to meet the needs of students.</p> <p>Learning and Support Team meetings were held weekly to discuss student progress and wellbeing.</p> <p>Regular parent contact between the team and classroom teachers ensured strong partnerships were formed with families.</p> <p>Personalised Learning Plans and Behaviour Modification Plans were developed for students in consultation with parents and were reviewed throughout the year.</p>	<p>\$12 180</p> <p><i>RAM Equity Loading for Low Level Adjustment for Disability and</i></p> <p><i>RAM Equity Loading for Socio-Economic Background</i></p>
Quality Teaching, Successful Students (QTSS)	<p>Funding was utilised for staff to view the teaching of other staff members. Funding enabled staff to set clear goals for improved teaching practice and with the assistance of executive staff achieve their goals.</p>	<p>School allocation for staffing of 0.077</p>
Socio-economic background	<p>Funds were allocated to support student engagement in a range of curriculum areas and special events.</p> <p><i>Also combined with low level adjustment for disability: See above</i></p>	<p>\$1873</p> <p><i>Also combined with Low Level Adjustment for Disability: See above</i></p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	54	55	60	53
Girls	59	58	54	50

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	96.9	95.8	96.6
1	96.3	96.4	94.8	96.7
2	93.8	97.2	94	95.4
3	96.6	96.6	95.3	93.5
4	94.5	94.6	95.1	94.2
5	96.9	95.5	90.1	92.6
6	95.6	97.1	94.2	92.7
All Years	95.6	96.4	94.4	94.8
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

Management of non-attendance

The Woronora River Public School Learning and Support Team (LaST) monitors the wellbeing of students and works proactively and collaboratively with the Home School Liaison Officer (HSLO) to provide support for students with poor attendance as necessary.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.71
Other Positions	0.04

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce.

Woronora River Public School does not currently have any staff who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	63.5
Postgraduate degree	37.5

Professional learning and teacher accreditation

The teaching staff of Woronora River Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve our priorities as set out in the School Plan 2015–2017. Staff were also involved in professional learning programs to build the capabilities of early career teachers and aspiring and current school leaders. Professional learning opportunities were provided to staff through a range of initiatives including, weekly whole–staff professional learning meetings and school development days. Staff members also attended workshops, professional network meetings and conferences outside of school hours. All staff members, teaching and non–teaching participated in mandatory compliance training in areas such as Work, Health and Safety, Child Protection, Code of Conduct, CPR, Anaphylaxis and Emergency Care. The main areas of

focus for 2016 were:

- Preparation and implementation of Learning Management and Business Reform
- Sutherland Area Primary Principal Association
- Principal professional learning days and workshops
- Financial Management
- Geography syllabus familiarisation and preparation
- Beginning Teacher network meetings
- Wellbeing Framework
- PLAN data use and analysis
- ASPIRE workshops
- History syllabus implementation
- Science GRASP tasks

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	127 668.33
(2a) Appropriation	120 007.91
(2b) Sale of Goods and Services	-742.50
(2c) Grants and Contributions	8 322.05
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	80.87
Expenses	-52 375.27
Recurrent Expenses	-52 375.27
(3a) Employee Related	-37 518.59
(3b) Operating Expenses	-14 856.68
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	75 293.06
Balance Carried Forward	75 293.06

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

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	862 477.43
Base Per Capita	6 114.84
Base Location	0.00
Other Base	856 362.59
Equity Total	34 459.42
Equity Aboriginal	0.00
Equity Socio economic	3 746.24
Equity Language	0.00
Equity Disability	30 713.18
Targeted Total	0.00
Other Total	6 741.84
Grand Total	903 678.69

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.

7 students from Year 3 and 13 students from Year 5 at Woronora River Public School participated in the National Assessment Program in 2016.

Year 3

In reading 57.2% of students achieved in Bands 5 and 6 compared with 55% in 2015.

In writing 57.1% of students achieved in Bands 5 and 6 compared with 60% in 2015.

In spelling 47.9% of students achieved in Bands 5 and 6 compared with 45% in 2015.

