



# Woonona East Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Woonona East 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.

Sharyn Liddle

Principal

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## School background

### School vision statement

**Our children** learn in a secure, happy environment that encourages them to become confident and successful lifelong learners. They access an integrated curriculum that meets individual needs and talents while promoting the skills, attitudes and behaviours that will assist them to live and work successfully in the 21st century.

**Our teachers** develop positive and caring relationships with students. They know their students well and adjust their teaching to ensure that individual needs and talents are catered for within supportive, engaging and academically rigorous classrooms. Timely assessment and feedback processes encourage students to play an active role in their own learning. Teachers are life-long learners and continually update and sharpen their skills through professional development.

**Our school** is a safe, inclusive environment focused on developing confident and creative individuals with the knowledge, skills, understandings and values to establish and maintain healthy, satisfying lives. Children are supported to develop the skills to be respectful of themselves and others, responsible school citizens and resilient individuals.

**Our community** is a valued partner in the education of our children. Open communication channels support mutually respectful partnerships between the students, staff, parents and community.

### School context

Woonona East Public School currently supports 247 students in ten primarily stage-based classes. The school has three assistant principals and is supported by a librarian and learning support teacher. There is a mix of male and female, permanent and temporary teaching staff.

Woonona East is a committed member of the Woonona Community of Schools which includes Woonona Public School, Russell Vale Public School and Woonona High School.

Parents value their involvement in the school and there is a strong and supportive P&C Association. Parents report that their children enjoy school and that there is a positive, happy and 'community' atmosphere at school.

We offer an engaging and varied curriculum. A strong Learning Support Team coordinates support programs across the school and academic programs are supplemented by a range of sporting and cultural activities.

Our students perform at State level and above in National Testing demonstrating a gradual upward trend in mean scores across most areas of the NAPLAN assessments.

Our three core values of respect, responsibility and resilience and our Vision, jointly developed with our school community, guide our practice.

Woonona East Public School proudly celebrated its 50th Anniversary in 2014.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

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

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

In the domain of Learning we continued to focus on the elements of Culture, Wellbeing, Curriculum and Assessment and Reporting.

A culture of continuous improvement has been established at Woonona East Public School. Whole-school and Stage-team collaboration has resulted in sound progress against the School Plan Milestones and there is a united commitment towards achieving our 2017 improvement measures.

The Learning Support Team works to provide equitable learning outcomes so that all students can learn successfully. All teachers have engaged with the Wellbeing Framework, linking it to existing school practices including Positive Behaviour for Learning. There is a strong sense of belonging among students and parents.

We continue to build a shared understanding of the Literacy and Numeracy Continuums and all students are plotted in adherence to the assessment and reporting schedule established this year.

Both odd and even years' content in the integrated scope and sequence was completed with staff sourcing and trialling units of work. As a result, implementation of the NSW Syllabuses for the Australian Curriculum is well established.

In the domain of Teaching our focus remained on the elements of Collaborative Practice, Effective Classroom Practice and Learning and Development.

Teachers regularly work together to jointly plan and program teaching, learning and assessment content in line with Syllabus requirements, to make informed judgements about how well each student is achieving the learning outcomes and to determine what students need to learn next. Evidence-based teaching is taking place across the curriculum and primarily in the areas of literacy and numeracy to ensure that all students possess the critical skills that make further learning growth possible.

All classrooms strongly reflect Visible Learning pedagogy as the result of two years' participation in the Illawarra Visible Learning Community of Schools. This is improving students' engagement and supporting them to take increasing responsibility for their own learning through effective teaching strategies such as the use of learning intentions and success criteria, formative assessment and feedback. Short-term teaching and assessment cycles are improving the way we collect, share, analyse and use assessment data. This year we focused on improving students' writing skills resulting in better sentence structure, paragraphing and vocabulary. We also held discussions with parents about student reports and gathered useful feedback for future developments in this area.

In the domain of Leading we have focused on Leadership and School Planning, Implementation and Reporting.

All staff assume additional responsibilities, leading a wide range of programs and processes across the school.

Our school community continues to be highly engaged, led by a strong and supportive Parents and Citizens Association.

Formal leadership opportunities were available to all staff and we continued to engage with the Australian Professional Standards for Teachers through the Performance and Development process. All teachers are committed to their ongoing development as engaged and skilled members of the teaching profession.

