

# Woollooware Public School

## Annual Report



2016



3957

## Introduction

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

Jason Ezzy

Principal

## School contact details

Woollooware Public School

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9523 5411

## Message from the Principal

Woollooware Public School is proud to provide quality education in a happy and caring environment. This is demonstrated by our culture of continuous improvement focusing on high expectations of teaching and learning.

Its welcoming and friendly atmosphere ensures all children, staff, parents and members of the community feel valued.

Overall, the vision for Woollooware Public School is to provide learning for life. That is, learning that will equip our students for their future and ignite a passion for lifelong learning. Our well-being initiatives and the educational programs set in place enrich and support student's learning. These programs endeavour to provide the students with opportunities which will enable them to be life-long learners.

I would like to extend a big thank you to our P&C (Parents and Citizens Association) led by Joanne Ball. Our P&C have worked tirelessly throughout the year to ensure the children are given the best opportunities.

In 2016, the students have had many opportunities in academic, sporting and creative pursuits. Their achievements are outlined throughout this report.

## School background

### School vision statement

At Woollooware Public School, we value and respect the individuality of each student and will deliver opportunities to grow and foster all aspects of our students' development. Our students will learn in a caring and supportive environment where a positive sense of wellbeing will be fostered. They will be skilled learners with high levels of literacy and numeracy achievement, who work creatively, collaboratively, confidently. They will think critically and solve problems and be equipped to meet the demands of life in the 21st Century.

Our students will be taught by outstanding teachers with high expectations and who are committed to academic excellence for all through personalised learning. A culture of continuous improvement will be fostered and teachers will engage in quality professional learning.

We will continue to build partnerships with our parents and community, aligning our efforts through strong communication to support students in achieving their potential.

Overall, Woollooware Public School will provide **learning for life**. That is, learning that will equip our students for their future and ignite a passion for lifelong learning.

### School context

Woollooware Public School has a student population of approximately 480. It is situated in the coastal area of Sydney's southern beaches. Established in 1951, it provides learning for life in a caring, safe and supportive environment.

The school has a strong emphasis on providing quality teaching and learning programs across the curriculum and a broad range of extra opportunities for all its students.

At Woollooware Public School, we are a learning community that is committed to the development of the whole student and value the contribution of parents in all aspects of school life.

The school is focussed on continuous improvement and achieving excellence. The staff at Woollooware Public School are highly experienced professionals who participate in on-going learning in their endeavour to meet the individualised needs of all students in their care.

## 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

### Student Outcomes

#### Purpose

Increasing levels of achievement for every student involve sharing high expectations and the delivery of programs and practices that will ensure every student accesses excellence in teaching instruction. The positive impact of personalisation in learning is a key strategy to achieving this.

#### Overall summary of progress

As a part of our Successful Learners project, all teaching staff engaged in lessons studies to promote reflective and collaborative practice. Survey results indicate that students, parents and staff feel that Woollooware Public School is a caring and effective learning environment.

#### 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"><li>• Tell them From Me Survey<ul style="list-style-type: none"><li>* Increase the average score in Inclusive School from 8 to 8.5.</li></ul></li></ul>	<p>In 2016, the school sought the opinions of parents, students and teachers about the school. They were asked to reflect on the programs and practices that were highly valued.</p> <p>Parents feel Woollooware is a safe school environment. They felt the school supports positive behaviour and learning.</p> <p>Parents are made feel welcome when they visit the school and that it is easy to speak with children's teachers.</p> <p>Teachers feel they work in an inclusive school which employs strong collaborative practices. Teachers felt it was important to use teaching strategies which take into account the needs, interests and abilities of the individual students.</p>	Time for school staff to review and triangulate data.
<ul style="list-style-type: none"><li>• 87% of students meeting intended benchmarks in literacy and numeracy on PLAN continuum.</li></ul>	Teachers are using consistent judgement when placing placing students in continuum clusters. Students are meeting intended benchmarks	Lesson study project.
<ul style="list-style-type: none"><li>• All Learning Areas have clearly stated scope and sequence plans and accompanying units of work and assessment plans which reflect the content and pedagogy of each syllabus.</li></ul>	The new History and Geography syllabus have a clear scope and sequence plan for each grade/stage. Units of work have been collaboratively produced and reflect the pedagogy of each syllabus.	Lesson study project.  Successful Learners project – time for unit writing and scope and sequence development.
Students in Year 5 achieving expected growth in NAPLAN: <ul style="list-style-type: none"><li>• in numeracy will increase from 34.5% to 45%</li><li>• in reading will increase from 54.5% to 64.5%</li><li>• in writing will increase from 64.3% to 70%</li></ul>	Year 5 student growth has increased in numeracy and writing. Strategies are in place to enhance programs in reading to promote further growth.	Successful Learners Project.

#### Next Steps

In 2017, the Successful Learners Project and Student Wellbeing Project will continue to be implemented. Strategies will be embedded in classroom practice to support all students to reach their full potential as well as have their social and emotional needs addressed. There will be continued opportunities for staff to collaborate in order to achieve consistent teacher judgement.

