

Wollongong Public School

Annual Report



2016



3954

Introduction

The Annual Report for **2016** is provided to the community of **Wollongong 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.

Harold Cosier

Principal

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Message from the Principal

Wollongong Public School is located in the Wollongong CBD and provides education opportunities to a diverse community and with students from over 45 language backgrounds we pride ourselves on the inclusive nature of our school. With a growing population of over 450 students, Wollongong Public School is committed to a learning environment that is continually striving for high academic achievement through quality teaching and strong welfare programs.

We provide a rigorous academic curriculum along with a wide spectrum of opportunities and experiences that aim to develop the whole child. The school provides programs in dance, sport, choir, music, visual arts, chess, public speaking, debating and leadership.

The school prides itself on its inclusive learning environment and the way it celebrates and focuses on the benefits cultural diversity brings.

The school offers carefully tailored support to meet the individual needs of all students. Our very active learning support team meets weekly to ensure our teaching and learning resources are being equitably and professionally matched to respond to student needs.

Wollongong Public School promotes community involvement in many programs, and relationships with parents are valued and promoted in our school planning. Unfortunately the pace of modern living has meant that we have not been able to maintain our parent run canteen, but it is hoped that an alternative form of canteen will be established in 2017.

This report is a snapshot of our performance over the year and it highlights some wonderful results as well as areas for further development.

Message from the students

This time last year it was announced that we had been chosen as school leaders for 2016 along with Jeremy, Holly, Rebecca, Angus, Jackie and Eric as prefects. Now we are at the end of our final year at Wollongong and we have had a great year as School Captains. We have taken part in numerous activities as school leaders and have met lots of important people such as Lord Mayor of Wollongong Gordon Bradbery, the Principal of Keira High School, Mr Robson, and Federal Member for Cunningham, Sharon Bird. The most interesting thing we did as School Captains was attending the captain inductions at Keira High School earlier this year. We also enjoyed representing our school when we went to Canberra on the Stage Three excursion and got to explore Parliament House and the War Memorial. We would like to thank our teachers and support staff who have guided us through our primary schooling and helped us in our senior year to prepare for high school.

We would also like to thank our wonderful peers for completing primary school with us and for being wonderful, kind and helpful friends! We know that next year's school captains will do a great job representing Wollongong and that they will never forget this wonderful experience as we won't.

We would like to pass our congratulations to Wollongong's new Captains and Prefects. Now that we will be handing our roles over to you we hope you'll enjoy representing Wollongong Public School as much as we have. We hope that we have served the school well and helped to make it a better place for everyone.

Portia Johnson and Jack Webb School Captains

School background

School vision statement

Wollongong Public School strives to promote a culture of excellence, by supporting our students through challenging and stimulating learning experiences and opportunities that enable them to explore and build on their gifts and talents.

We aim to collaborate and engage with the school community to ensure students become life-long, self-motivated learners who take ownership of their learning. We foster high expectations and risk taking through a cooperative learning environment.

Through our commitment to providing quality learning programs for the future focused learner, students will become effective citizens who are supported and challenged to reach their full potential.

School context

Wollongong Public School has a proud heritage as one of the oldest schools in the Wollongong area. It is an inner city multicultural school, with fifty two percent of students from Language Backgrounds Other than English. There are two Opportunity Classes at the school catering for gifted and talented students from the Wollongong, Wollongong North and Shellharbour Education Areas. A highly dedicated staff, comprised of a well balanced mix of experienced and beginning teachers, supports the diverse student population. Wollongong Public has an expected enrolment of 447 students for 2016 in 18 classes, K–6.

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.

In the Learning Elements of the School Excellence Framework there was some evidence of moving from Delivering to Sustaining and Growing. This was supported by: our Gifted and Talented policy introduction; implementation and supported learning programs based on Personal Learning Pathways for our Aboriginal students; increased collaboration within the EAL/D team and between teachers to track and consistently report on student progress and achievement; regular and frequent strategic planning sessions based on a distributive leadership model; all students K–6 now have frequently updated PLAN data which has been shared with parents; establishment and further development of learning alliances with the University of Wollongong, Keira High School and the Keira Community of Schools; and the school achieved sustaining and growing value added data outcome from Year 3 to 5.

