

Woollahra Public School

Annual Report



2016



7442

Introduction

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

Nicole Molloy – Principal

School contact details

Woollahra Public School

Forth St

Woollahra, 2025

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Message from the Principal

2016 has been a highly successful year for Woollahra Public School. It was with pleasure and excitement that I began as the school's Principal at the beginning of Term 2 this year and it was not long before I realised how fortunate I was to be leading such a high calibre school. Within the context of a caring environment where staff are committed to nurturing wellbeing and attaining outstanding learning outcomes for our students, 2016 has been a year of continued growth and achievement for Woollahra Public School in all aspects of educational and community endeavour.

A wide range of quality educational programs were provided which ensure our students achieved their personal best, were active and involved community citizens and became self-directed learners with sound personal values. Our students excelled in their academic, cultural and sporting achievements. A consistent focus on improving literacy and numeracy outcomes for all students was supported by excellent classroom practice, a strong Learning and Support Team and an extensive teacher professional learning program. We built on innovative initiatives such as the gifted and talented programs, literacy support programs and transition to high school workshops. Our partnership with the Sydney Theatre Company and University of Sydney was highly successful as we collaborated on the School Drama Project, welcoming teaching artists into our school and providing learning opportunities that foster creative and critical thinking in truly authentic ways. The whole school film festival 'Filmtastic' was a highlight of the year and achieved an array of goals in the classroom and beyond.

Our dedicated and highly accomplished teachers are to be commended for their work throughout the year. They combine a strong sense of caring with high expectations for teaching and learning. They are well supported by an equally committed team of administrative and support staff. A strong partnership exists within the school between staff and the parent community. Teaching and learning has been enhanced through parental involvement in the P&C, a range of successful fundraising efforts and parent assistance within the classrooms. We are extremely appreciative of this support.

Transformational progress is a priority for us at Woollahra as we work to develop and educate our students for a rapidly changing future. We expect that over their time at our school, the children in our care will maximise their learning potential and reflect deeply on that learning. As teachers, we are also constantly learning and adapting to new ways of working and new pedagogies. Changes in curriculum, new approaches to teaching and advances in technology all impact on the important work teachers undertake in classrooms. The annual reporting process serves as an opportunity for the school to capture this cycle of change. As we head into 2017 the school will undertake an extensive self-assessment measured against the *School Excellence Framework* and begin the process constructing Woollahra 2025 – our long term vision and plan for excellent. This will give us clarity about our future directions, ensuring those directions are both aspirational and rigorous. It is a privilege and honour to lead the community of Woollahra Public School at this exciting time. While it is impossible to capture the diversity of learning and achievement in any one document, this annual report captures a snapshot of our achievements throughout the school year, highlights the strengths of our school community and identifies our future directions. It is with a sense of optimism and pride that I ask you to celebrate our successes and reflect on our future goals as we look forward to 2017. **Nicole Molloy – Principal**

Message from the school community

As always, we have had another year full of action and fun, and seen our children develop and thrive at Woollahra Public School. On behalf of the Parents and Citizens' Association (P&C) I would like to thank everyone for their hard work and support throughout the year. The P&C set the objectives of making a positive contribution to the education and welfare of all students at the school and help foster a strong community spirit. We believe this is achieved through co-operation between parents, students and teaching staff, providing funding for facilities and equipment for the school that is not provided by government funding and with fun community events.

In 2017 we held many events and activities to help achieve these aims. These ranged from the weekly cake stall through to the new initiatives such as the Family Movie Night, White Party and the Halloween Trick or Treat Harvest Fair. This year we changed this event to a Sunday with market stalls, rides, concerts, along with some of the traditional Halloween festivities. More than 1,000 people passed through the school gates, including many from the neighbourhood who aren't associated with the school directly. The Harvest Fair raised \$30,000 which, amongst other things, will be put towards funding a new sound system for the school. I believe this event epitomised the passion and generosity of so many people associated with the school and in our broader community.

The P&C makes a significant annual financial commitment to the school's needs and we believe it is important for parents and carers to have transparency on the financial needs of the school and the commitments made towards funding these. In 2017 we will work with the school to review the allocation of funds raised via P&C activities and look to link specific events and initiatives with very specific needs of the school and communicate these to parents.

There are so many people to thank in 2016 for their hard work, support and passion for this school community. They include the Cake Stall team, Uniform Shop team, the many parents who assisted with events throughout the year, all of the class parents for their enthusiasm and help in communicating with the school community, the parents whose businesses have supported our fundraising events and the P&C Executive team of Danny Hui, Mark Ziirsen, Katrina Ben-Moshe, Shari Lowe and Lydia Georgopolous. A very special mention to Katrina Ben-Moshe and Linda Priori for all of their incredible work during 2016. They have been the driving force behind the events and fundraising activities for the year and I have never seen two people work so hard, with so much passion for a school. They do not seek recognition or accolades, but they richly deserve them.

To those parents and students who will be leaving Woollahra Public School this year, we thank you for being a part of this community and wish you all the best for the years ahead. We are all part of a wonderful, unique and diverse school community at Woollahra. The P&C is but one part of this community and we strive to make a positive contribution to the education and welfare of all students and families at the school. We value your help and support in doing this.

John Meagher – 2016 P&C President

School background

School vision statement

Woollahra Public School aims to continue offering a rigorous, innovative and cohesive program of learning. Using a holistic approach that highlights 21st century learning skills enables and engages students in lifelong learning for a sustainable future.

School context

Woollahra Public School is a large primary school with a diverse student population (44% of the students from language backgrounds other than English) serving the communities of Woollahra, Edgecliff, Paddington and Bondi Junction. Woollahra has an enrolment of 776 students organised into 30 classes, 15 K–2 and 15 Years 3–6. Four of these classes are Opportunity Classes (OC) for gifted and talented students in Years 5 and 6. Learning in our classrooms is stimulating and relevant, ensuring outstanding achievement. The school community supports outstanding literacy and numeracy programs as well as a vibrant extra curricula creative arts program that includes band, choir and dance. As part of the 'Community of Schools in the Eastern Suburbs (CoSiES)' we continue to move from strength to strength receiving the Director's award for 'Outstanding Contributions to Public Education' in 2014. In this inclusive environment, strong student welfare practices underpin all aspects of day to day school life. There is a focus on ensuring student well-being and responsibility. The highly skilled and dedicated teaching team is committed to supporting our students so they become successful learners, confident creative individuals and active, informed citizens.