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

Successful learners, confident and creative individuals, and informed citizens

### Purpose

A whole school approach to the study of the Australian Curriculum will ensure that our students engage with sequential and systematic progressions of learning in English, Mathematics, Science and Technology, History and Geography, equipping them to be successful learners, confident and creative individuals and informed citizens.

Our students will build strong foundations in the core skills of literacy and numeracy so that they can apply these flexibly, creatively and confidently in a 21st Century learning context incorporating information and communication technologies.

### Overall summary of progress

Core literacy and numeracy programs continued to improve student achievement with interventions such as the MultiLit program provided for students needing extra assistance. Personalised learning was a priority with targeted students having individual learning plans and learning adjustments.

Writing was again the focus of collaborative planning, assessment, consistent teacher judgement and across-Stage sharing sessions. Intervention remained focused on improving sentence structure, paragraphing and vocabulary.

Throughout 2016 teachers worked collaboratively to further develop the scope and sequence framework and to source and trial supporting units of work. The final odd and even years' frameworks were completed and two focus English Textual Concepts were embedded each term as a result of trialling in 2015. Professional learning in the new Geography Syllabus and Conceptual Programming was undertaken and concepts in English, Science and Technology, History and Geography were linked to increase cohesion across the curriculum.

Numerous extra-curricular activities, excursions and incursions supported the learning of all students while enriching the program for more able students.

Teachers reported to parents on students' engagement with the new content in the Semester 1 and 2 student reports.

Students used a range of technologies to support their learning across the curriculum areas via the Bring Your Own Device (BYOD) program in Stage 3 and iPad program in K-4. Student survey results indicate a positive attitude to the use of devices and various applications for projects and presentations.

A positive offshoot of the BYOD program was the trial of the SeeSaw application. Teachers used this in various ways including sharing student work samples with parents and promoting teacher to student and student to student feedback.

We collaborated within the Woonona Community of Schools and participated in a wide range of activities with curriculum, student leadership and transition having a high priority among these.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Our Aboriginal students are monitored, tracked and supported to maximise their learning potential and academic growth.	All Aboriginal students were tracked and assistance provided according to individual needs.	\$12,168 RAM Aboriginal funds
90% of K-2 students achieve the anticipated minimum reading level for their grade by Week 40.	84% of Kindergarten students achieved the required reading Level of 8-10+ with 29% achieving higher than Level 12 and 51% higher than Level 18. 82% of Year 1 students achieved the required reading Level of 16-18+. 90% of Year 2 students achieved the required reading Level of 20+  These levels of achievement represent the high quality of differentiated instruction being undertaken in early literacy programs in the Kindergarten to Year 2 classrooms throughout the year.	\$8,000 reading and numeracy resources

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Match or better the percentage of Yr 3 and Yr 5 students at Proficiency in Reading, Writing and Numeracy against our Statistically Similar Schools Group with an emphasis on increasing the number of students in the top Band by 4%.	<p>Year 3 Reading 59% (SSG 52%, State 52%), Writing 59% (SSG 56%, State 54%). Numeracy 35% (SSG 40%, State 39%).</p> <p>Year 5 Reading 39% (SSG 39%, State 39%). Writing 14% (SSG 21%, State 19%). Numeracy 25% (SSG 30%, State 36%).</p>	Nil additional resources.
Our highest achievers are identified and provided with opportunities to maximise their learning potential.	Our high achievers were identified through standardised and curriculum-based assessments and in Year 5 through the online AGAT assessment.	\$1,300 Academically Gifted class participation for two students.

## Next Steps

- Continue to refine the Scope and Sequence document, adding revised units for the odd year incorporating all Key Learning Areas.
- Develop rich assessment tasks for units of work and moderate student products across an A–E scale.
- Integrate ICT into the literacy and numeracy lessons and Units of work as appropriate.
- Seek professional learning to support implementation of the Syllabus documents as required.
- Introduce the Putting Faces on the Data project – a collaborative approach to supporting student growth in literacy and numeracy.
- Incorporate Continuum Learning Plans into students' personalised learning plans as appropriate.
- Continue to streamline Learning Support evidence-based teaching/learning practices.
- Evaluate the Woonona East Public School Gifted and Talented Students Policy and make adjustments to implementation as required.