## Strategic Direction 2

### Teacher Quality

#### Purpose

Quality teaching is essential to the success of our student sand we are therefore committed to fostering a reflective school culture with a focus on continual improvement and innovation. We will increase teacher capacity through a collaborative approach to consistently implement highly effective teaching pedagogy and programs.

#### Overall summary of progress

There is excellent movement towards the ongoing achievement of exemplary teaching and quality learning. Staff are reflective, engage in professional learning and know their students deeply.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of students achieving expected growth in Year 5 in NAPLAN from 54.5% to 64.5%	Year 5 students are continuing to reach expected growth in NAPLAN	Additional staff support for maths groups.  Learning assistance program in reading.
100% teachers will provide evidence to demonstrate progress towards professional learning goals as outlined in the Performance and Development Framework procedures for Woollooware PS	All teachers developed their own personal development plan according to specific goals: personal, stage and school. Each teacher worked hard to achieve these goals.	Stage planning days.
<b>Tell them From Me Survey</b>  Increase the average score: <ul style="list-style-type: none"><li>• in Collaboration from 7 to 7.8</li><li>• in learning Culture from 7.4 to 7.8</li><li>• in Data Informs Practice from 7.5 to 8.</li><li>• in Teaching Strategies from 7.6 to 7.8</li><li>• in Quality Feedback form 6.5 to 7</li><li>• in Overcoming Obstacles to Learning from 7.4 to 7.6</li></ul>	Tell them from me survey data indicates an increase in score in each identified area.	Time for analysing and triangulating data.

#### Next Steps

In 2017 we will engage in three projects to work towards this strategic direction. K–3 teaches will participate in a rigorous program informing practice in the teaching of mathematics in the early years: TEN. We will engage in a whole–school project to increase student outcomes in writing and continue our three–year project on embedding formative assessment strategies.



## Strategic Direction 3

### 21st Century Learning Capabilities

#### Purpose

The development of 21st Century skills are critical for equipping students for the future world they will live, learn and work in. Students need to be adaptive and resourceful, creative problem solvers and responsible citizens. This will enable them to reach their full potential and experience success as lifelong learners.

#### Overall summary of progress

Teachers continue to work collaboratively toward demonstrating exemplary 21st century teaching practices. They work with a critical and creative thinking program within the stages to incorporate elements of critical and creative thinking into their lessons. This encourages deep thinking and effective communication, technology skills and it builds resiliency.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Tell them From Me Survey –</b> <ul style="list-style-type: none"><li>• Increase the average score in Technology from 5.8 to 6.6.</li></ul>	All stakeholders demonstrate confidence in the use and integration of technology.	Computer coordinator. BYOD project.
<ul style="list-style-type: none"><li>• 85% increase of teacher confidence in using mobile devices in teaching and learning</li></ul>	All staff utilise mobile devices and sharing of ideas is encouraged in stage meetings.	BYOD project.
<ul style="list-style-type: none"><li>• Units of work include tasks that require students to think critically, respond creatively, solve problems and work cooperatively across a variety of key learning areas.</li></ul>	All classes used project-based learning throughout the year which encouraged students to think critically, respond creatively, solve problems and work cooperatively across various key learning areas.	21st Century Learning project.

#### Next Steps

Projects for 2017 will include the continuation of the 21st Century Learning project and the eSmart project to encourage safe and responsible digital citizenship.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Writing of personalised learning plans for indigenous students.	\$1340
<b>English language proficiency</b>	Students from a language background other than English were supported in small groups from experienced staff according to need.	\$14,400
<b>Low level adjustment for disability</b>	Students were supported through extensive learning and support programs organised by the learning and support teacher and supported by the Learning and Support team.	\$26,260
<b>Quality Teaching, Successful Students (QTSS)</b>	Lesson studies were undertaken by all of the teaching staff in small learning community groups in semester 1 and 2.	0.3 FTE
<b>Socio-economic background</b>	Funds were used to ensure that every student had equitable opportunities to fully access the curriculum.	\$14,500
<b>Support for beginning teachers</b>	Beginning teacher funds used to provide time for teachers to liaise with mentor and observe colleagues, program appropriately for students and engage in professional dialogue.	\$21,500
<b>Targeted student support for refugees and new arrivals</b>	New Arrivals Program assisted students with their language and reading skills on a single and small group program.	0.2 FTE (Term 3 and 4 only)



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	236	255	247	246
Girls	208	214	220	221

Woollooware Public School has maintained a constant enrolment intake. With extensive housing development in the catchment area, they may increase in future years.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	96.7	96	96.3
1	95.3	96.7	95.8	95.5
2	96	96.1	95	94.9
3	96	96.4	94.4	95.4
4	95.6	96.2	94.1	94
5	95.5	96.1	95.4	93.7
6	95.5	94	93.8	94.7
All Years	95.9	96	95	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
K YELLOW	21
K RED	20
K GREEN	20
1A	20
1S	20
1L	20
1B	19
2C	23
2W	24
2M	24
3J	29
3B	30
3/4P	30
4W	29
4/5K	29
5S	30
5L	29
6J	26
6A	29

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.6
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration & Support Staff	3.28
Other Positions	0.17

\*Full Time Equivalent

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

There was 1 permanent staff member of Aboriginal or Torres Strait Islander decent employed at Woollooware Public 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	62
Postgraduate degree	38

## Professional learning and teacher accreditation

### Professional learning and teacher accreditation

In 2016, all staff participated in regular professional development.