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.

Within the learning domain the school's focus has been on the elements of Learning Culture, Curriculum & Learning and Assessment & Reporting. Analysis indicates progress in building a learning culture characterised by positive and respectful relationships, targeted learning support, high levels of community engagement, curriculum implementation that reflects current pedagogical thinking and assessment processes that monitor, track and improve on student learning outcomes. The school made good progress in implementing the 2015–2017 school plan processes related to the learning domain through the implementation of teacher professional learning programs and continued implementation of the Australian curriculum with a focus on the History and Geography syllabuses. Future directions in this domain include development of a respectful relationships framework, continued work drawing on the principles of positive psychology to embed strengths-based thinking within the school, implementation of the Positive Behaviour for Learning strategy, improving value-added results for all students by strengthening classroom practice in English and Mathematics, building on our commitment to enhance student learning with new technologies, focusing on targeted student feedback and formative assessment practices and analysing internal and external data more comprehensively and systematically.

Within the teaching domain, the school's focus has been on the elements of Effective Classroom Practice, Collaborative Practice and Learning & Development. The school's self-assessment indicated a strong commitment by staff to improving teacher quality and raising teaching standards in all areas as the core component of striving for whole school excellence. Teacher professional learning initiatives, collaboration within and beyond the school and research-driven thinking informed all of our improvement strategies. Successful implementation of the Performance and Development Framework processes led to a more systematic, rigorous and authentic approach to teacher performance and development than has been previously been in place. Positive impact was evident in the willingness of staff to discuss and share their plans and participate in classroom observations to improve their practice. The feedback articulated following this process demonstrated a positive cultural shift in attitudes to classroom observation as a powerful tool for improving teaching and learning. This was supported by a number of teachers volunteering to be involved in the 2017 Quality Teaching Rounds project which will develop the observation strategy more rigorously within the structure of the Quality Teaching Framework. Teacher professional learning, aligning with all descriptors of the School Excellence Framework Learning and Development element was the driving force behind all school plan projects. Future directions in

this domain include planning quality professional learning for staff that meets the professional demands of the school's improvement priorities, embedding rigorous goal setting and classroom observation as core school practices in improving teacher quality and fostering a proactive improvement culture which puts teacher quality at the centre.

Within the leading domain, the school's focus was on the elements of Leadership, School Planning, Implementation & Reporting and School Resources. The school's self-assessment and analysis reflected the importance placed on leadership development within overall school improvement and practice. In building leadership capacity there has been emphasis on developing authentic coaching skills, utilising leadership tools which draw on the tenets of positive psychology and leading strong consultative planning processes across the school community. Future directions in this domain include strengthening instructional leadership with a focus on delivering quality teaching professional learning and analysing classroom practice through the lens of the Quality Teaching Framework, introduction of work in the theory and practice of Growth Coaching to embed this approach as part of our leadership practice and redefine the conversations we have as leaders on a daily basis, continuing to strengthen alliances with other schools and external agencies, ensuring leadership practice is informed by current, innovative thinking and continuing to strengthen planning and management processes in a consultative manner that strengthens community engagement.

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

Learning: the school community promotes the well being and learning engagement of all students.

Purpose

A strong sense of wellbeing and engagement is essential for student success. Woollahra Public School continues to develop processes that reflect a holistic and respectful approach to education and others. The school evaluates and modifies learning practices to add value to students' learning. Skills of 21st Century learning are integral to class programs.

Overall summary of progress

The school implemented a range of programs and initiatives across the areas of curriculum implementation, assessment and student wellbeing. Progress in curriculum implementation focused on providing quality professional learning and ensuring sustained application of this learning by ensuring teachers has time to collaborate, co-teach and reflect. A key aspect of work in this area of school development was the strengthening of partnerships with the University of Sydney, Sydney Theatre Company and other local schools. the school implemented a comprehensive program to continue the implementation of the NSW Geography and History syllabus documents for the Australian curriculum.

In the area of assessment significant progress was made in whole school use of learning progression tools for literacy and numeracy and the tracking of all students against these progressions to ensure a comprehensive understanding and record of every student's achievements, progress and next steps in learning. Staff have deepened their knowledge of the markers within the literacy clusters and have established more effective strategies to assess student achievement. All staff were supported in developing personalised learning plans for targeted students.

