

Unanderra Public School Annual Report



2017



3308

Introduction

The Annual Report for 2017 is provided to the community of Unanderra 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.

Craig Redfern

Principal

School contact details

Unanderra Public School

Derribong Drive

Cordeaux Heights, 2526

www.unanderra-p.schools.nsw.edu.au

unanderra-p.School@det.nsw.edu.au

4272 8730

Message from the Principal

Unanderra Public School continues to be a vibrant engaging learning environment for students, staff and community. 2017 signals the end of our three-year planning cycle where we have proven successful in our pursuit of the collaboratively developed vision statement – Empowering students as lifelong learners by providing rich and diverse opportunities within a positive community inspired by supportive and influential leadership. It is immensely pleasing to be provided the opportunity to lead this wonderful school as principal.

Unanderra Public School commenced 2017 with 401 students across 16 classes. All classes were structured around curriculum stages and are the result of extensive professional consultation. Classes were structured around parallel groups, ensuring the academic and social abilities of students are shared throughout the school. As a Positive Behaviour for Learning [PBL] school we are committed to individual and corporate wellbeing of our students, our staff and our community.

As a Bump It Up school Unanderra Public School had a commitment throughout 2017 to the Premier's Priority of raising by 8% the number of students achieving in the top two NAPLAN bands of reading and numeracy. By structuring our professional learning around assessment for learning and by providing shoulder-to-shoulder support to teachers through school-funded instructional leadership, our school made a significant contribution to Bump It Up schools across the state exceeding the stated Premier's Priority.

Unanderra Public School has a diverse student population including 8% Aboriginal students and 25% students from non-English speaking background. This eclectic mix of students learn together through a variety of innovative and engaging learning environments. One such innovation is the Unanderra iHub. Our iHub is a combination of Library and STEM [Science, Technology, Engineering, Mathematics] that every child visits for a two-hour block every week. While the iHub was the brainchild of Mrs. Rodden, through her extensive consultation with students, in 2017 the iHub was taught by two talented and creative teachers in Miss. Cooper and Miss. Prior.

Across the 16 classes rich evidence exists of data-driven teaching and learning that is supporting students as individuals and teams to reach their potential. With a Bump It Up focus upon reading and numeracy we also remain cognisant that each child has various strengths and areas for improvement across the breadth of the Australian Curriculum. Data informs us of those strengths and areas for improvement that we address through differentiation and adjustments. Data forms the basis for decision-making across the school both in the classroom and administration.

In 2017 our school participated in the External Validation process where our capacity and performance with regard to the School Excellence Framework was evaluated. This process enabled our school community to vigorously reflect on our systems and structures. Teaching staff were the drivers for generating the evidence sets that provided a snapshot of our relationships and performance within the learning, teaching and leading domains. My sincere thanks to the school's executive team who made extensive contributions of time and expertise in ensuring our External Validation process was informative and productive.

2017 continued the fine tradition Unanderra Public School enjoys of community support and engagement. Our P&C, led by Mrs. Katrina Birch, once again provided our community with engaging activities and fundraising that inevitably supports all students. The P&C also provided representatives to merit selection processes for permanent and temporary staff across the school. Parents as supporters of learning continued throughout 2017 with many parents and carers engaging in classroom and off-site learning activities.

I wish to extend my gratitude to students, staff and community for ensuring 2017 was another productive and enjoyable year for those fortunate to be associated with Unanderra Public School. We continue to prosper as individuals and teams. I feel certain this positivity will continue as we move into our 140th year in 2018.

Craig Redfern

Principal

School background

School vision statement

Empowering students as lifelong learners by providing rich and diverse opportunities within a positive community inspired by supportive and influential leadership.

School context

Unanderra Public School has a long proud history of service to its community stretching back 139 years. The school relocated to the hills of Cordeaux Heights as a planned aspect of the new housing estate in 1999. The former school site is now a centre for commercial business along the Princes Highway in Unanderra.

The school has witnessed a slow but steady decline in student enrolments over the past 10 years. In 2017 we formed 16 classes catering for a student population of 401.

Teaching staff provide broad and engaging learning experiences that are differentiated to meet the specific need of students. Literacy and numeracy form the basis for challenging and relevant classroom learning.