These sessions included:

- Maths/Numeracy – PLAN, TEN, lesson studies
- Formative Assessment
- Technology including 21st Century Learning capabilities and inquiry based learning process.
- Geography syllabus
- PLAN and NAPLAN analysis

In 2016, Woollooware P.S. had 7 beginning teachers employed across the school this included; 3 permanent and 4 temporary teachers.

All permanent beginning teachers received funding under the Great Teaching, Inspired Learning Reform. This funding was used as extra release time for beginning teachers to work closely with an experienced colleague and their stage team. Mentoring support, along with fortnightly meetings were held where all beginning teachers worked through the Staff Induction Policy, Early Career Teacher Support Program and BOSTES Teaching Standards with a school executive. Preparation for accreditation was also an integral part of this meeting time. Observation visits and feedback sessions, lesson studies and termly program reviews were also part of the beginning teachers program.

Building teacher capacity is a major part of the beginning teachers program. All beginning teachers participated in professional learning sessions both internally and externally supporting them in developing their skills and knowledge.

All beginning teachers had the opportunity to take on different roles this year as part of building their capacity. These roles included; teaching Dance, Band Coordinator and Science Coordinator.

## 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.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school's 2016 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.

Income	\$
<b>Balance brought forward</b>	<b>189 601.90</b>
Global funds	303 260.72
Tied funds	208 652.01
School & community sources	322 768.60
Interest	8 160.58
Trust receipts	297 476.25
Canteen	0.00
Total income	1 329 920.06
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	26 025.14
Excursions	63 262.77
Extracurricular dissections	163 144.45
Library	7 273.13
Training & development	4 590.49
Tied funds	189 199.59
Short term relief	72 632.00
Administration & office	76 816.75
School-operated canteen	0.00
Utilities	42 051.07
Maintenance	26 985.98
Trust accounts	112 877.80
Capital programs	31 661.30
Total expenditure	816 520.47
<b>Balance carried forward</b>	<b>513 399.59</b>

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

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	552 444.79
(2a) Appropriation	518 254.59
(2b) Sale of Goods and Services	13 782.96
(2c) Grants and Contributions	19 967.64
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	439.60
<b>Expenses</b>	-228 816.92
Recurrent Expenses	-228 816.92
(3a) Employee Related	-127 445.10
(3b) Operating Expenses	-101 371.82
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	323 627.87
<b>Balance Carried Forward</b>	323 627.87

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 <b>Actual</b> (\$)
<b>Base Total</b>	2 967 114.33
Base Per Capita	25 261.35
Base Location	0.00
Other Base	2 941 852.98
<b>Equity Total</b>	127 907.09
Equity Aboriginal	1 341.01
Equity Socio economic	14 492.03
Equity Language	14 399.43
Equity Disability	97 674.62
<b>Targeted Total</b>	55 160.01
<b>Other Total</b>	20 071.55
<b>Grand Total</b>	3 170 252.98

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.

#### NAPLAN – Literacy [ Including Reading, Writing, Spelling and Grammar and Punctuation]

In Year 3, 74 students sat the National Assessment Program [NAP] in Literacy [reading, writing, spelling, grammar and punctuation]. There were 41 boys and 33 girls, with 4 students identified as ESL/LBOTE and no students identified as indigenous. 1 child was absent.

#### NAPLAN – Numeracy

In Year 3, 75 students sat the National Assessment Program [NAP] in Mathematics [Data, Measurement, Space and Geometry, Numeracy and Patterns and Algebra]. There were 42 boys and 33 girls, with 4 students identified as ESL/LBOTE and no students identified as indigenous.

#### NAPLAN – Literacy [ Including Reading, Writing, Spelling and Grammar and Punctuation]

In Year 5, 69 students sat the National Assessment Program [NAP] in Literacy [reading, writing, spelling, grammar and punctuation]. There were 40 boys and 29 girls, with 7 students identified as ESL/LBOTE and no

students identified as indigenous.

**NAPLAN – Numeracy**

In Year 5, 69 students sat the National Assessment Program [NAP] in Mathematics [Data, Measurement, Space and Geometry, Numeracy and Patterns and Algebra]. There were 40 boys and 29 girls, with 4 students identified as ESL/LBOTE and no students identified as indigenous.

**Reading – Year 3**

NAP progress in Reading – Year 3 skill bands 5–6 [the top two bands] 58.1% of Year 3 students were in the top two skill bands [ bands 5 and 6] compared to 60.2% in our region and 51.8% in NSW. Skill bands 3–4, 37.8% of Year 3 were in skill bands 3 and 4 compared to 32.8% in our region and 36.2% in NSW.

**Spelling – Year 3**

NAP progress in Spelling – Year 3 skill bands 5–6 [the top two bands] 79.7% of Year 3 students were in the top two skill bands [ bands 5 and 6] compared to 61.9% in our region and 54.4% in NSW. Skill bands 3–4, 14.9% of Year 3 were in skill bands 3 and 4 compared to 29.8% in our region and 33.2% in NSW.