Work in the area of student wellbeing has included evaluative discussions with all staff to broaden understanding of wellbeing and how it enhances student learning. Focus has been on implanting proactive rather than reactive wellbeing strategies to move towards a far broader school strategy to foster high levels of wellbeing for all 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">All students K–6 are tracked using PLAN software against literacy and numeracy continuums and 100% teachers report improved knowledge of this process to track student progress.All teachers participate in assessment moderation with stage teams.	All teachers engaged in the construction of assessment plans, professional learning on the literacy and numeracy continuums and moderation of student assessment data. The integrity of student assessment data and tracking of progress was improved. All students were tracked on DoE PLAN software and this data was used to inform planning. Awareness was raised with staff on the purpose and value of formative assessment strategies.	\$3600 – release for collaborative planning and assessment moderation (RAM Literacy and Numeracy). \$6750 release for PLAN data entry (RAM Literacy and Numeracy). \$1500 – release for professional learning on formative assessment strategies. <ul style="list-style-type: none">Support for beginning teachers (\$5000.00)Quality Teaching, Successful Students (QTSS) (\$4000.00)English language proficiency (\$3000.00)
Teacher knowledge of the creative and critical thinking capabilities in Australian curriculum syllabus documents is enhanced and new units of learning are trialed across the school.	All teachers reported improved enhanced knowledge and improved confidence in implementing the Australian curriculum with particular emphasis on the Geography and History syllabus documents. Co-teaching these units resulted in productive reflection and refinement of learning sequences and development of effective teaching strategies. Staff reported significantly increased understanding and capability in teaching creative and critical thinking skills through the	\$1350 – release for team leaders to participate in professional learning on the Geography syllabus. \$10500 – course fees for all staff to participate in the Community of Schools in the East conference focused on curriculum implementation and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teacher knowledge of the creative and critical thinking capabilities in Australian curriculum syllabus documents is enhanced and new units of learning are trialled across the school.	School Drama project. Qualitative data on student performance when participating in lessons co-taught with teachers and teaching artists indicated higher levels of engagement and intellectual quality and increased focus on critical concepts. All staff engaged with draft scope and sequence documents and there was greater consistency across the school with curriculum implementation.	creative and critical thinking skills. \$8000 – costs to pay of the school's participation in the School Drama project including teacher professional learning and engagement of teaching artists. <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$5000.00) • Support for beginning teachers (\$15946.00)
Wellbeing programs across the school reflect an emphasis on proactive strategies and an exploration of the principles of positive education.	Strengths and areas for development in current student wellbeing practices were identified by staff with agreement that a thorough review and redevelopment of the school's wellbeing procedures and practices should occur in 2017. Teacher professional learning was provided on inclusion in the classroom, personalised learning strategies to foster engagement and increase wellbeing and proactive wellbeing approaches.	\$3400 – release time for teacher professional learning. \$6000 – additional release and mentoring for early career teachers.

Next Steps

Future directions in this strategic direction will include an evaluation of the School Drama project to link it to a broader project involving conceptual programming and the development of quality English units of learning, increased opportunities for teachers to collaborate on planning and to implement programs using a lesson study approach, enhancement of enrichment programs, a focus on authentic differentiation in the classroom and a holistic student wellbeing review to include Positive Behaviour for Learning and positive education strategies. In the area of assessment and reporting the focus will be on continued professional learning in the use of learning progressions to track student learning, a review of the school's assessment and reporting processes including development of a revised report format, development of a whole school assessment plan and implementation of a Formative Assessment strategy K–6.

Strategic Direction 2

Teaching: Teaching staff will build on current initiatives and capacity to support an engaging and a productive learning environment.

Purpose

Teacher development in understanding collaborative practices, data usage, and personal responsibility for professional accreditation, will provide a stronger platform for creating a productive learning environment that improves student outcomes.

Overall summary of progress

Continued work took place in 2016 on the implementation of the Performance and Development Framework and development of productive Performance and Development plans for all teachers. Improved processes and protocols were implemented to support teachers with authentic classroom observation processes to improve pedagogy. Accreditation processes were strengthened with all teachers seeking accreditation provided with formalised mentoring support with experienced teachers. Collaborative planning processes were a focus across the school result in an improved culture of collaboration and co-teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers achieve accreditation.	All teachers required to complete the accreditation process at proficient achieved this. Formalised mentoring programs provided support for improved classroom practice and the collection of supporting evidence. Leadership team members were trained in processes for achieving accreditation at higher levels (Highly Accomplished and Lead).	Quality Teaching, Successful Students (QTSS) (\$10000.00)
100% of teachers plan, implement and review their own Performance and Development Plan (PDP). Classroom observation processes and protocols are strengthened.	All teachers developed detailed Performance and Development plans in collaboration with their mentors. Strengthened classroom observation processes were implemented across the school. Teachers improved their knowledge of evidenced based development strategies.	Quality Teaching, Successful Students (QTSS) (\$15000.00) Teacher Professional Learning Funds (\$5000)
100% of classrooms work from a collaboratively planned program and engage in classroom observation to reflect on teaching practice and improve pedagogy.	All staff were released each term to work collaboratively on planning learning programs for their students and to moderate student assessments. Increased opportunities for co-teaching and observation of colleagues' teaching practice were provided.	Teacher Professional Learning Funds (\$4500)

Next Steps

Future directions will include continued development of a broad Early Career Teachers' strategy to include stronger coaching processes, increased focus on teachers' seeking accreditation at higher levels and improved opportunities for authentic collaboration through a new teacher professional learning strategy and the implementation of Quality Teaching Rounds in collaboration with Rainbow St and Coogee Public Schools.

Strategic Direction 3

Leadership: The whole school community will build an understanding of leadership and develop capacity of all staff and students.

Purpose

Developing strong, strategic and effective management in the school leadership team will further a school wide culture of shared responsibility and high expectations. Developing an understanding of leadership fosters exemplary practice within the school community.

Overall summary of progress

Student leadership opportunities continued to be broadened throughout the year with students encouraged to participate in a range of activities and initiatives. Student focus groups provided more opportunity for student voice to be valued and for students to have input into their learning programs and strategies for improving their broader school experience. Teachers were mentored both formally and informally to enable development of skills to lead extra-curricular programs and the school leadership team engaged in a range of leadership development initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Formalised pathways, and increased participation, for aspirational leaders and executive learning.	Two teachers participated in the ASPIRE leadership program to develop their skills in whole school educational leadership. Executive members participated in a range of leadership development initiatives and professional learning.	Teacher Professional Learning Funds (\$6000)
Increased student participation in leadership opportunities.	A significant number of students participated in the Student Representative Council program. A student leadership mentoring program was provided for senior students and leadership opportunities were provided for students within and beyond the classroom through projects such as the school's film festival.	
100% of teachers engaged in sustainable leadership roles.	An increased number of teachers engaged in the leadership of extra-curricular activities with the support of experienced teachers. Several teachers participated in externally provided professional learning in music, drama, debating and public speaking.	Teacher Professional Learning Funds (\$3000)