In the majority of Teaching Elements of the School Excellence Framework there was evidence of moving from Delivering to Sustaining and Growing.

This evidence includes: Implementation of whole school explicit phonics teaching and learning program resulting in all students K–6 being assessed and tracked on a common area of learning; buddy teaching/ mentoring program introduced and facilitated using cross stage pairing with a constructive feedback focus; collaborative moderation sessions throughout the year as well as stage based planning sessions involving the critical analysis of data to inform teaching; formative assessment / visible learning Community of Schools initiative participation and transference into all classrooms with teachers all introducing learning intentions and success criteria into their daily practice; targeted professional learning sessions led by executive focused on strategic planning and tracking as well as Performance and Development Plan (PDP) self-assessment and evidence collection; and all staff writing PDP goals that are closely linked to the Australian Standards for Teachers with direct feedback and annual review methods in line with accreditation expectations.

In the majority of Leading Elements of the School Excellence Framework there was evidence of moving from Delivering to Sustaining and Growing. This was supported by:

Implementation of learning committees in which areas of interest and school needs were addressed with goals

and initiatives implemented; introduction of a Community Consultation Group who met each term to discuss topical issues as well as involve a representative parent group in school decision making processes; processes have been streamlined to deliver services and information through translated documents; the use of community noticeboards; the newly introduced SkoolBag app; and ;executive team members introducing the Seesaw App into their classroom practice.

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

Teaching and Leading

Purpose

To foster and create a quality learning environment that is effective, authentic and productive with high learning expectations for the future focused learner and educator.

Quality teaching is the driving force in improving classroom practices and achieving success through explicit teaching methods. The leadership team supports a culture of educational aspiration and ongoing performance development, resulting in sustained and measurable whole-school improvement.

Overall summary of progress

In 2016, we have continued our focus on implementing The Performance and Development Framework. In order to engage all staff in reflective teaching practice, supervisors have engaged in professional meetings with staff on the relevance of Performance and Development Plan (PDP) goals and progress towards achievement. All staff successfully set PDP goals that are transferable and reflect the Australian Teaching Standards and are expected to demonstrate and provide evidence of positive outcomes for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• The Performance and Development Framework will be implemented and engage all staff, driving successful teaching and learning practice.• 90% of students are able to verbally identify their learning intention and success criteria for any lesson at any given point in time. This awareness reflects their understanding of where they are in their learning and what they are working towards.	All teachers engaged with the Performance and Development Framework, negotiating both shared and individual goals with their supervisors. Students began the process of identifying their Learning Goals with some indication that this understanding of learning is being shared in the home environment.	Staff Professional Learning • Professional Learning (\$19740.00)

Next Steps

Wollongong Public School's classrooms will have students and teachers working productively in an environment focused on learning and pedagogy that sets high and explicit expectations. In 2017, the next steps are

Student growth is accurately tracked and teachers analyse data to show evidence of teaching impact.

Students will engage in informative dialogue with parents about their quality learning at school and demonstrate high levels of metalanguage in their explanations.

Strategic Direction 2

Learning and Assessment

Purpose

To ensure that all teachers have a deep and clear understanding of the curriculum and assessment. By working collaboratively, consistently and clearly using the student achievement through data collection to map out the direction of our teaching and learning cycle. Students will receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development in the future.