The school has experienced a significant change in teaching staff due to retirements, promotions to other schools and the filling of long-term temporary positions with permanent teachers. Staff movement supports the positive school culture that exists across our school.

Unanderra Public School is actively supported by a vibrant Parents and Citizens Association and involved community members. Parents are encouraged to participate within the school and assist where possible. Recent innovations such as Grandparents Day and Dad's Arvo assist our school engage with family members who traditionally may not have participated in regular school activities.

Unanderra Public School is a Positive Behaviour for Learning environment and we strive to ensure our students interact in a safe, respectful and responsible manner. High expectations of students, community and staff ensure we remain focused on our core business – the successful attainment of student learning outcomes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Unanderra Public School is progressing well against the School Excellence Framework. Across the three domains; Learning, Teaching and Leading our school predominately records Sustaining and Growing results. Our seven evidence sets included areas such as Bump It Up, Assessment and Reporting, Curriculum and Positive Behaviour for Learning.

The opportunity to reflect on our practices and provide feedback to our students, staff and community has been exceptionally worthwhile. There is every indication that Unanderra Public School is actively engaged in our core business and are working toward improvements across all fourteen elements of the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Inspired Learning

Purpose

Purpose:

Inspired Learning focusses upon **developing creative informed citizens who engage in quality learning environments where our students are inspired to achieve their personal best.**

Literacy and numeracy remain core facilitators of learning across all Key Learning Areas. Inspired Learning will feature professional development that provides a basis for a consistent, assessment-driven approach to the implementation of the Australian Curriculum.

Overall summary of progress

Unanderra teachers are committed to ensuring our students receive consistent, explicit teaching across all key learning areas, most notably within literacy and numeracy. To this aim our teachers are provided with two planning days and two assessment days each year to collaborate as stage teams. These days serve to ensure our teaching and learning programs are effectively developed, implemented and evaluated across the year to maximise their potential to positively impact student learning outcomes.

Early Stage 1 and Stage 1 teachers were provided with additional professional learning and resourcing to ensure the L3 program functions effectively. L3 is an evidenced-based early learning literacy program that is providing positive benefits for our youngest students. Plans are being developed to extend professional learning into MultiLit and MiniLit for 2018 as aspects of our school's response to the current Literacy and Numeracy Strategy released by the Department.

Throughout 2017 a part-time Instructional Leader role was developed and funded through school funds. This role enabled quality shoulder-to-shoulder support for teachers ensuring best practice continued in every classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students in the top two NAPLAN bands by 8% in Reading and Numeracy (2019)	\$35 000	Shoulder-to-shoulder support for teaching staff developing a comprehensive understanding of assessment for learning. Continued good results in NAPLAN of students achieving in the top two bands of reading and numeracy.
Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in all aspects and shows increased percentage of students achieving in the top two bands.	\$4 000	MultiLit interventions supported the reading development of primary students experiencing difficulty.

Next Steps

Development of individual and corporate understanding of Learning Progressions that will replace the Literacy and Numeracy Continuums will be a focus for professional learning throughout the later part of 2018. Investment in MultiLit and MiniLit intervention will assist in supporting a greater number of students with reading development.

Strategic Direction 2

Leadership Pathways

Purpose

Purpose:

Leadership Pathways directs us toward **identifying potential leadership while working collaboratively to provide opportunities that facilitate succession building.**

Enabling staff, students and family members through leadership opportunities strengthens the entire Unanderra Learning Community.

Overall summary of progress

Staff at Unanderra Public School were given the opportunity to maximise their potential in leadership and collaborative practice through curriculum, leadership and professional learning teams. The leadership team within Unanderra Public School was expanded to include aspiring leaders through the Shadow Assistant Principal process to develop succession planning.

Community members were encouraged to participate and provided training in key decision making regarding self-evaluation, staff expression of interest employment, staff merit permanent appointments and non-local area student enrolments. A core group of community members are actively engaged in decision making across the school in alignment to the strategic directions of the Unanderra School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Ongoing maintenance of school satisfaction data in order to establish a three 3 year average by 2016. (New measure, Baseline data only)	\$1 500	Continuation of positive satisfaction with school business.

Next Steps

Ongoing leadership pathways and accreditation readiness for staff is embedded and continues to be expanded to drive school improvement and increase staff capacity.