Next Steps

Future directions will include broadening student leadership opportunities across the curriculum and to include students who are not in formalised leadership positions, development of a long-term multifaceted leadership development strategy and training of staff in growth coaching strategies.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Improved awareness of Aboriginal cultural awareness for all students and further development of a whole school Aboriginal Education strategy. The school had two Aboriginal students who were supported to access a range of learning opportunities with this funding.	\$436.08
English language proficiency	Students requiring English language proficiency support were provided with targeted learning programs and in-class support based on their level of language proficiency.	Flexible Funding \$17965.14 Staffing FTE 1.2 (6 days per week)
Low level adjustment for disability	Funds were used to provide School Learning Support Officer support for targeted students and for Teacher Professional Learning to build staff capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy.	Flexible Funding \$28899 Staffing FTE 0.6 (3 days per week)
Quality Teaching, Successful Students (QTSS)	QTSS funding provided the school with additional release time for executive teachers to support their team members through mentoring, coaching and co-teaching approaches.	Staffing FTE 0.525
Socio-economic background	Funding was used to provide targeted support for students and ensure all students accessed the full range of learning programs including enrichment opportunities.	\$3253.32
Support for beginning teachers	Funding was used to provide beginning teachers with mentoring, additional release and professional learning opportunities.	\$19536



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	315	335	372	399
Girls	328	357	354	377

Overall student enrolments at Woollahra increased in 2016. New enrolments into Kindergarten have stabilised, however the number of students enrolling to start school still exceeds the number of students transitioning to high school in Year 6. The school is currently at capacity and is only able to accept local enrolments.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	97.2	96.6	95.7
1	96.8	97.1	97.1	96.5
2	94.9	96.3	96.3	95
3	96.3	96.7	95.9	95.9
4	97.2	97.9	95.9	94.9
5	94.9	97.9	96.5	95.8
6	94.6	96	96.4	86.1
All Years	95.8	97	96.4	94.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

2016 student attendance figures were commensurate with state averages. Student absences are required to be explained by parents. Where the school is concerned about the attendance of a student, parents are contacted and strategies are put in place to improve the situation. This can include a referral to the Home

School Liaison Officer. In 2016 the school continued using electronic roll marking to assist with accurate collection and analysis of data. Detailed use of this data and attendance monitoring system will be put in place by the learning support team in 2017 to further maintain and improve attendance rates.

Class sizes

Class	Total
KK	22
KJ	21
KE	22
KS	22
KLK	21
1/2N	28
1W	25
1J	23
1HB	23
1G	23
2W	27
2SR	27
2G	25
2B	27
3/4L	27
3W	26
3R	27
3B	28
4H	28
4R	30
4M	28
5H	30
5F	24
5A	22
5P	30
5MG	23
6B	30
6A	28
6T	30
6P	30

Structure of classes

In 2016 the school organised students into 30 classes K–6. This included two multi-age classes and four

specialist Opportunity Classes.

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.64
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	4.67
Other Positions	0

*Full Time Equivalent

Woollahra Public School has a stable staff of permanent teachers supplemented by some high quality temporary staff filling vacancies. Ms Beth Hodson took up a position at Rose Bay PS in 2016.. Her Assistant Principal position was filled in a relieving capacity by Gail Pellow. Samantha Nicol filling the role of Acting Principal for Term 1 prior to the appointment of Nicole Molloy as the substantive Principal in March. Ms Nicol was successful in gaining a promotion to a Principal's position in June. A panel was formed to fill her position and Ms Serena Petriella was successful in gaining this position. She will begin at Woollahra in 2017. The relieving Deputy Principal positions were filled by Mrs Leanne Garber, Mrs Belinda Sparkes–Carroll and Mrs Judy Fetherston. Two vacancies created through a resignation and increase in enrolments were filled through the *Graduate Recruitment Program* and through an external merit selection process. As a result we warmly welcome Mrs Eve Hood and ms Thea Manning to our permanent staff in 2017.

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. For 2016 the school did not employ Aboriginal permanent members of staff. An Aboriginal Education Contact Officer is nominated each year at the school. The role of the officer includes ensuring *Personalised Learning Plans* for all Aboriginal students are implemented and awareness and the celebration of Aboriginal culture is a key school priority.

Teacher qualifications

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	35

Professional learning and teacher accreditation

Professional learning opportunities were provided to all staff throughout the year to address individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. The 2016 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings and conferences. A total of \$49 107 was invested in professional learning in 2016, funded through DoE allocated professional learning funds and school funds. Staff participated in professional learning initiatives focused on literacy, numeracy, technology, film making, supporting children with challenging behaviours, child protection, anaphylaxis, emergency care and leadership. Significant professional learning occurred in relation to the 2016 implementation of the geography K–10 syllabus. A joint professional learning workshop was held in collaboration with Community of Schools to continue the school's work in the implementation of the Australian Curriculum. Several teachers completed targeted professional learning in the areas of inclusion and autism. The school continued its partnership with the Sydney Theatre Company and University of Sydney with 6 teachers participating in professional learning through the School Drama project. This enhanced teacher skills in fostering levels of intellectual quality in our English programs and teaching the skills of creative and critical thinking. Teachers involved with Festival of Music performances attended professional learning hosted by the DoE Arts Unit. Three teachers worked with mentors to complete their accreditation at proficient level. The Principal completed professional learning to fulfil the role of assessor for accreditation applications at highly accomplished and lead level.