Overall summary of progress

Continued progress and development has been achieved towards our improvement measures through the consolidation of staff professional learning with a Literacy consultant disseminating knowledge of Get Reading Right. Professional readings continue to develop staff awareness of current research based pedagogy and best practice. All staff are continually monitoring and analysing Camera Word data to inform learning growth and ongoing future programming for all students. Collective responsibility by all staff and a culture of strategic professional learning has led to improved student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students demonstrating expected growth per semester across DEC Literacy and Numeracy continuums relevant to expected time frames. All staff have a strong understanding of clusters and data using the learning continuums. 80% of students achieving in the top two NAPLAN bands in reading and spelling. All classrooms will establish a data wall in Literacy and/or Numeracy. All staff participating in professional learning in explicit phonics and comprehension strategies.	All staff participated in professional learning in the Get Reading Right Phonics program throughout the year. Some staff are showing a strong understanding of clusters and data using the learning continuums. There was significant growth in spelling results in the top two NAPLAN bands (73%) but a smaller increase in reading (55%). A limited number of staff established data walls in classrooms.	Get Reading Right phonics program, professional learning • professional learning (\$22000.00)

Next Steps

In 2017, the students at Wollongong Public School will receive integrated, coherent learning experiences that will contribute towards their personal, academic and professional learning. In support of this the next steps are:

Maintain professional readings to continue developing staff awareness of current research pedagogy and best practice.

All staff to continue and contribute to a transparent learning culture through collegial demonstration lessons and planning whilst reflecting on the Australian Professional Standards for Teachers.

Consistent teacher judgement (CTJ) and comprehensive subject and content knowledge will underpin whole school

assessment and teaching strategies.

Data walls being utilised by staff to drive the teaching and learning cycle.

Strategic Direction 3

Engaging with the Community

Purpose

To build a strong partnership with the vibrant and multicultural school community in order to drive high levels of learning and engagement.

Through engagement with the school community, we aim to achieve and enhance targets, both social and academic, while promoting our school as a welcoming centre of learning for the entire community.

Overall summary of progress

In 2016, we have continued to place much emphasis on sustaining and improving communication procedures and practices. The school continues to aim towards creating a school-wide, collective responsibility for student learning and success with high levels of community engagement. Translated documents and increased methods of communication were supported by a Community Languages SLSO being made available during parent teacher interviews and to support the parent interview sign up period. Additional languages have also been made available to support parent understanding of student learning during the school reporting period. Improved communication was further supported through the implementation of the Skoolbag App and Community noticeboard to publicise important dates and information. Survey data was collected and analysed regarding parent satisfaction with the current reporting process and results indicate that over 60% of respondents felt that current reporting practices provided them with adequate information.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase in parental participation in scheduled teacher interviews to 80 per cent. One targeted community event will take place for each stage each term.	There has been an increase in parental participation in teacher scheduled interviews throughout the year to 46%. There has been a specific community event involving each stage in every term.	Community Consultation funding • Community Consultation funding (\$4031.00)

Next Steps

Based on our self-assessment in 2016, our next steps will be:

To survey our school community regarding communication procedures and practices to determine the effectiveness of the community noticeboard, the weekly newsletter and the Skoolbag App push notifications for urgent and important contact with parents.

To improve community involvement and presence within the school by hosting events such as the Easter Hat Parade, Book Week Parade, Education Week Open Classrooms and Harmony Day community afternoon of entertainment.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have Personal Learning Plans that reflect their specific needs. The goals in these are developed through student–teacher–parent consultation. Funds were used to employ a Support Officer to assist children in class and work towards achieving their set goals.	\$4821 – Support Officer salary
English language proficiency	Under English language proficiency funding, the school has been able to employ two full time EALD teachers and a part time Support Officer to support children in the identified phases of their English learning. Our largest language group (Arabic) can now be contacted in their home language.	\$174,388 – Teachers and Support Officer
Low level adjustment for disability	Student learning Support Officers were employed to assist identified students in the classroom and in the playground. These Support Officers also assisted in the development of Individual Education Plans for the students.	\$101,875 – Employment of Support Officers
Quality Teaching, Successful Students (QTSS)		
Socio–economic background	Additional Learning Support Teacher time was provided using socio–economic funding supporting identified students across the school	\$22871 – Learning Support teacher
Support for beginning teachers	Beginning Teacher funding used to support two beginning teachers allowing them to observe and team teach with other teachers.	\$7147 supporting Beginning teachers
Targeted student support for refugees and new arrivals	Refugee funding was used to support a Transition to School program for refugee students enrolling in school in 2017	\$2,451 to employ Community Support Officer