**Grammar and Punctuation – Year 3**

NAP progress in Grammar and Punctuation – Year 3 skill bands 5–6 [the top two bands] 70.3% of Year 3 students were in the top two skill bands [ bands 5 and 6] compared to 59.8% in our region and 52.9% in NSW. Skill bands 3–4, 28.4% of Year 3 were in skill bands 3 and 4 compared to 33.9% in our region and 39.2% in NSW.

**Writing– Year 3**

NAP progress in Writing – Year 3 skill bands 5–6 [the top two bands] 66.2% of Year 3 students were in the top two skill bands [ bands 5 and 6] compared to 63.6% in our region and 54.1% in NSW. Skill bands 3–4, 31.1% of Year 3 were in skill bands 3 and 4 compared to 33.1% in our region and 39.8% in NSW.

**Grammar and Punctuation – Year 5**

NAP progress in Grammar and Punctuation – Year 5 skill bands 7–8 [the top two bands] 44.9% of Year 5 students were in the top two skill bands compared to 48.6% in our region and 40.8% in NSW. Skill bands 5–6, 49.2% of Year 5 were in skill bands 5 and 6 compared to 40.7% in our region and 43.8% in NSW.

**Reading – Year 5**

NAP progress in Reading – Year 5 skill bands 7–8 [the top two bands] 36.7% of Year 5 students were in the top two skill bands compared to 44% in our region and 38.6% in NSW. Skill bands 5–6, 52.9% of Year 5 were in skill bands 5 and 6 compared to 42.5% in our region and 42.5% in NSW.

**Writing – Year 5**

NAP progress in Writing – Year 5 skill bands 7–8 [the top two bands] 26.1% of Year 5 students were in the top two skill bands compared to 24.1% in our region and 18.7% in NSW. Skill bands 5–6, 69.5% of Year 5 were in skill bands 5 and 6 compared to 64.8% in our region and 65% in NSW.

**Spelling – Year 5**

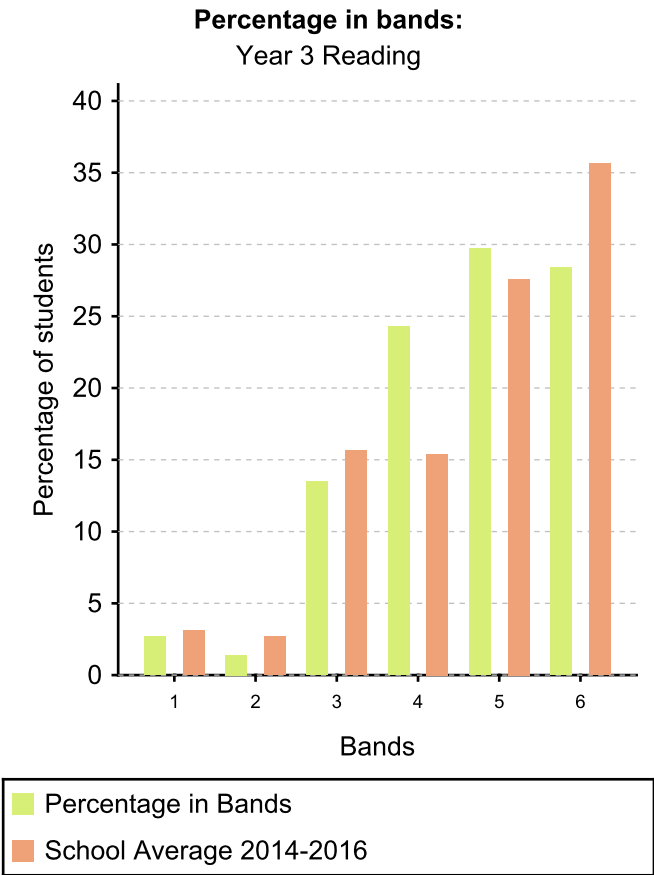
NAP progress in Spelling – Year 5 skill bands 7–8 [the top two bands] 43.5% of Year 5 students were in the top two skill bands compared to 42.7% in our region and 33.2% in NSW. Skill bands 5–6, 52.2% of Year 5 were in skill bands 5 and 6 compared to 48.2% in our region and 52.2% in NSW.