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 school's finances are managed by a finance

committee comprising the Principal, school executive and the School Administrative Manager. The finance committee meets to set the school's budget based on whole school needs and strategic priorities. Income, expenditure and cash flow are monitored on a regular basis by the Principal and School Administrative Manager. This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.. In 2016 the school completed its annual financial rollover at an earlier date in October in preparation for a transition to the SAP finance system that occurred at the beginning of term 4. At the time of financial rollover some outstanding payments remained. Please note that the balance carried forward includes tied funds (\$108,110), Trust Funds (\$23,044), unpaid orders (\$180), unpaid invoices (\$5336), unpaid casual salaries (\$49,762) and provision for asset replacement

Income	\$
Balance brought forward	354 760.96
Global funds	475 860.33
Tied funds	188 394.39
School & community sources	760 913.84
Interest	8 919.88
Trust receipts	3 612.29
Canteen	0.00
Total income	1 792 461.69
Expenditure	
Teaching & learning	
Key learning areas	262 719.33
Excursions	101 207.84
Extracurricular dissections	240 417.00
Library	8 979.59
Training & development	1 206.10
Tied funds	117 600.27
Short term relief	101 798.20
Administration & office	125 211.04
School-operated canteen	0.00
Utilities	60 226.92
Maintenance	36 463.65
Trust accounts	9 431.90
Capital programs	37 500.00
Total expenditure	1 102 761.84
Balance carried forward	689 699.85

December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	770 322.23
(2a) Appropriation	679 434.85
(2b) Sale of Goods and Services	245.89
(2c) Grants and Contributions	89 894.37
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	747.12
Expenses	-222 072.33
Recurrent Expenses	-222 072.33
(3a) Employee Related	-119 701.20
(3b) Operating Expenses	-102 371.13
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	548 249.90
Balance Carried Forward	548 249.90

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.

The information provided in the financial summary includes reporting from 1 December 2015 to 31

	2016 Actual (\$)
Base Total	4 660 689.72
Base Per Capita	39 045.00
Base Location	0.00
Other Base	4 621 644.72
Equity Total	234 191.11
Equity Aboriginal	436.08
Equity Socio economic	3 253.31
Equity Language	140 390.19
Equity Disability	90 111.53
Targeted Total	15 550.01
Other Total	108 648.88
Grand Total	5 019 079.72

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.

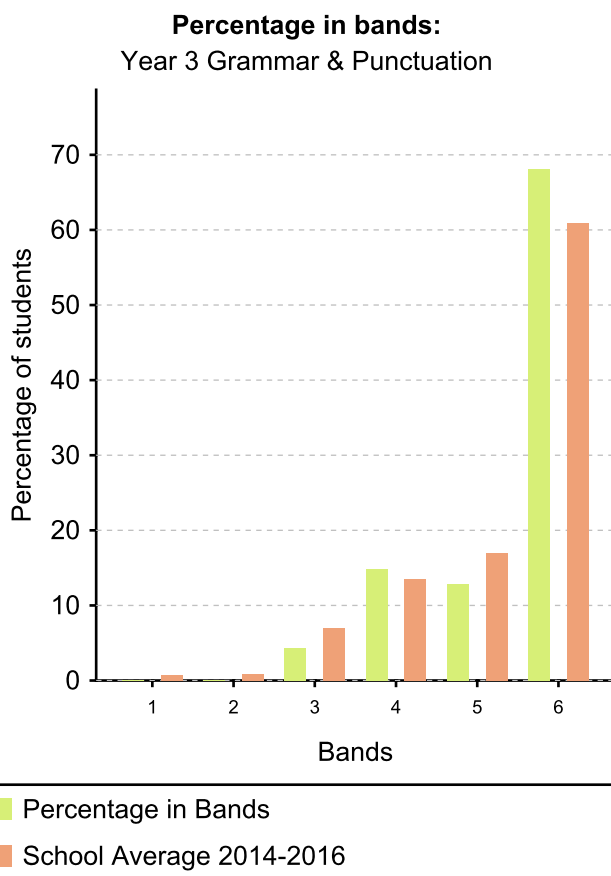
School performance

NAPLAN

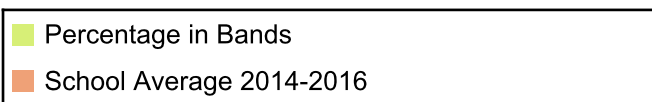
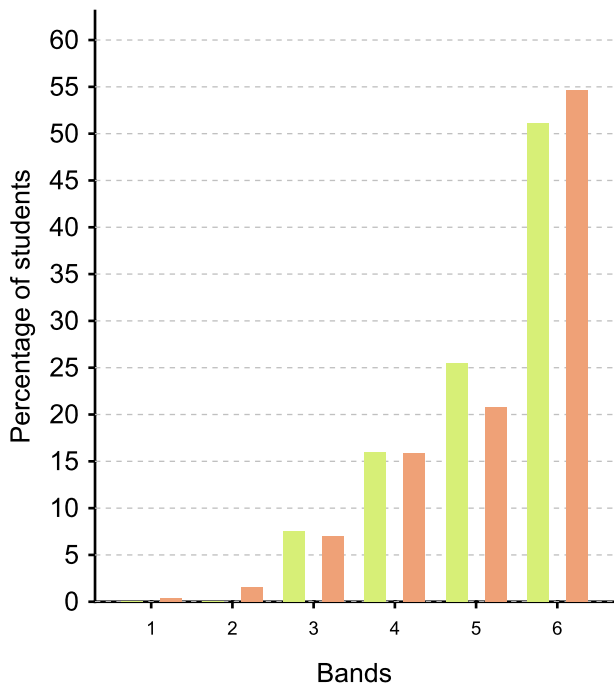
The academic performance of our students is measured consistently through a cycle of ongoing assessment of student work by teachers, standardised school assessment data and the results of national testing (NAPLAN) conducted in May each year for all students in Years 3 and 5. School assessment data is collected each term and adds to the ongoing judgements made by teachers about student performance against the syllabus. As a school we use a wide variety of measures to ensure our judgements about student learning are not reliant on single measures. Student assessment, including NAPLAN, is used to inform both individual teacher planning and school wide curriculum change strategies. In the National Assessment Program Literacy and Numeracy (NAPLAN), 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.