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	240	245	248	256
Girls	194	204	193	197

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	95.5	93.9	96.7
1	96.1	96.2	94.2	95.5
2	96.6	95.7	93.9	94
3	95.1	95.5	93.2	94.5
4	96	96	93.7	92.9
5	96.6	96.3	93.8	95.7
6	95.6	95.8	93.9	95.2
All Years	96	95.9	93.8	94.9
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
KP	18
KC	19
KB	19
K-1A	18
1-2B	25
1-2N	27
1-2L	25
2G	25
3D	26
3M	28
4S	25
4E	25
4C	23
5-6B	29
5C	30
5-6R	30
5-6H	30
6S	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.56
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	1.4
School Administration & Support Staff	3.17
Other Positions	0.16

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

Delete text not required.

Teacher qualifications

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

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 <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	271 020.97
(2a) Appropriation	249 990.67
(2b) Sale of Goods and Services	21.18
(2c) Grants and Contributions	20 886.86
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	122.26
Expenses	-160 871.86
Recurrent Expenses	-160 871.86
(3a) Employee Related	-93 539.03
(3b) Operating Expenses	-67 332.83
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	110 149.11
Balance Carried Forward	110 149.11

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.

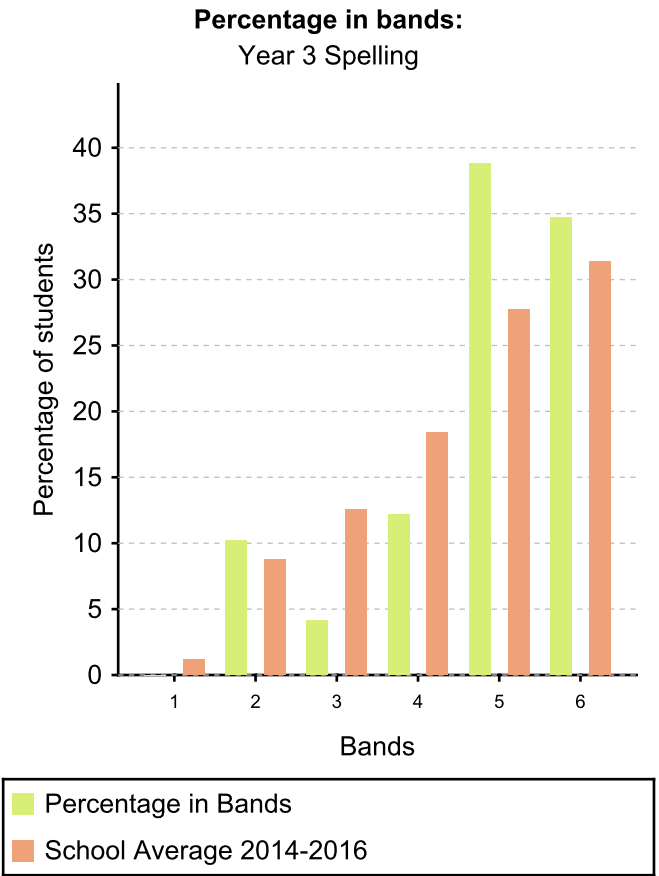
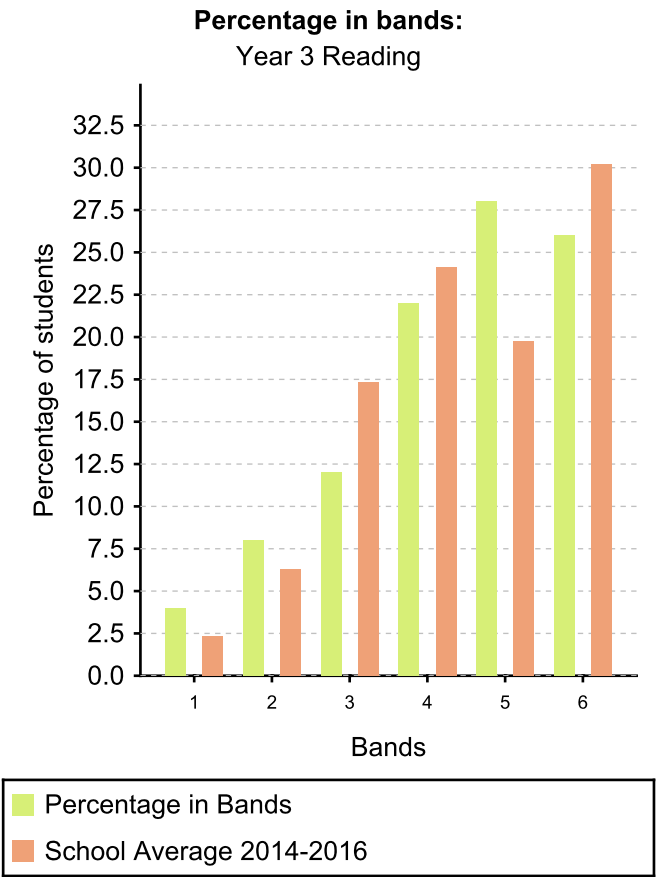
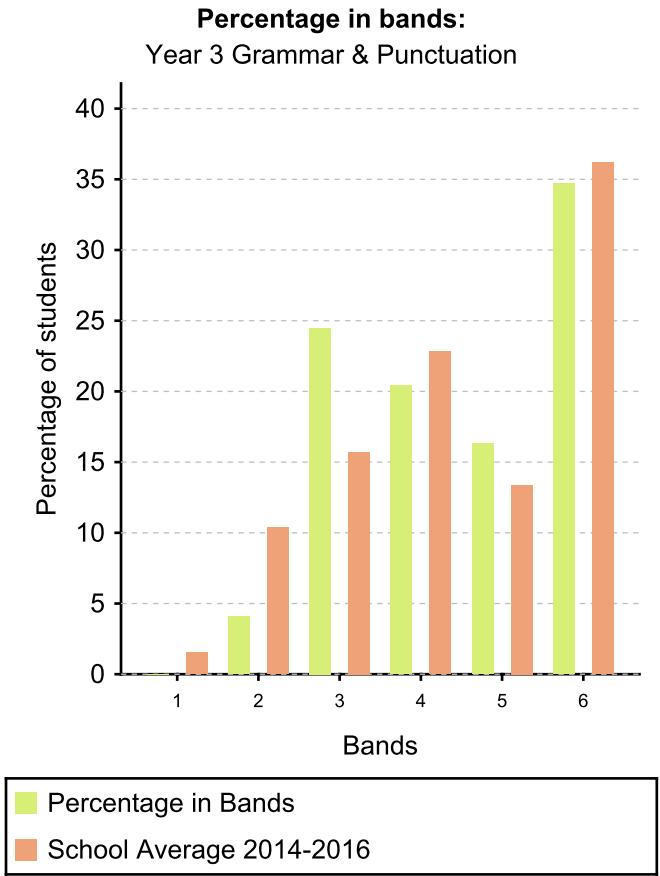
	2016 Actual (\$)
Base Total	2 841 425.60
Base Per Capita	23 523.40
Base Location	0.00
Other Base	2 817 902.21
Equity Total	303 957.42
Equity Aboriginal	4 821.97
Equity Socio economic	22 871.78
Equity Language	174 388.06
Equity Disability	101 875.62
Targeted Total	85 438.84
Other Total	72 647.30
Grand Total	3 303 469.17

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.