The provision of leadership initiatives and capacity building amongst students, staff and key stakeholders are being further developed to support the schools' vision and strategic directions to drive school improvement.

Existing student leadership programs expanded to include a formalisation of the SRC and the implementation of Peer Support.

Strategic Direction 3

Community Engagement

Purpose

Purpose:

Community Engagement is **working together as a learning community to support student development and an effective positive school culture.**

A shared vision provides the foundation for the maintenance of our positive school culture that can be achieved through promotion, marketing and two-way communication.

Overall summary of progress

Our school has a strong and consistent focus on teaching and learning programs that are informed continually by formal community consultation and data relevant to school practices. Community attendance figures are solid for major school initiatives including but not exclusive to school assemblies, Easter Hat Parade and Grandparents Day. Promotional materials informing and engaging the community distributed providing information to prospective families entering or new to the area

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Establish baseline data relating to the number of parents and/or wider community attending school events. (New measure, no data as yet)	n/a	Positive support by community through attendance at school events.

Next Steps

Continuing consultation through community forums, focus groups and surveys.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$23 385	<p>Aboriginal mural project completed providing opportunities for community consultation, engagement and support.</p> <p>PLP development focussed on ensuring active consultation with community.</p> <p>All students informed and engaged about Aboriginal culture.</p>
English language proficiency	\$41 296	Targeted support for students with additional language needs from a trained EALD teacher.
Low level adjustment for disability	\$158 917	<p>Extensive student support through a comprehensive School Learning Support Officer program.</p> <p>Development and review of Individual Education Plans and professional development of staff.</p>
Quality Teaching, Successful Students (QTSS)	\$30 878	Provision of executive release time to enable assistant principals opportunities to engage as should-to-shoulder support for staff and to implement an effective Professional Development Plan process.
Socio-economic background	\$85 917	<p>School based professional learning, predominately in technology and literacy, and the employment of additional teacher time to ensure technology runs smoothly at Unanderra.</p> <p>Provision of teaching resources to engage students in learning, predominately technology based.</p> <p>Financial assistance for families experiencing difficulty.</p>
Support for beginning teachers	\$10 788	Provision of mentor, extra release from class and professional learning to support beginning teachers develop best practice.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	220	220	212	209
Girls	237	216	201	192

Unanderra Public School continues to experience a steady decline in student enrolment numbers. Demographics suggest this decline will continue for the next two to three years before stabilising around the 360 student mark. Our largest cohort of students left Year 6 this year resulting in a significant drop to start 2018.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.6	94.9	93.2	94.5
1	95.1	93.6	94.5	94.3
2	95.1	94.2	93.8	95.3
3	94.7	92.6	92.4	94.2
4	95.4	95.5	92.9	92.9
5	95	94.2	93.4	93.4
6	94	93.8	91.7	94.1
All Years	95.1	94.2	93.2	94.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Our school's overall attendance data is comparable to the Department's statewide data. While there are fluctuations between Year cohorts our K–6 four year average is 94.15 compared to the statewide 94.175. Regular attendance is encouraged and rewards are provided for 100% attendance. Teachers and the Learning Support Team monitor poor student attendance

Class sizes

Class	Total
KK	19
KW	19
KM	19
1/2D	23
1/2K	24
1/2J	23
1/2E	23
2/3G	26
3/4S	27
3/4N	29
3/4D	29
4/5A	26
5/6B	30
5/6N	28
5/6L	28
5/6F	28

Structure of classes

2017 was our second year employing stage based classes for all Year cohorts. The 16 classes were formed along parallel groupings. Of the 16 classes, two were across-stage while 13 remained within stage. All classes were below state average in size.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	14.68
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.39
Other Positions	0

*Full Time Equivalent

Two Aboriginal staff members are employed at Unanderra Public School.

