

Wollongong Public School

Annual Report



2017



3954

Introduction

The Annual Report for **2017** is provided to the community of **Wollongong Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

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

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

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

School context

Wollongong Public School has a proud heritage as one of the oldest schools in the Wollongong area. It is an inner city multicultural school, with fifty two percent of students from Language Backgrounds Other than English. There are two Opportunity Classes at the school catering for gifted and talented students from the Wollongong, Wollongong North and Shellharbour Education Areas. A highly dedicated staff, comprised of a well balanced mix of experienced and beginning teachers, supports the diverse student population. Wollongong Public has an expected enrolment of 447 students for 2017 in 18 classes, K–6.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework 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.

In our self-assessment process, we identified nine Projects on which to focus: Collaborative Practice, Communication Process, Community Promotion, Gifted and Talented, Leadership Capacity, Literacy, Numeracy, Use of Data and Wellbeing. We then evaluated our performance in these projects in the three School Excellence framework domains.

Under Learning, in the strands of Learning Culture, Curriculum and Learning, Assessment and Reporting and Student Performance Measures, we demonstrated that we are Delivering. However in the area of Wellbeing, we met the criteria to be rated as Sustaining and Growing.

Under the Teaching domain, we are Delivering in all strands – Effective Classroom Practice, Data Skills and Use, Collaborative Practice Learning and Development and Professional Standards.

Under Leading we also were assessed to be Delivering in all four strands of Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes.

While our External Validation school team initially assessed our Wellbeing component as Delivering, the external panel felt that our practices particularly in student support were very effective, and upgraded our assessment to Sustaining and Growing. This was a particularly satisfying outcome for the school, as we have had a strong focus on supporting the wellbeing of students for some years.

Our self-assessment and the external validation process provided us with valuable data which 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

Teaching and Leading

Purpose

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

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

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• The Performance and Development Framework will be implemented and engage all staff, driving successful teaching and learning practice.• 90% of students are able to verbally identify their learning intention and success criteria for any lesson at any given point in time. This awareness reflects their understanding of where they are in their learning and what they are working towards.	\$20,000 through QTSS allocation to release teachers to model and observe colleagues' teaching practice	<p>All teaching staff actively engaged with the Performance and Development Framework, with specific Professional learning around Feedback. Explicit goals were set with students incorporating the use of metalanguage.</p> <p>All stages collaboratively planned units of work.</p>

Next Steps

The school's focus will continue to be on developing teacher capacity, with an emphasis on Visible Learning. We will adopt Positive Behaviour for Learning as a framework to support the well being of students in all aspects of their learning journey.

Strategic Direction 2

Learning and Assessment

Purpose

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

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>80% of students demonstrating expected growth per semester across DEC Literacy and Numeracy continuums relevant to expected time frames.</p> <p>All staff have a strong understanding of clusters and data using the learning continuums.</p> <p>80% of students achieving in the top two NAPLAN bands in reading and spelling.</p> <p>All classrooms will establish a data wall in Literacy and/or Numeracy.</p> <p>All staff participating in professional learning in explicit phonics and comprehension strategies.</p>	<p>Get Reading Right Phonics Program – professional learning – \$24,000</p>	<p>All teaching staff participated in professional learning in explicit phonics and comprehension strategies;</p> <p>Teaching staff developed a better understanding of the use of learning continuums</p> <p>While only 54% of students were in the top 2 Reading bands in Y5 NAPLAN there were 81% in the top 3 bands and there was significant movement into the top band (6%)</p>

Next Steps

To support the development of learning, we will strategically collect school wide data related to literacy and numeracy to inform our teaching; we will use the Corwin model of Visible Learning to assist teachers in understanding the impact that they have on students' learning and how to maximise the effect of that impact.

Strategic Direction 3

Engaging with the Community

Purpose

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

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

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in parental participation in scheduled teacher interviews to 80 per cent. One targeted community event will take place for each stage each term.	Community Consultation Funding \$13,000	Reformation of the school's P&C Association; Extremely successful community events held throughout the year – Harmony Day T1, Easter Hat Parade T2, School Concerts T3 and a Family Movie night, celebratory assemblies and the employment of a Community Hub Leader (to start in 2018) in T4.