## Strategic Direction 2

### Data–Driven Differentiated Teaching and Learning

#### Purpose

What is not measured cannot be improved.

An agreed and documented whole school approach will ensure that teachers are equipped with the tools, skills and knowledge to collect, interpret and apply valid, reliable and consistent student learning data to drive their teaching practice.

Quality assessment practices will assist teachers to differentiate the curriculum for a range of students, to ensure relevancy and challenge for every student, to highlight to parents what students know and can do in relation to the Syllabus standards and to demonstrate the learning growth that has been achieved.

#### Overall summary of progress

Teachers further refined their understanding of the Literacy and Numeracy Continuums, plotting every student against all aspects of both Literacy and Numeracy. Teachers routinely collected, analysed and shared student data, leading to a more consistent judgement of student's work against an agreed standard. This has led to a better understanding of every student's level of achievement and assisted teachers to differentiate learning activities to help each student improve.

Teachers experimented with shorter programming cycles in Writing through five–week focused blocks of teaching, learning and assessment. These were linked closely with Visible Learning strategies.

Teachers in K–2 continued to differentiate literacy and numeracy tasks through L3 and TEN pedagogy while in Stages 2 and 3 teachers used the Continuum Clusters to group students for differentiated instruction.

In Term 3 we surveyed parents and held focus groups to build their understanding of the A to E grading system used in student reports.

New teachers were inducted into the Visible Learning pedagogy and we continued to work closely with our Woonona Public School mentors and the six schools that comprise the Illawarra Visible Learning Community (IVLC). Teachers refined their use of learning intentions and success criteria in both literacy and numeracy lessons and expanded their use of a range of Visible Learning strategies including formative assessment and student to student feedback. Teachers experienced a range of professional learning activities throughout the year including workshops in short–term planning and feedback and three sharing afternoons with our IVLC. We also introduced our students to the concept of Growth Mindset, based on the work of Carol Dweck. This reinforces the school value of resilience. Teacher surveys at the end of the year indicate a strong commitment to building their collective skills in all aspects of the Visible Learning pedagogy thereby strengthening student achievement and engagement in their own learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100%of teachers confidently use student PLaN data to track student progress in Literacy and Numeracy. All students are tracked.	All students' data was entered into the PLaN data base indicating a high percentage of students achieving at or above their expected level in all aspects of Literacy and Numeracy.	Nil additional resources
100%of teachers confidently implement differentiated Literacy and Numeracy tasks based on student PLaN data and Syllabus requirements.	Standardised testing in Spelling (Years 1–6) and Reading Comprehension (Years 3–6) highlighted a wide range of learning needs within all classes.  L3 and TEN pedagogy successfully differentiates learning for all students in Kinder to Year 2.  In Years 3–6 students are grouped for differentiated instruction based on the Continuum Clusters as recorded in the PLaN software by K–2 each term and by Years 3–6 each semester.	Nil additional resources

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers have a sound understanding of Visible Learning pedagogy and are implementing a range of strategies effectively to support student learning via the school Action Plan.	Classroom observations, work samples, discussion and survey information indicate that all teachers are continuing to develop their understanding and practice of Visible Learning pedagogy.	\$5,000 as a portion of the Visible Learning Systems Grant.  School Development Days
Clear standards will be developed to determine the allocation of grades A–E initially in English and Mathematics and then in the other Key Learning Areas when reporting to parents.	A policy was developed to guide practice when awarding grades A–E based on moderation of student work samples across each grade against Continuum data and Syllabus standards.	\$5,000 RAM Socio–Economic Background funds.  Teacher RFF time, Stage and Staff meetings.

## Next Steps

- We will review and revise the school's Visible Learning Action Plan.
- All teachers will continue to implement Visible Learning strategies in their classrooms and engage in professional learning as appropriate.
- We will introduce regular 'walk throughs' of 15 minutes/class/fortnight focusing discussion with students on the five key questions– What are you learning in? How are you going? How do you know? Where do you go for help? How will you know when you have achieved your goal?
- Teams will continue short programming cycles for writing including two rounds per term linked to existing Visible Learning strategies.
- We will promote and support a Growth Mindset in students through a wide range of activities.
- Extending our work since 2015 on the Literacy and Numeracy Continuums, we will introduce the 'Putting Faces on the Data' project. This will establish a collaborative problem solving approach to improving the results of targeted students in reading texts and comprehension, writing and numeracy and further deepen teachers' understanding of and engagement with the Learning Continuums and the Syllabus content.
- Share learning data across the school through data meetings each term.