**Numeracy – Year 3**

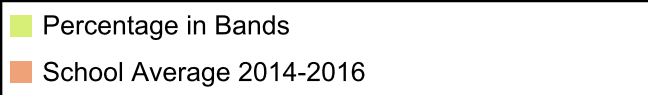
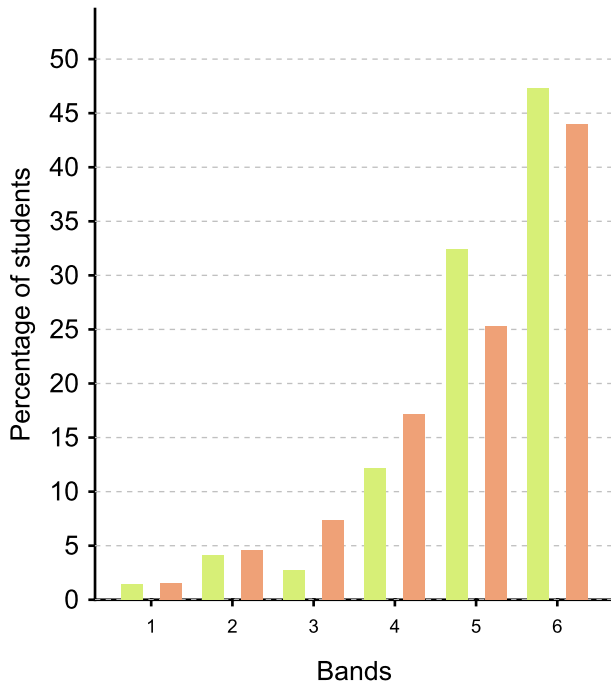
NAP progress in Numeracy – Year 3 skill bands 5–6 [the top two bands] 56% of Year 3 students were in the top two skill bands [ bands 5 and 6] compared to 46.4% in our region and 38.7% in NSW. Skill bands 3–4, 41.3% of Year 3 were in skill bands 3 and 4 compared to 43.8% in our region and 46.8% in NSW.

**Numeracy – Year 5**

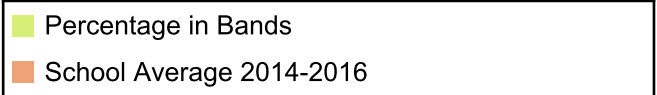
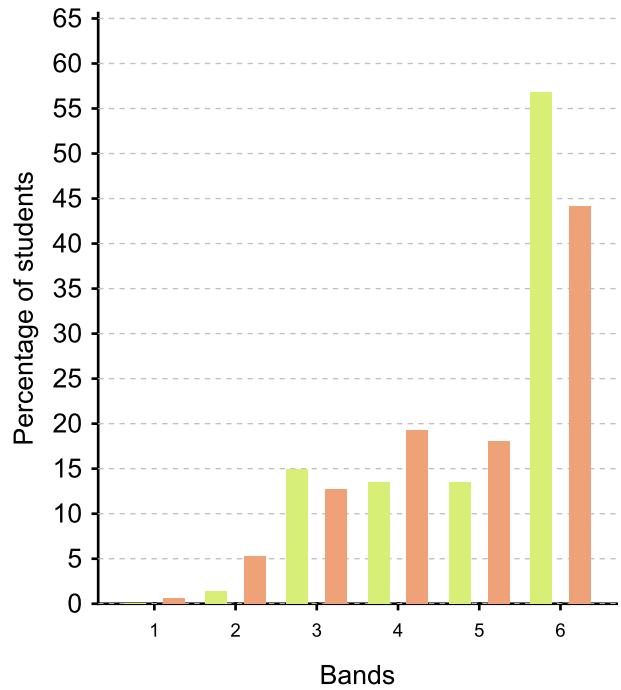
NAP progress in Numeracy – Year 5 skill bands 7–8 [the top two bands] 36.2% of Year 5 students were in the top two skill bands compared to 37.7% in our region and 30.5% in NSW. Skill bands 5–6, 55.1% of Year 5 were in skill bands 5 and 6 compared to 50.1% in our region and 52.4% in NSW.



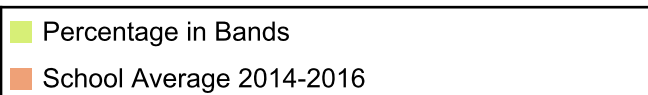
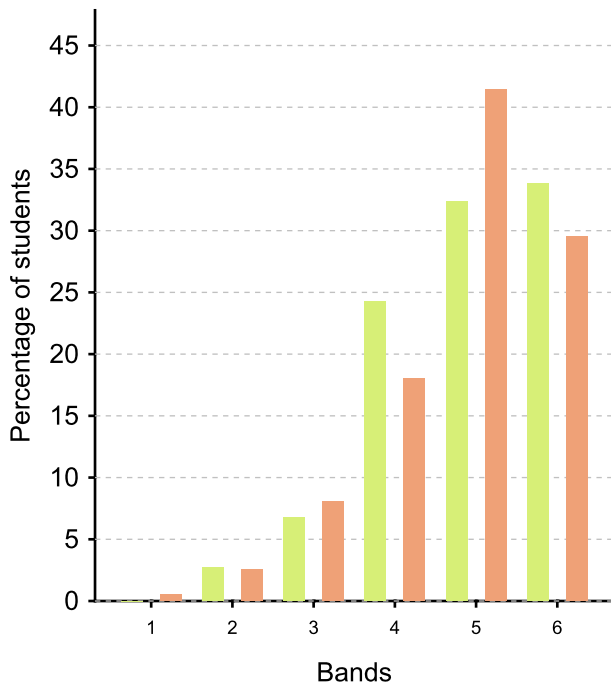
**Percentage in bands:**  
Year 3 Spelling