Teacher qualifications

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

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	541,690
Revenue	3,467,204
Appropriation	3,338,928
Sale of Goods and Services	-1,020
Grants and Contributions	122,751
Gain and Loss	0
Other Revenue	0
Investment Income	6,544
Expenses	-3,417,358
Recurrent Expenses	-3,417,358
Employee Related	-3,090,412
Operating Expenses	-326,946
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	49,846
Balance Carried Forward	591,536

Unanderra Public School finances are managed by the Principal in consultation with the School Administration Manager. The development of budgets stem from the school planning process after consultation with staff and community through the P&C.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,658,699
Base Per Capita	63,117
Base Location	0
Other Base	2,595,582
Equity Total	309,516
Equity Aboriginal	23,385
Equity Socio economic	85,917
Equity Language	41,296
Equity Disability	158,917
Targeted Total	94,687
Other Total	225,613
Grand Total	3,288,514

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

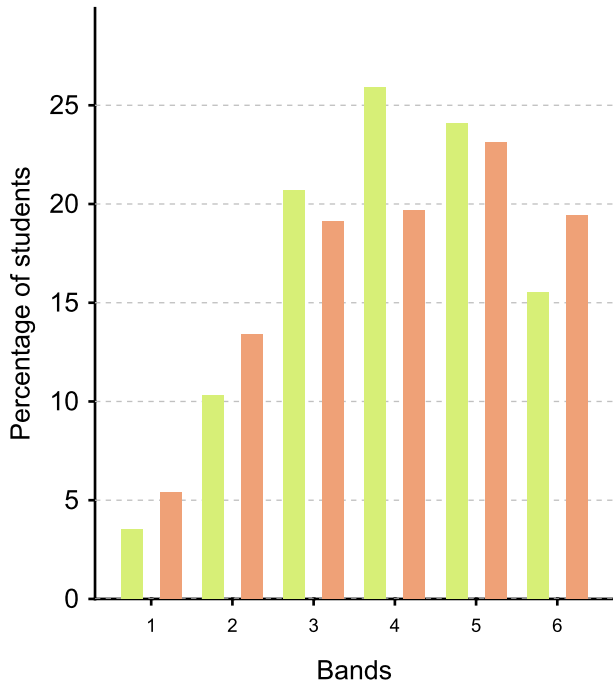
School performance

NAPLAN

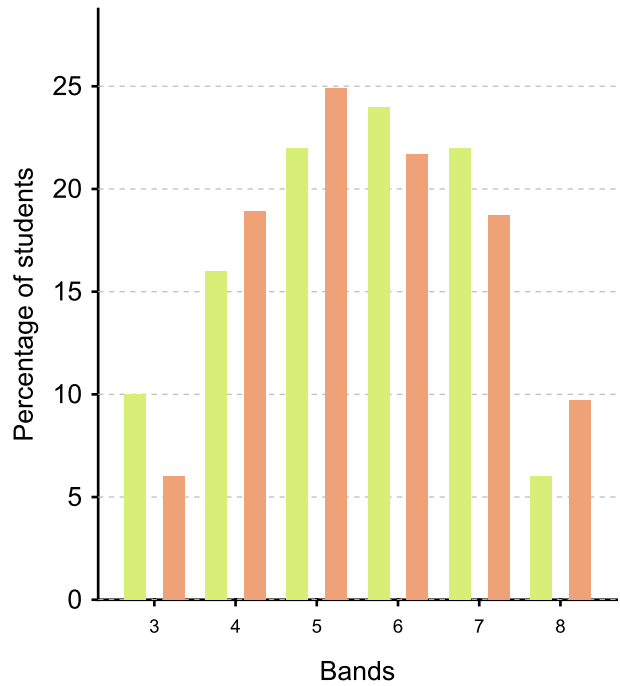
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

As a Bump It Up school we were focussed on reading throughout 2017. Student results in reading were consistent with three-year averages. The value-added result, growth between Year 3 and Year 5, showed consistent positive growth by the vast majority of students.

Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 5 Reading

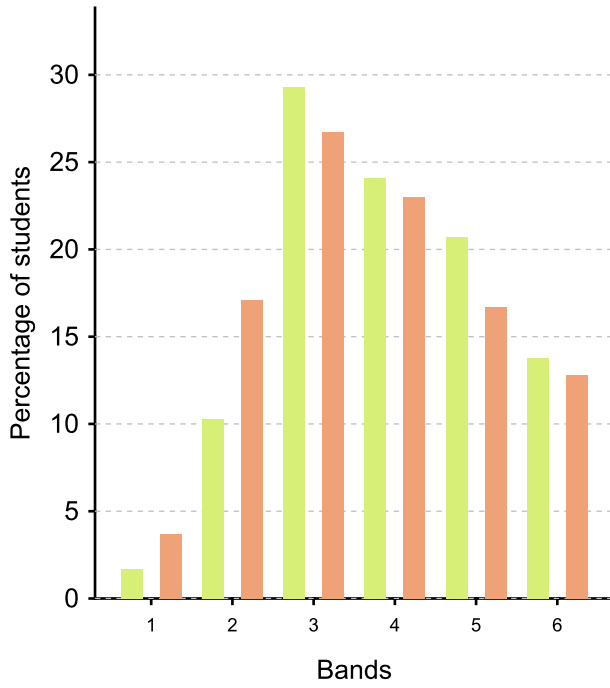


As a Bump It Up school we were focussed on numeracy throughout 2017. Student results in numeracy were consistent with three-year averages. The value-added result, growth between Year 3 and Year 5, showed consistent positive growth by the vast majority of students with many showing extensive growth beyond expectations.

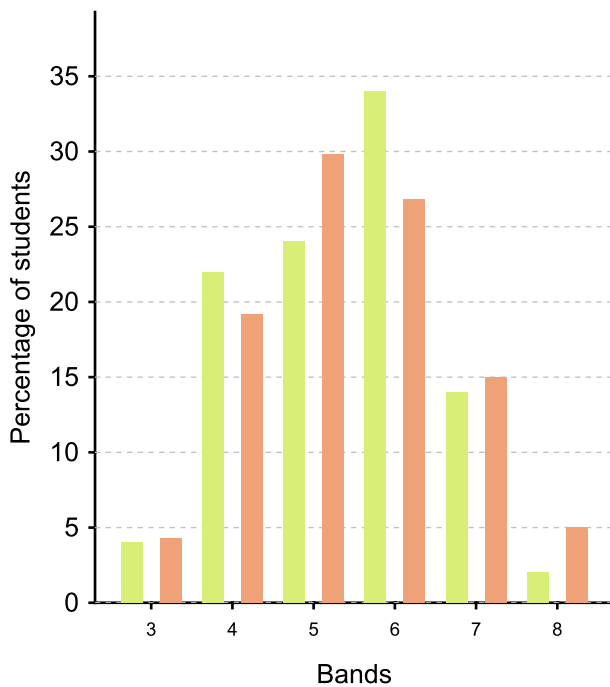
In 2017 Unanderra Public School showed significant increases in the number of Aboriginal students achieving in the top two bands of reading and numeracy. This result was above state and department averages.

Results for all students were not as impressive but remain consistent with our three-year averages in reading.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

Satisfaction with Unanderra Public School continues to be positive and consistent. Surveys of staff, students and community reflect above 90% satisfaction from each group.

Policy requirements

Aboriginal education

Our school's Aboriginal Team is lead by Mrs Anna Lawler. As a proud Aboriginal woman Mrs Lawler contributes effortlessly to the positive implementation of initiatives that support Aboriginal Education in our school. An important aspect of 2017 initiatives was the development and hanging of an extensive mural that now adorns our school's administration building.

In 2017 the Aboriginal Team led the effective development, implementation and review of Personalised Learning Plans [PLPs] for each Aboriginal student within our school. Community consultation was paramount to the success of the PLPs and the Aboriginal Team were able to complement the process with high levels of community attendance.

Mrs Lawler maintained our close links to the AECG by her regular attendance at Northern Illawarra Aboriginal Education Consultative Group meetings. On the agenda were regular activities that engage our Aboriginal and non-Aboriginal students learning about Aboriginal Australia. NAIDOC continues to be an important date on our school's annual calendar with activities once again held in 2017.

Multicultural and anti-racism education

In 2017 the staffing component of English as an Additional Language or Dialect (EAL/D) was in the form of two days staffing. Mrs. Koumalatsous provided support to a broad range of students with varying learning needs, predominately to students within the K-2 range. Unanderra is an inclusive learning environment where every child is treated with respect and dignity. Classroom learning is facilitated by teachers who plan for the diverse academic, social and behavioural needs of their students.

Two staff, Mrs. Kim Mathews and Mrs. Lauren Elston were trained for their shared role as our Anti-Racism Contact officer (ARCO).