The NAPLAN results for Woollahra in 2016 were extremely strong and demonstrated excellent growth in student learning. The programs targeting specific areas of the literacy and numeracy curriculums have resulted in our students demonstrating strengths across all areas. In Year 3, 94 children sat the literacy NAPLAN and in Year 5 129 students sat the test. In **reading**, our students achieved outstanding results with 77% of Year 3 students performing in the highest two bands, compared with 52% of the state. and 78% of Year 5 students performing in the highest two bands, compared with 37% of the state. In **writing**, our

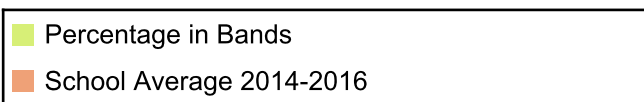
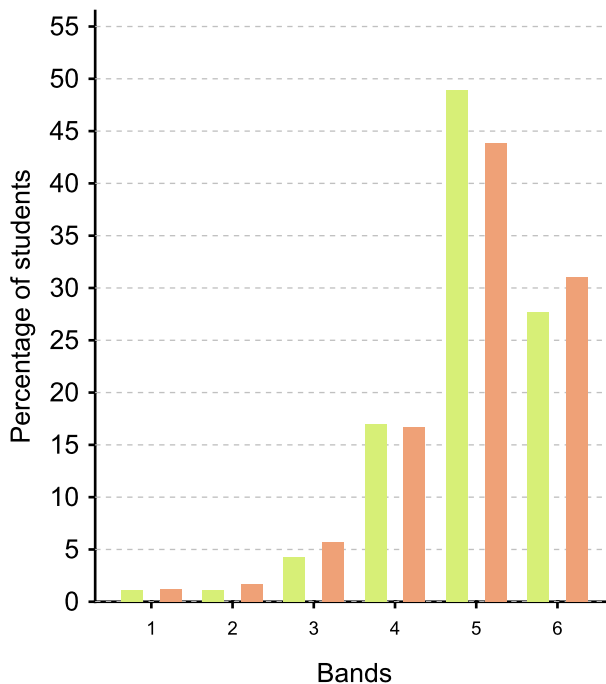
students also performed strongly with 76% of Year 3 students performing in the highest two bands, compared with 54% of the state. and 52% of Year 5 students performing in the highest two bands, compared with 18% of the state. In **numeracy**, our Year 3 students performed extremely well in numeracy. The percentage of our students in the highest two bands was 74% compared to 38% of the state. Our year 5 results were well above state averages with 76% of students performing in the highest two bands compared to 30% across the state.



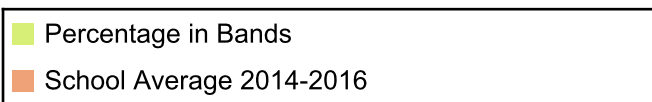
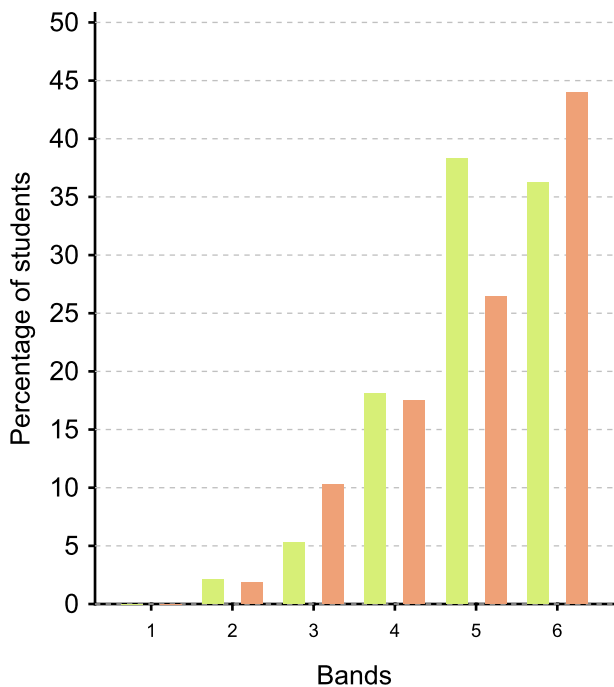
Percentage in bands:
Year 3 Reading



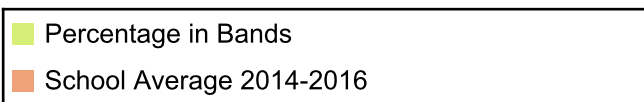
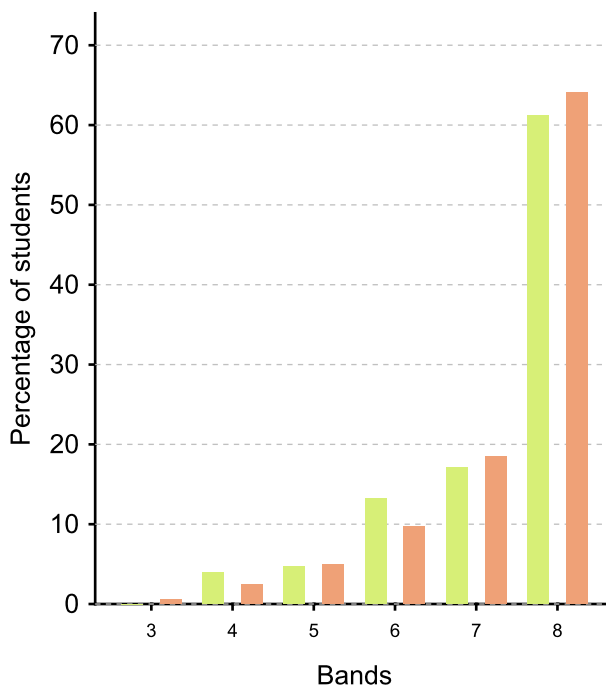
Percentage in bands:
Year 3 Writing