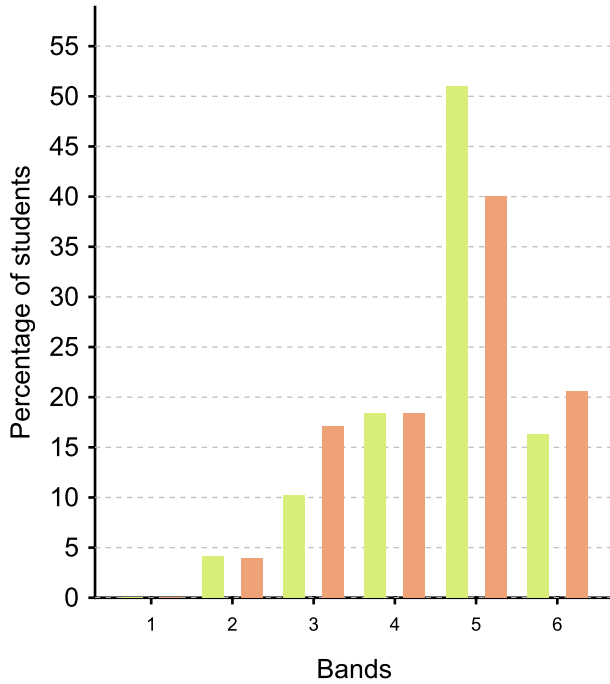
School performance

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.

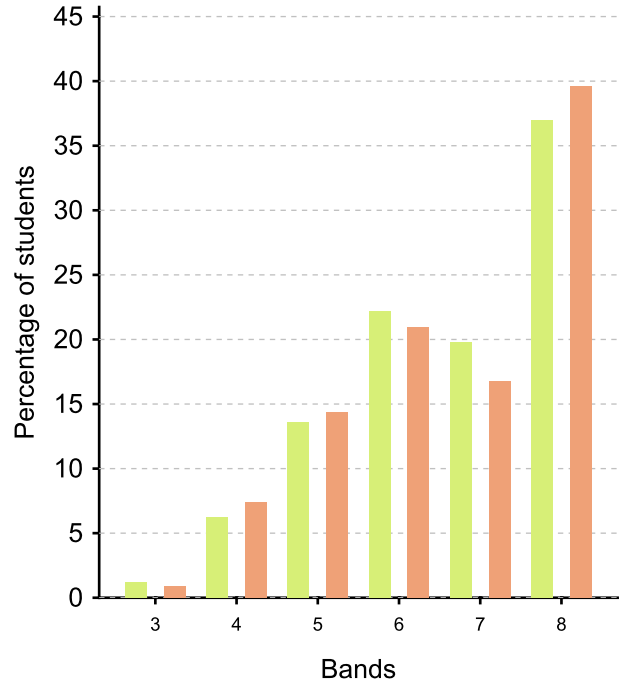


Percentage in bands:
Year 3 Writing



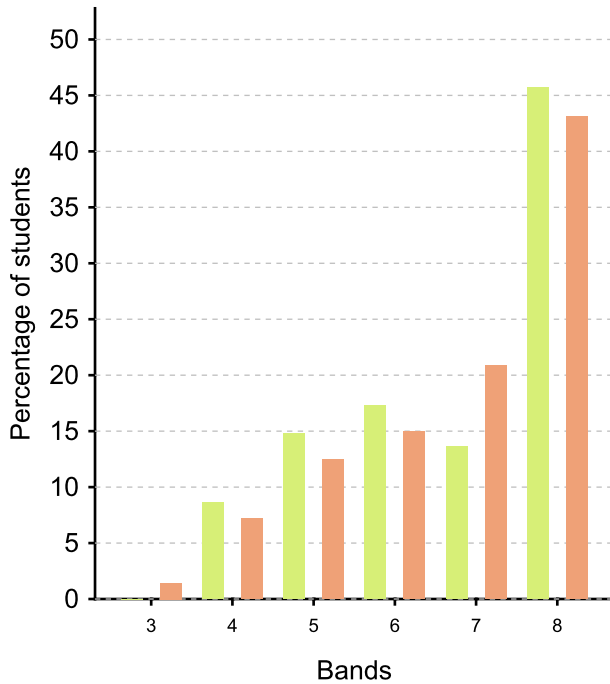
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