## Strategic Direction 3

Active, Engaged Teachers and Leaders

### Purpose

Ongoing improvement in student outcomes requires the continuous development of skilled, effective and professional teachers and school leaders.

The Performance and Development Framework will be strategically linked to the policies, aims and strategic directions of the school and reflected in the school plan priorities.

Professional goal setting, personal reflection, shared teaching practice and descriptive feedback will contribute to the development of a positive and collaborative performance and development culture in the school.

### Overall summary of progress

Teachers successfully completed the second year of their Performance and Development Plans and collected evidence against their achievement of the Australian Professional Teaching Standards. Regular meetings were held with team leaders with mentoring, coaching and classroom observations and feedback occurring throughout the year.

The Wellbeing Framework was introduced and a draft document produced to align existing school practices and programs with the Framework. The Positive Behaviour for Learning program proved to be a firm foundation on which to build our future work within the Wellbeing Framework.

The Principal and Administration staff were trained in the implementation of the new finance and student management system and the A–Z Policy Reporting Procedure requirements were completed.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching and executive staff have individual Professional Development Plans linked to the school's Strategic Directions.	All teachers completed their Performance and Development Plans to a high standard with 100% achieving at least two goals linked to the school's Strategic Directions.	QTSS allocation of 0.165 FTE.
100% of staff are provided with relevant and meaningful feedback about their teaching and leadership capabilities.	Teachers and their team leaders met for three formal and numerous informal sessions during the year. Observations of classroom practice were undertaken by all teachers and feedback provided by both fellow teachers and team leaders.	QTSS allocation of 0.165 FTE.
Existing student welfare programs at WEPS are effectively integrated into the Wellbeing Framework.	Staff collaborated to review the Wellbeing Policy and align current school practices with this framework. Two teachers attended a workshop on Mindfulness and shared this information with all staff.	\$1000 course fees and teacher release.
The school has successfully transitioned to the new LMBR financial and student management platform.	The school successfully 'went live' on Day 1 Term 3. Office staff continue to refine their skills, processes and procedures.	15 days training of School Administration Manager and School Administrative Assistant.

### Next Steps

- Continue to develop efficient financial processes through engagement with the new financial and student management systems.
- Complete a whole-school assessment of the Positive Behaviour for Learning Program.
- Merge our Positive Behaviour For Learning program with the Wellbeing Framework.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Funds were used to provide support for targeted students in the classroom and playground. Teachers were released to assess students and to develop appropriate teaching/learning activities. Assistance was provided as required for uniforms, excursions / incursions and participation of students in the Southern Stars indigenous dance group. Personalised Learning Plans were developed for students with input from their families.	\$12,168
<b>English language proficiency</b>	The school received one-off support for one new English language learner. The resource was used to support basic English language development and to develop early literacy and numeracy skills.	One day/week in Term 2, 2016
<b>Low level adjustment for disability</b>	Funds in this area are used to employ a Learning and Support Teacher for three days per week and to provide School Learning Support Officer assistance to students with a range of disabilities and learning needs. In 2016 25% of all students benefitted directly from support, focusing on improving literacy and numeracy, speech and language, attendance, behaviour and social skills. Whole class, small group and individual strategies were used including intensive one on one programs such as Multi Lit. We worked closely with a range of Department of Education and outside agencies to support students and their families. Individual Learning Plans were developed with parents for targeted students and teachers worked closely with the Learning and Support Teacher to implement learning adjustments for students as required.	\$77,085
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS funding was used to support the set up and integration of the iPad program and to assist with the implementation of technology in general across the school. Time was also used to release executive teachers to prepare whole-school professional learning activities, attend leadership workshops and to work with teachers on their Performance and Development Plans including participating in classroom observations.	0.165 FTE from June 2016
<b>Socio-economic background</b>	Funds were used to support a range of school programs including purchase of teaching resources in Science and Mathematics and library materials. Teacher release to attend professional learning and collaborative team sessions for joint planning, programming and consistent moderation of student assessment material were also made possible by these funds. Some funds were also used to support teachers to attend Visible Learning workshops in Short-Term Programming and Feedback.	\$12,914