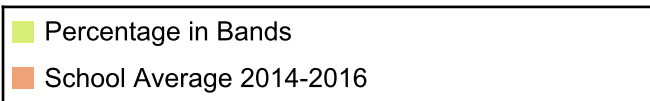
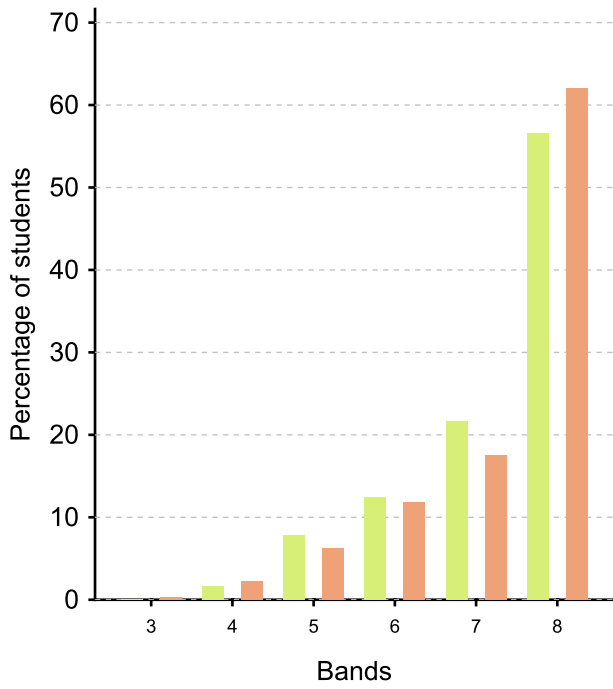
Percentage in bands:
Year 3 Spelling



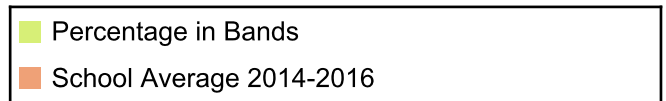
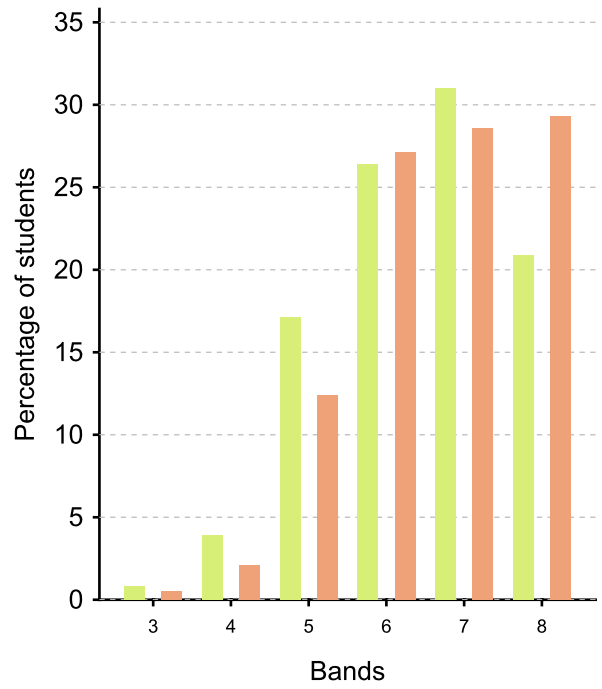
Percentage in bands:
Year 5 Grammar & Punctuation



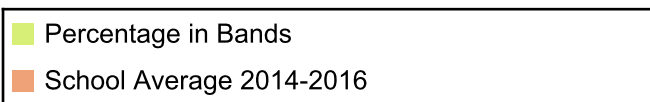
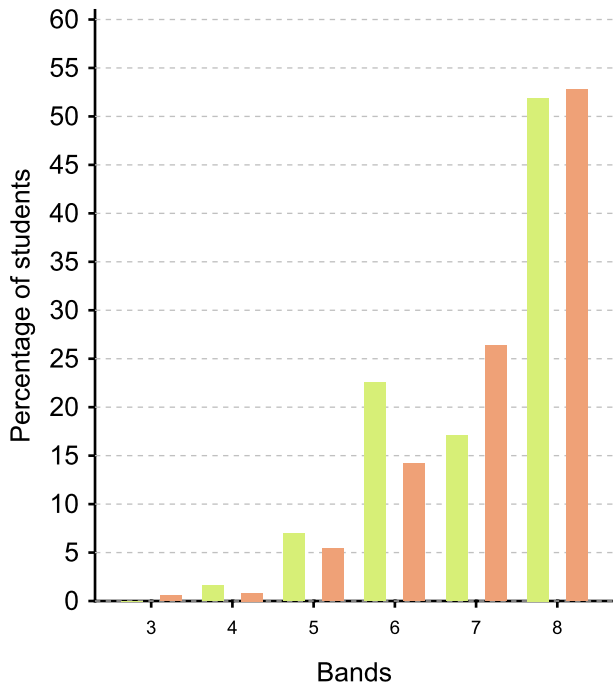
Percentage in bands:
Year 5 Reading



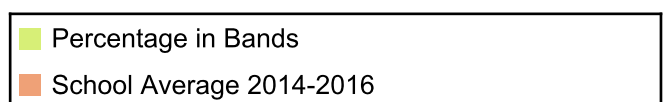
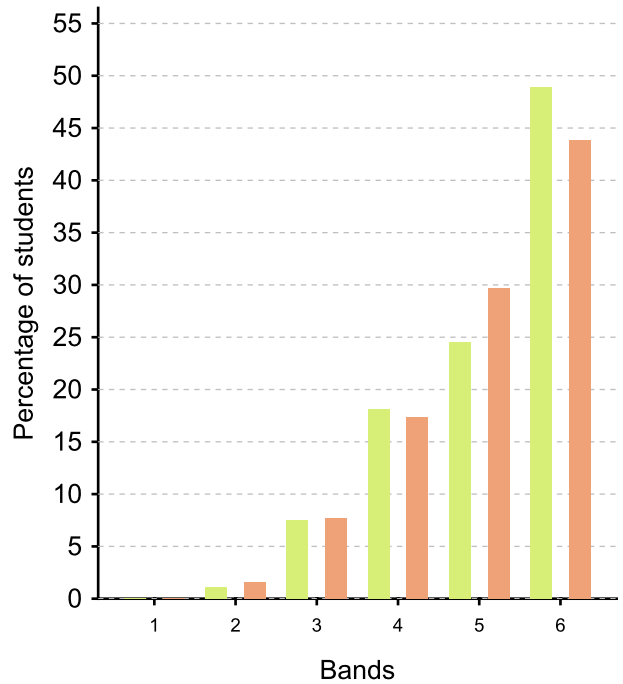
Percentage in bands:
Year 5 Writing