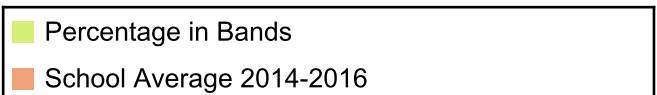
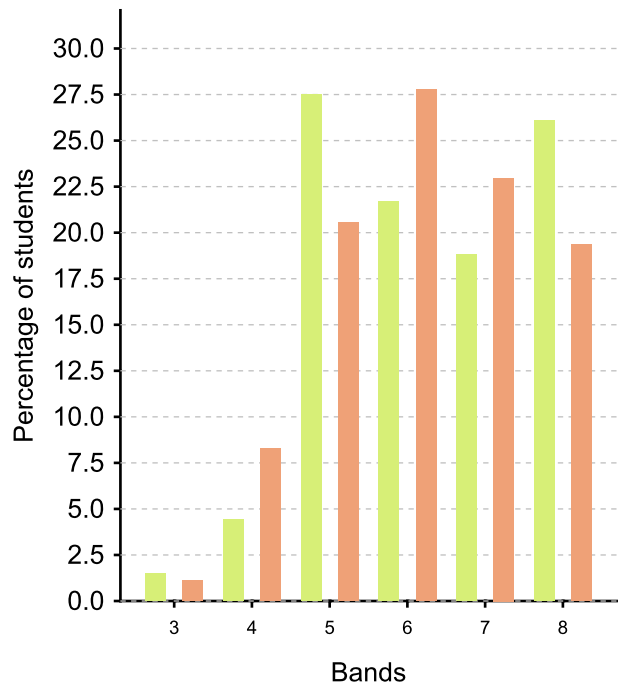
**Percentage in bands:**  
Year 3 Grammar & Punctuation



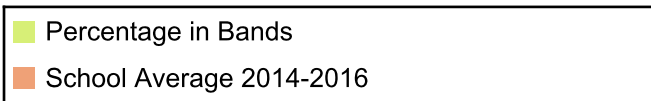
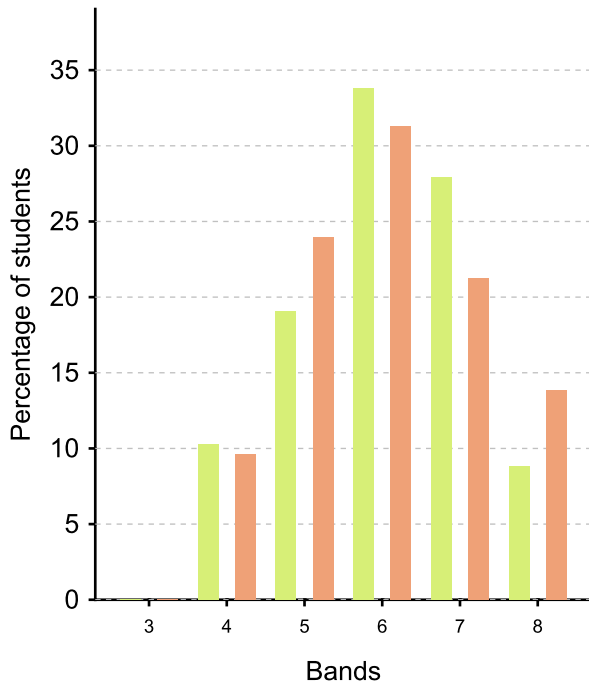
**Percentage in bands:**  
Year 3 Writing



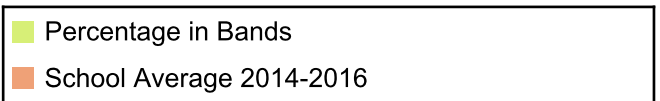
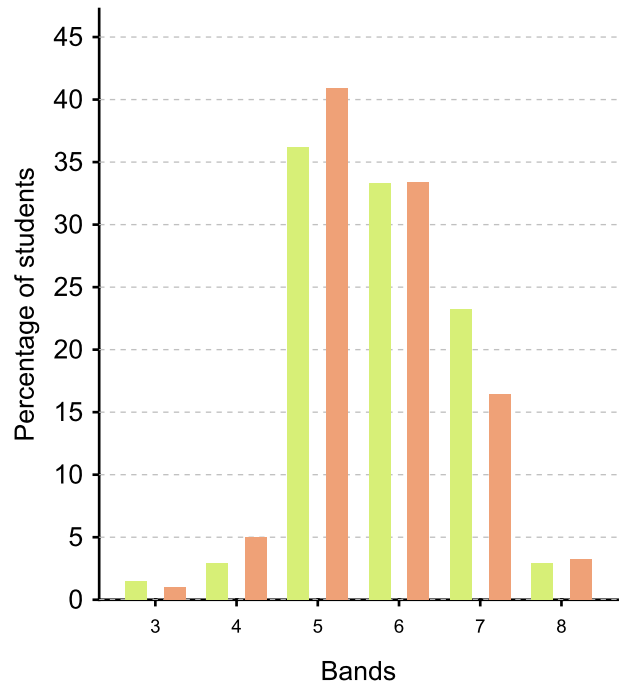
**Percentage in bands:**  
Year 5 Grammar & Punctuation