In grammar & punctuation 72.1% of students achieved in Bands 5 and 6 compared with 40% in 2015.

Year 5

In reading 53.9% of students achieved in Bands 6, 7 and 8 compared with 50% in 2015.

In writing 15.4% of students achieved in Bands 7 and 8 compared with 10% in 2015.

In spelling 23.1% of students achieved in Bands 7 and 8 compared with 0% in 2015.

In grammar & punctuation 38.5% of students achieved in Bands 7 and 8 compared with 10% in 2015.

Year 3

In numeracy 33.6% of students achieved in the top two bands as compared to 25% in 2015.

Year 5

In numeracy 23.1% of students achieved in the top two bands as compared to 10% in 2016.

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.

Woronora River Public School continues to increase the percentage of students in the top two bands for literacy and numeracy. There has been an increase of at least 2% in all areas excepting Year 3 writing and gains of upwards of 20% in Year 5 spelling.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me surveys parent/caregiver, student and teacher satisfaction. Our school is committed to seeking the opinions of parents, students and staff about the school. 2016 was the first year Woronora River Public School participated in the Tell Them From Me surveys. Students in Years 4 to 6 were surveyed, as well as parents and teachers. All staff, 38 students and 13 parents responded to the survey.

The scores for the Likert-format questions (i.e. strongly agree to strongly disagree) have been converted to a 10-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position.

Parent Responses

- I feel welcome when I visit the school: 9.1
- I can easily speak with the school principal: 9.4
- Reports on my child's progress are written in terms I understand: 8.1
- School supports positive behaviour: 8.4
- My child is clear about the rules for school behaviour: 9.1
- Teachers devote their time to extra-curricular activities: 8.5
- My child feels safe at school: 8.9

Teacher Responses

- School leaders have provided guidance for monitoring student progress: 8.8
- I talk with other teachers about strategies that increase student engagement: 9.2
- I work with other teachers in developing cross-curricular or common learning
- I set high expectations for student learning: 9.0
- Students find class lessons relevant to their own experiences: 8.8
- I use results from formal assessment tasks to inform my lesson planning: 9.0
- Students receive feedback on their work that brings them closer to achieving their goals: 9.0
- I set clear expectations for classroom behaviour: 9.6
- Technology: 6.0

practices which promote inclusivity, cultural awareness, diversity and respect for the cultures and beliefs of all members of the school community. It is acknowledged that the cultures and beliefs of all individual school community members enrich the whole community. All students are educated to overcome racism and prejudice through acceptance, recognition and respect. The school has a trained Anti-Racism officer to support students and staff.

Student Responses

- 73% of students had a high rate of participation in extra-curricular activities. The NSW Govt norm for these years is 55%
- 95% of students tried hard to succeed. The NSW Govt norm for these years is 88%.
- Effective learning time: 8.4 The NSW Govt norm for these years is 8.2
- Classroom instruction relevant to their everyday lives: 8.3 The NSW Govt norm for these years is 7.9
- Classroom instruction is well-organised and has a clear purpose: 8.6 The NSW Govt norm for these years is 8.2
- Someone at school who consistently provides encouragement and advice: 8.4 The NSW Govt norm for these years is 7.7
- Teachers are responsive to their needs: 8.9 The NSW Govt norm for these years is 8.4
- School staff emphasises academic skills and hold high expectations for all students to succeed: 9.1 The NSW Govt norm for these years is 8.7

Policy requirements

Aboriginal education

The goals outlined in the Department of Education Aboriginal Education Policy continue to guide and inform teaching programs at Woronora River Public School. Aboriginal Education perspectives are embedded in literacy, history, geography and science units of work and are effective in providing a solid foundation of understanding for our students. Students recognised Sorry Day, NAIDOC Week and Harmony Day, and participated in a range of associated activities. Woronora River Public School is committed to ensuring all students develop an understanding of the culture and perspectives of Aboriginal people as the First Peoples of Australia.

Multicultural and anti-racism education

The school maintains a focus multicultural education by providing perspectives in curriculum areas that develop the knowledge, skills and attitudes for a culturally diverse society. Our school as a range of programs and