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	149	131	138	124
Girls	128	108	109	98

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.8	96.5	93.8	94.6
1	97.6	97.9	93.7	92.8
2	96.6	96.5	94.2	93
3	97.5	96.1	96.4	95.9
4	96.9	96.4	95	92.7
5	96.3	96.7	92.2	94.7
6	96.7	96.1	94.7	91.4
All Years	97.1	96.6	94.3	93.6
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

Our student attendance figures remain at State average although there has been a slight decrease on previous years due in part to the number of students taking leave during school term for family-related activities.

Children are required by law to attend school. If a child is absent from school, parents need to provide a note on the day that the child returns to school. A phone call is also acceptable. Parents must explain why their child missed school and how many days they were absent. If a child is away sick for more than three days a medical certificate is required.

Schools are required to inform parents promptly of any

unexplained absences or suspected truancy and notes are generated each week by our attendance system and sent home for this purpose. Regular attendance is important to every child's academic and social development and regular newsletter items remind families of their obligations in this area.

If parents can only arrange family holidays during school time, they must inform the school Principal in advance and request an application for exemption from attendance. Exemptions will be counted as absences in the school's annual attendance figures.

The school's attendance policy has been implemented and the assistance of the Home School Liaison Officer employed where there are concerns regarding the level of attendance of a small number of students. This intervention has been successful in re-establishing regular school attendance for a number of these students.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.78
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.42
Other Positions	0.09

\*Full Time Equivalent

Woonona East Public School currently has no Aboriginal staff members.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

## Professional learning and teacher accreditation

Woonona East Public School currently has no new teachers working towards accreditation. Teachers have engaged with the Australian Teaching Standards through participation in the Performance and Development process.

In 2016 over \$20,000 was spent on professional learning for both teaching and administration staff.

Teachers participated in a wide range of professional learning activities related to developing their skills in Visible Learning pedagogy. All staff attended three professional learning and sharing sessions in collaboration with the six other schools in the Illawarra Visible Learning Community (IVLC). School Development Days and staff meetings were once again ideal opportunities to expand professional learning in this area and to share and discuss professional readings. Teachers also attended workshops on Feedback and Short-Term Planning and Assessment which were organised by our Visible Learning mentors at Woonona Public School. Two teachers attended Formative Assessment training at Lurnea Public School and shared this learning with all staff who then trialled the strategies in their own classrooms.

Funds were also used to assist teachers to meet together in teams once in Terms 1 and 4 and twice in Terms 2 and 3 to compare student learning data, plan for future learning and develop their skills of consistent judgment of student work samples linked to the Mathematics and English Syllabuses and the Literacy and Numeracy Continuums. All teachers were trained in conceptual programming and had professional input on English Textual Concepts and the new Geography Syllabus leading to completion of the integrated Scope and Sequence document for both odd and even year cycles.

Leadership training opportunities were available to all staff with executive staff participating in the Department of Education's Principal Credential Program.

This year the OLIVER library system was introduced necessitating in depth training for the school librarian.

In Term 3 the school administrative staff participated in fifteen days of training in preparation for the transfer to the new SAP and SALM finance and student management systems. This training was ongoing via several workshops in Term 4.

Teachers and administration staff participated in mandatory training in Child Protection, Health and Safety and hands-on Cardio Pulmonary Resuscitation, Emergency Care, Anaphylaxis and Asthma response with a registered training organisation.

## 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.

Income	\$
<b>Balance brought forward</b>	<b>67 398.44</b>
Global funds	164 135.89
Tied funds	138 474.30
School & community sources	65 977.40
Interest	1 706.13
Trust receipts	5 020.10
Canteen	0.00
Total income	442 712.26
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	22 453.18
Excursions	24 300.79
Extracurricular dissections	31 999.13
Library	3 260.53
Training & development	0.00
Tied funds	101 256.95
Short term relief	31 244.54
Administration & office	30 934.16
School-operated canteen	0.00
Utilities	20 042.11
Maintenance	11 506.50
Trust accounts	5 102.90
Capital programs	0.00
Total expenditure	282 100.79
<b>Balance carried forward</b>	<b>160 611.47</b>

The information provided in the financial summary includes reporting from 16 October 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	176 490.20
(2a) Appropriation	163 586.47
(2b) Sale of Goods and Services	13.62
(2c) Grants and Contributions	12 783.58
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	106.53
<b>Expenses</b>	-79 160.45
Recurrent Expenses	-79 160.45
(3a) Employee Related	-43 523.70
(3b) Operating Expenses	-35 636.75
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	97 329.75
<b>Balance Carried Forward</b>	97 329.75

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.