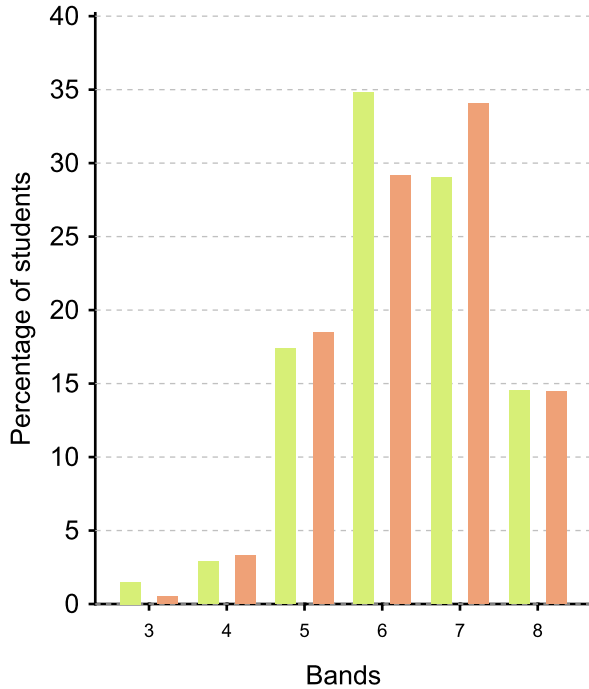
**Percentage in bands:**  
Year 5 Reading



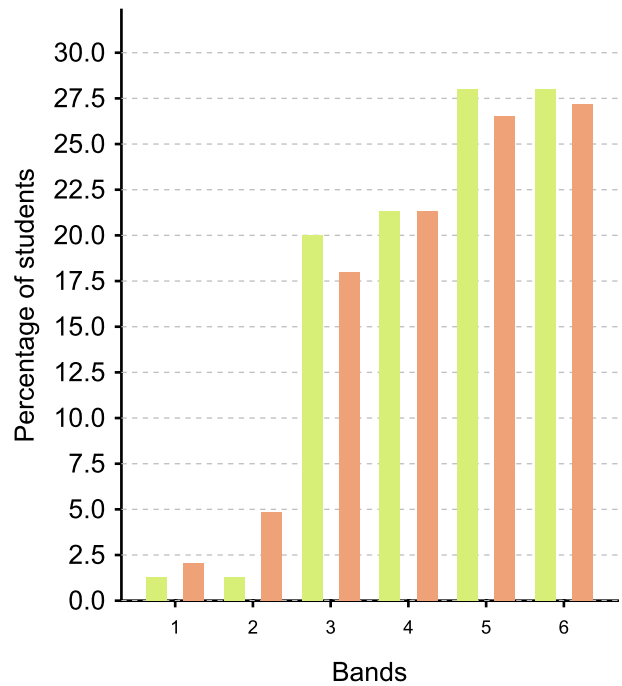
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling

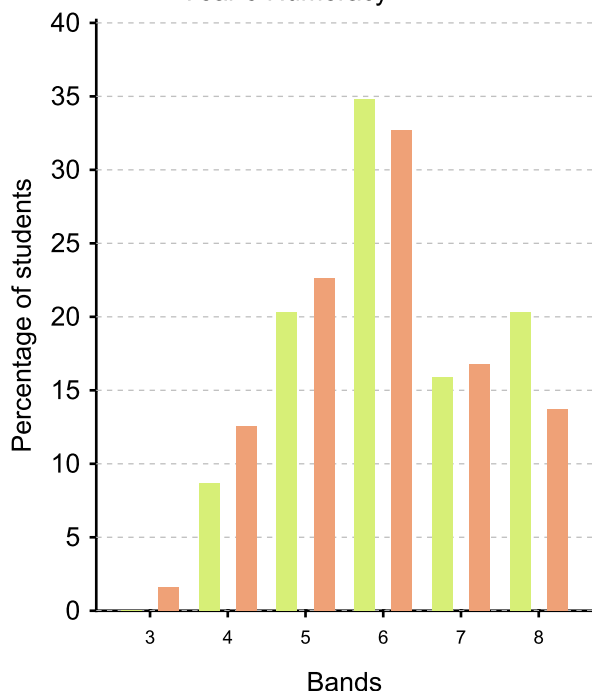


**Percentage in bands:**  
Year 3 Numeracy





**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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.

Woollooware PS is committed to increasing literacy and numeracy results for students in accordance with the Premier's priorities and therefore engage specialist teachers and support staff to enhance the literacy and numeracy programs across the school. Targeting the middle cohort is a common and ongoing practice.

## Policy requirements

### Aboriginal education

#### Aboriginal Education

Woollooware Public School is committed to enhancing our students' knowledge and understanding of Indigenous Australia by including Aboriginal perspectives in all Key Learning Areas. In the classroom, students have been exposed to aspects of Aboriginal culture and history in English, History, Creative and Practical Arts and Science. A strong focus is placed on the values of understanding differences, tolerance and inclusion. We have provided all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages.

National Sorry Day and Reconciliation Week provided opportunities to discuss contemporary issues relevant to the Aboriginal community. An Indigenous garden, designed and co-created by students was established in 2011 and provides a learning and recreational space

for students in the playground. Further enhancements to this garden were made with support from the Kurnell 20/20 initiative. This garden is maintained and added to with groups of children contributing.

Personalised Learning Plans for Indigenous students ensure the individual needs of Aboriginal and Torres Strait Islander students are met.