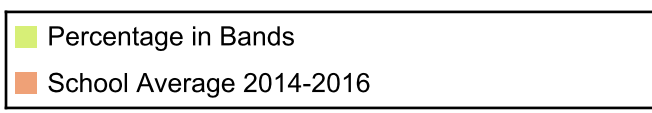
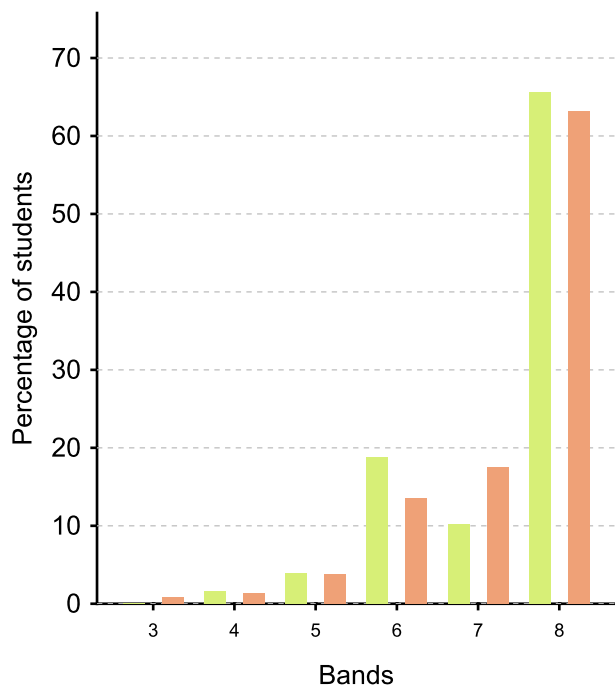
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2016 through P&C meetings, focus groups, written feedback and surveys. The Tell Them From Me (TTFM) Student Survey was implemented in semester one 2016 and provided data from 217 students. The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. The results, which on most indicators were higher compared to the NSW DoE norm, clearly demonstrate the importance the school has placed on establishing a positive learning culture encompassing respectful relationships, student engagement and participation rates. The TTFM Parent Survey was implemented in semester two 2016 and provided data from 96 parent respondents. The survey covered parents' perceptions of their children's experiences at home and at school. The results demonstrate the positive, engaging climate the school provides to all members of the school community. The survey results aligned with the School Excellence Framework elements of Learning Culture, Curriculum and Learning, Effective Classroom Practice and Leadership and

informed our school self-assessment against the framework. Both parents and students felt teachers foster positive, respectful relationships and place high importance on student engagement to raise learning outcomes. They indicated that the classrooms are well managed with clear expectations for rules and behaviour that allow better engagement with minimal disruptions leading to productive learning. There was also a strong link between engagement and involvement in extra-curricular activities at school. Parents felt that teachers devote significant time to providing extra-curricular activities and students feel that there are many opportunities for them to engage in such experiences at this school. The TTFM Surveys portray a very positive image of parent and student experiences at Woollahra Public School with most indicators showing higher results than DoE norms. The results are indicative of the school's efforts to improve communication, involvement and engagement at a number of levels. Students and parents are feeling welcome and included through their valued involvement in school processes and activities. Student inclusion in the development of learning and behavioural goals has led to higher student engagement in social, intellectual and institutional domains and with minimal signs of disengagement. Students and parents have clear expectations for student behaviour and learning which further improves levels of engagement. Feedback from parents indicated they would like to see a focus in the future on strengthening assessment and reporting processes, a more personalised report format, a focus on improved differentiation of learning programs for children of all ability levels, a review of sport programs with a view to the school being involved in PSSA competition sport and continual improvement of communication to ensure parents are informed about their child's learning and progress. Teachers participated in a range of focus groups throughout the year to gain their feedback. They indicated high levels of satisfaction across all aspects of their practice. They felt there was a need to focus on strengthening student wellbeing programs, some systems and structures in the school, assessment and reporting and technological learning.



Policy requirements

Aboriginal education

During 2016, the school expanded its Aboriginal education strategy to facilitate quality teaching and

learning experiences that aimed to build upon whole school appreciation and respect of Aboriginal heritage and culture. Activities included celebration of NAIDOC week and incorporation of cultural awareness into History, Geography and English learning units. The school engaged Aboriginal elders to work with our students. Focus in 2017 will be on strengthening this strategy to ensure Aboriginal cultural awareness is embedded authentically across the curriculum for all students. The achievements of our Aboriginal students were recognised in a variety of ways. Tadeo from Year 5 was nominated for a Deadly Kids Award. This ceremony recognised Aboriginal students in Sydney public schools for displaying an outstanding work ethic, academic achievement and citizenship skills.

Multicultural and anti-racism education

The school has a significant percentage (44%) of students from culturally diverse backgrounds. To foster harmony and tolerance, multicultural education is embedded in all curriculum areas and school activities. In total, students represent 39 language backgrounds other than English. The major aims of the English as an Additional Language program are to develop students' academic language proficiency and educational outcomes through explicit teaching of oral and written language skills required to meet the language demands of the curriculum and to enhance self-esteem by promoting cultural diversity and tolerance through an inclusive curriculum. Many of our students continue to study in their home languages. Culturally inclusive practices and anti-racist values are an inherent part of classroom learning programs and were also strongly promoted through the school's Harmony Day celebrations where the entire community came together for a day of learning and celebration. These events assist in involving and enhancing engagement with parents and community members from culturally diverse backgrounds. The school has an appointed Anti-Racism Contact Officer who facilitates communication and resolves any concerns related to racism in a supportive and proactive manner.