All funds carried forward will be used to cover outstanding short term relief costs for the final weeks of Term 4 and to cover the cost of outstanding items on order. \$4000 has been targeted at additional maintenance work which will include painting of all external doors and the western wall of Block C and new school signage will be erected at the western entrance. Remaining funds will support ongoing school programs in 2017.

## Financial summary equity funding

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

	2016 Actual (\$)
<b>Base Total</b>	1 595 625.36
Base Per Capita	13 182.66
Base Location	0.00
Other Base	1 582 442.70
<b>Equity Total</b>	102 168.90
Equity Aboriginal	12 168.70
Equity Socio economic	12 914.67
Equity Language	0.00
Equity Disability	77 085.53
<b>Targeted Total</b>	32 870.00
<b>Other Total</b>	11 903.88
<b>Grand Total</b>	1 742 568.14

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.

Students at Woonona East Public School continued to perform commensurate with their Statistically Similar Group of schools (SSG) and State.

In Reading 59% of Year 3 students scored in the top two NAPLAN bands compared to SSG and State which were both at 52%. This score bettered our own 2012–2016 average of 54% in these bands and the State average of 50% for the same period. Quality early reading instruction can be credited with these very sound Year 3 Reading results.

In Year 5, 39% of students scored in the top two NAPLAN bands in Reading, consistent with SSG and State also both at 39%. This was consistent with our 2012–2016 average of 40% and slightly higher than the State average of 37% for the same period.

Of the students who could be tracked into Department of Education schools in Year 7, 23% scored in the top two NAPLAN bands for Reading compared to the State average of 30%. This was lower than our 2012–2016 average of 30% in the top two bands.

In Numeracy 35% of Year 3 students scored in the top two NAPLAN bands compared to SSG at 39% and State at 40%. This was lower than our 2012–2016 average of 42% in these bands and the State average of 40% for the same period.

In Year 5, 25% of students scored in the top two NAPLAN bands in Numeracy, compared to our SSG at 36% and State at 30%. This was lower than our 2012–2016 average of 30% and State average of 31% for the same period.

Of the students who could be tracked into Department of Education schools in Year 7, 23% scored in the top two NAPLAN bands for Numeracy compared to the State average of 31%. This was lower than our 2012–2016 average of 28% in the top two bands and State average of 30% for the same period.

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.

## Parent/caregiver, student, teacher satisfaction

In 2016 we again used the Student *Tell Them From Me* online survey to gather students' opinions about their engagement in the social and learning aspects of school life. Eighty three students in Years 4–6 completed the survey.

Students who are socially engaged are active in the life of the school; their friends are there and they are involved in a range of sports and extra-curricular activities. This involvement gives them a sense of belonging and increases their academic motivation. 82% of our students reported that they felt a positive sense of belonging at school with 87% having strong peer relationships. Participation in sporting activities was high at 82% but less students, 31%, reported participating in extra-curricular activities.

Students who value school outcomes and meet the formal rules of schooling are considered institutionally engaged. 93% of students believe that education is important and will have a strong influence on their future. This view is reflected in their class behaviour with 93% reporting that they do not get into trouble at school for disruptive or inappropriate behaviour. This view is consistent with our Positive Behaviour for Learning data. One area where students could improve

their participation is in completing homework with a more positive attitude as only 64% currently report doing so.

Visible Learning pedagogy aims to improve students' interest and motivation while assisting them to be more deeply engaged in their own learning. 78% of students reported that they are highly interested in their school work and motivated to improve with 94% reporting that they try hard to succeed in their learning. 46% report that there is a good balance between their current skill levels and the difficulty of work they are asked to complete while 27% indicated that they would enjoy the opportunity to test their ability on more challenging tasks. 86% of students felt that their teachers emphasise academic skills and hold high expectations for all students to succeed.