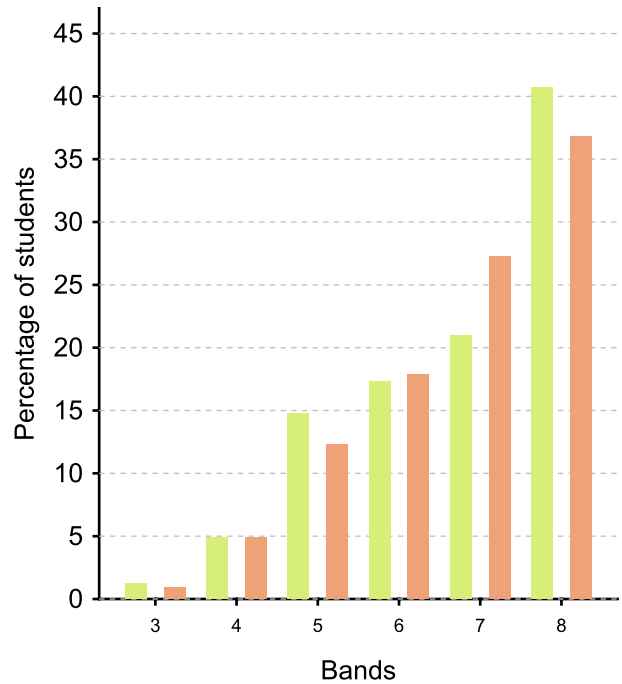
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



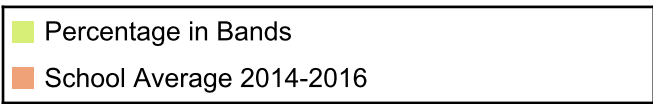
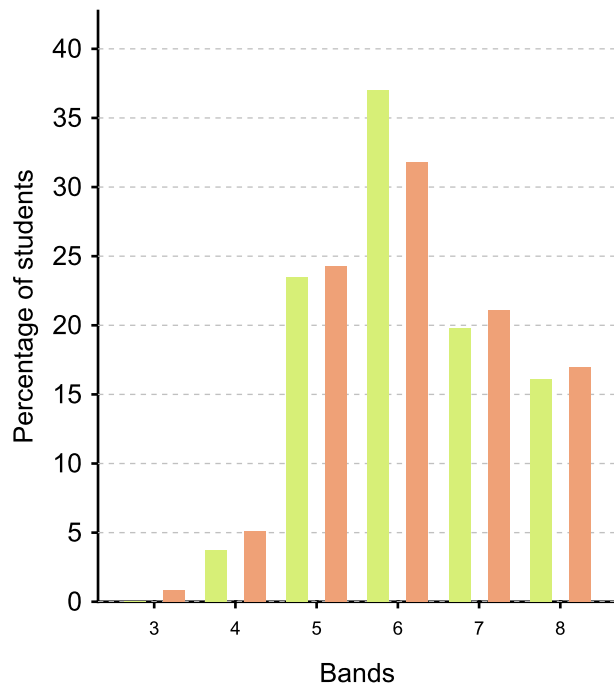
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Policy requirements

Aboriginal education

Support funding employed a Student learning Support Officer to work with Aboriginal students throughout the year. While there has been some improvement, no Aboriginal students are currently achieving in the top 2 NAPLAN bands

Multicultural and anti-racism education

As Wollongong Public School has over 50% of its students coming from a Non English Speaking Background, supporting these students is a high priority in the school. The school celebrates its diversity through programs offering a strong multicultural perspective, by promoting tolerance and harmony and offering inclusive activities for all students. This is reflected in a canteen that offers a variety of appropriate foods for a range of cultures and religions.

We pride ourselves on our very inclusive playground, where children are not judged by race or colour or language, but on the people they are.