As part of the Kids Matter initiative at Woollooware, an Indigenous student participated in mentoring program. The weekly sessions enabled the student to engage individually and with his friends in a variety of activities. The main aim of this valuable time has been to develop his social skill and self-esteem.

### Multicultural and anti-racism education

#### Multicultural Education and Anti-racism

Living in a culturally diverse society, Woollooware Public School ensures that our teaching programs develop a greater understanding of the contributions made to our Australian identity by people from different backgrounds. All teaching practices acknowledge and celebrate cultural diversity. Student Welfare programs and practices promote a learning and work environment that is free from racism and discrimination based on cultural difference. Diversity is both respected and celebrated.

Appropriate aspects in the History units taught in each Stage develop our students' knowledge and attitudes in this perspective. As approximately only 10% of our students at Woollooware Public School have a different cultural background, this is an especially important and necessary focus.

Stage 2 studied "Community and Remembrance". This unit of work looked at how certain cultures celebrated and commemorated important events in their communities.

As part of Stage 3 as part of "Global Connection" the students explored the interconnections and interdependence between Australia and other countries.

In Term 1, a group of Japanese students visited our school to engage with year 6 students. During their time they engaged in conversation comparing lifestyles and sharing creative art practices. The Musica Viva performance by Datiwuy Dreaming, an Indigenous Dance Group [a collaboration of performers from the Northern Territory and a local Sydney Dance company] was performed to all students. This performance and lead up lessons gave an insight into the Northern Territory Aboriginal culture of song and dance.

### Other school programs

#### Other school programs

#### Choir



In 2016 Woollooware Public School's participation in the Creative and Performing Arts have continued to be strong. Our students had the opportunity to engage in the following choral opportunities:

Year 6 and Year 2 students participating in the

Sutherland Shire Schools Music Festival.

- Years 3, 4, 5, and 6 students participating in the combined Schools Choir at the Schools Spectacular Show.

## Arts

Performing and Creative Arts Programs are recognised as strengths of our school and are characterised by strong parental support and encouragement and by exemplary teaching. A range of extra curricula activities is on offer to our students. In 2016, students participated in the following performance opportunities:

Junior Girls Dance Ensemble and Boys Hip Hop Group performed in the Sydney Region Dance Festival.

Junior Girls Dance Ensemble and Boys Hip Hop Group performed in the Sutherland Shire Schools Music Festival.

Dance Foundations, Senior Girls Dance Ensemble danced in the Dance Extravaganza in the Sutherland Shire Schools Music Festival.

Year 2 Choir and Year 6 Choir performed in the Sutherland Shire Schools Music Festival.

Year 4, Year 5 and Year 6 students performed in the Primary Arena Choir at the Schools Spectacular.

One Year 5 student and four Year 6 students were selected as a member of the Sydney South East Symphonic Winds Ensemble.

In 2016 our school's band program continued to develop under the leadership of Miss Smith and Mrs. Simpson and provided increased opportunities for all members of our Training Band and Performing Band to participate in instrumental tutorials, workshops, rehearsals and concert performances. Band members once again joined with students from Oyster Bay Public School, Lilli Pilli Public School and Caringbah North Public School for Band Camp at Stanwell Tops. Members of the Performing Band attended the two—day camp and enjoyed rehearsing and performing with band students from the other schools. 2016 saw the bands perform well at Bandfest, both receiving Gold awards. The Band Showcase Evening was the culmination of the 2016 Band program providing all band members with solo, ensemble and band performance opportunities for an audience of family and friends.

Gifted and talented students in the arts from our school were selected for the Sydney Region CREATE South workshop and performance program which culminated

in the quality integrated dance, drama, choir, band and visual production of "Pulse Of The Carnival".

Our Senior Choir continued our long tradition of participation in the Schools Spectacular. They were selected by audition to be one of the anchor schools featured in the Choir at the 2016 Schools Spectacular and to participate in the Combined Primary Choir. The Choir also performed at Qudos Bank Arena in front of 10 000 people over a period of 5 days.

## Sport

Personal Development, Health and Physical Education is held in high regard at Woollooware Public School and there is a major focus on students leading a healthy, happy and active lifestyle. Every week each class had a sport lesson where they learn a variety of fundamental movement skills and work on their fitness. Our students are provided with opportunities to learn skills that may inspire a life-long passion and interest in sport. Additionally they learn how to interact in certain social environments; helping to prepare them for their future endeavours. The extensive PDHPE program at WPS includes:

- K – 6 Fundamental movement skills program
- K – 6 Dance Program
- K – 4 Gymnastics
- Year 2 Swimming Program
- PSSA
- School Sport Programs
- Milo Cup (Cricket)
- Yoga
- Competitive and social school carnivals in swimming, cross country and athletics.

Primary students also participate in sport each week on Fridays where they get to experience a range of sports in both a competitive and non-competitive environment. We fielded teams in both the summer and winter PSSA competitions including Soccer, Netball, Cricket, Basketball, Rugby League, Softball and AFL.

A strong school sport program run by professionals and staff is offered to students not involved in PSSA. Students have participated in:

- Athletics Skills program
- Baton Twirling
- Basketball
- Golf at Woollooware Golf Club
- Skipping
- Oz Tag
- Cheerleading