Parents were asked to complete the corresponding *Partners in Learning* survey with the following results. Twenty seven families responded which is approximately 10% of our school community.

Parents were asked to comment on a range of aspects of school life including feeling welcome, being informed about their children's progress, their level of participation in school activities including attending meetings and volunteering and how they support their child's learning by assisting with homework. They also offered their opinion on the level of available support for student learning and behaviour and general safety at school.

Each category was scored and an average given.

73% of respondents said they felt welcome at school, are able to talk with their child's teacher when needed and are well-informed of school activities. The school administrative staff were found to be helpful and informative. Parents would like consideration to be given to the times when extra activities are scheduled so that they are able to attend. While parents felt that newsletters and other school correspondence was informative on a daily/weekly basis they would like more information on their child's progress, particularly where they may be experiencing difficulties. They welcomed the opportunity to discuss the current school reporting format making useful suggestions for future improvements. An average of 58% of parents were able to assist their children with their learning at home including helping with school assignments and discussing their children's feelings about and attitude towards school. The school was considered to be a safe and caring environment with an average of 75% of parents reporting that their child felt safe at school and that issues were dealt with appropriately.

The introduction of Visible Learning pedagogy based on the research of Professor John Hattie has been a major initiative that the school has undertaken over the past two years. This has required in-depth and ongoing professional learning and significant modification to teaching practices including the way in which teachers plan, program, assess and report student progress. There is an increased emphasis on building the confidence and ability of students to be active, rather than passive learners and this is beginning to have

positive effects on increasing student engagement and motivation.

All teachers are using learning intentions and success criteria (WALTs and WILFs) in literacy and numeracy lessons to focus their teaching and make lesson objectives and expectations clear to students.

Teachers have developed enhanced skills in formative assessment, helping them to monitor students' progress more precisely and to provide effective feedback to students about how well they are progressing and what they need to learn next.

Teachers report that these strategies are helping students to become 'drivers' of their own learning and that students are more engaged and excited about reaching their individual learning goals in literacy and numeracy.

Collaborative practice has been enhanced with teachers working together to plan and implement five-week teaching and assessment cycles. In-depth comparison of student work samples against Syllabus and Learning Continuum criteria has assisted teachers to grade students' work more consistently and to achieve a richer understanding of both the Syllabus and Learning Continuum requirements.

## Policy requirements

### Aboriginal education

Personal Learning Plans were developed in conjunction with our Aboriginal students and their parents in Term 1 and reviewed mid-year. Our Aboriginal students were closely tracked and support provided by the Learning Support Team to assist with their learning as required.

Equity funds received through the Resource Allocation Model (RAM) were utilized to support this program.

NAIDOC Week celebrations were held across Australia in the first week of July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. This was a great opportunity to participate in a range of activities and to support our local Aboriginal community. Our celebrations included visiting Aboriginal performer Troy Allen who introduced the students to the culture of the Torres Strait Islands. All classes created and presented musical and dramatic items for our NAIDOC assembly this year focusing on the theme *Songlines: the living narrative of our nation*.

Three of our senior Aboriginal students were chosen to participate in the inaugural indigenous dance group which performed at Southern Starts this year and two students were presented with certificates for academic achievement at the Northern Illawarra Aboriginal Education Consultative Group (NIAECG) 'Deadly Awards'.

Woonona East Public School was also represented at NIAECG meetings and participated in a number of NIAECG-organized activities during the year.

### Multicultural and anti-racism education

Culturally inclusive activities are embedded in all units of work within the K-6 Scope and Sequence. This fosters students' understanding of cultural diversity within our multicultural society.

We participated in Harmony Day which included visiting performer, *Groovenomad* who entertained the students with music from around the globe.

Students in Years 2 to 6 participated in the Multicultural Perspectives Public Speaking Competition again this year, in conjunction with the Department of Education Arts Council. Heats were held with sixteen finalists competing for the junior and senior public speaking awards. The four winners of the school competition went on to represent the school at the district level of the competition and also to present their speeches at various school assemblies within our community of schools. Our junior speaker represented the school at State Level this year.

Our participation in this event highlighted themes that exist in this area and assisted students to think more deeply about issues such as cultural differences and similarities, diversity and racism.