Next Steps

We will strongly support the formation of our Community Hub as it welcomes and engages the non-English speaking members of our community. We will continue sharing the learning language and culture that we are developing in the school with our community partners.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6926 was provided through targeted Equity Funding	Our 8 Aboriginal students were supported by teachers and Support Officers in the development of their Individual Learning Plans; They were also allocated specific Learning Support Teacher time to assist in their learning in Literacy and Numeracy.
English language proficiency	<p>\$119,986 was provided through targeted Equity Funding</p> <p>\$101, 574 tied to full time EALD teacher</p> <p>\$18,412 Flexible Funding</p>	Flexible funding was used to employ a bilingual Arabic Support Officer who supports children in class and facilitates parent meetings and connections with teachers. Extra New A AP funding was used to extend the EALD program across the school targeting those children most at need in their learning of English. The school began successfully implementing an in class team teaching approach to teaching English language.
Low level adjustment for disability	<p>\$107,468 was provided through Equity Funding</p> <p>\$36.366 of this allocation was flexible funding</p>	<p>\$71,102 was tied to a teaching position and the school supplemented that funding so that a full time Learning Support teacher worked across the school providing in-class support for identified students.</p> <p>Flexible funding was used to employ Support Learning Officers who support identified students in the classroom and playground</p>
Quality Teaching, Successful Students (QTSS)	\$33,732	QTSS funding was used to support teachers by releasing them to present and observe demonstration lessons with their peers, from which they provided with formal feedback as part of the school's Professional Development Program
Socio-economic background	\$28,502	Socio-economic flexible funding was used to employ Support Learning Officers who support identified students in the classroom and playground
Support for beginning teachers	\$13,378 was provided to support Beginning teachers	Beginning Teacher funding was used to support two beginning teachers so that they could meet with mentor teachers, visit other classrooms and schools, and collaboratively plan with same Stage colleagues.
Targeted student support for refugees and new arrivals	\$18799 was provided under the RAM funding.	<p>Annual targeted support funding for refugees and New Arrivals was used to employ a School Learning Support Officer who supported identified students and their families in integrating into the school.</p> <p>Designated NAP funding was assigned at various times throughout the year and was used to extend the EALD program across the school targeting those students identified as New Arrivals.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	245	248	256	243
Girls	204	193	197	216

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.5	93.9	96.7	93.4
1	96.2	94.2	95.5	95
2	95.7	93.9	94	94.9
3	95.5	93.2	94.5	94.6
4	96	93.7	92.9	92.7
5	96.3	93.8	95.7	94.7
6	95.8	93.9	95.2	94
All Years	95.9	93.8	94.9	94.3
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

Attendance is managed electronically throughout the school using the SENTRAL administrative system. This enables executive staff to monitor attendance patterns and identify students exhibiting poor attendance. Where necessary, families are contacted if attendance is an issue, and in extreme cases, the school works with the Home School Liaison Officer and the family to resolve the problem.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.89
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	3.33
Other Positions	0

*Full Time Equivalent

The school has one Aboriginal employee.

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	0

Professional learning and teacher accreditation

The school provided substantial professional learning during 2017 expending all of its allocated funding and contributing another \$500 from general school funds. The bulk of this was in supporting literacy through the Get Reading Right program, but there were also in school training sessions targeting teacher development in areas such as feedback and autism awareness training.

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	110,149
Revenue	3,637,535
Appropriation	3,424,015
Sale of Goods and Services	5,408
Grants and Contributions	206,180
Gain and Loss	0
Other Revenue	0
Investment Income	1,931
Expenses	-3,677,913
Recurrent Expenses	-3,677,913
Employee Related	-3,340,299
Operating Expenses	-337,614
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-40,378
Balance Carried Forward	69,771

The school maintains standard Department of Education financial practices, although as the new financial management system is still unfamiliar to administrative and executive staff there have been many challenges in monitoring our expenditure.

There was a significant increase in spending around sick leaves as many staff succumbed to a wave of viruses through the year.

Carried over funds have been targeted for expenses occurred in the last weeks of 2016, and for some technology improvements (ipad purchases etc).

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	2,900,461
Base Per Capita	69,230
Base Location	0
Other Base	2,831,230
Equity Total	262,882
Equity Aboriginal	6,926
Equity Socio economic	28,502
Equity Language	119,986
Equity Disability	107,468
Targeted Total	109,062
Other Total	137,364
Grand Total	3,409,769

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.

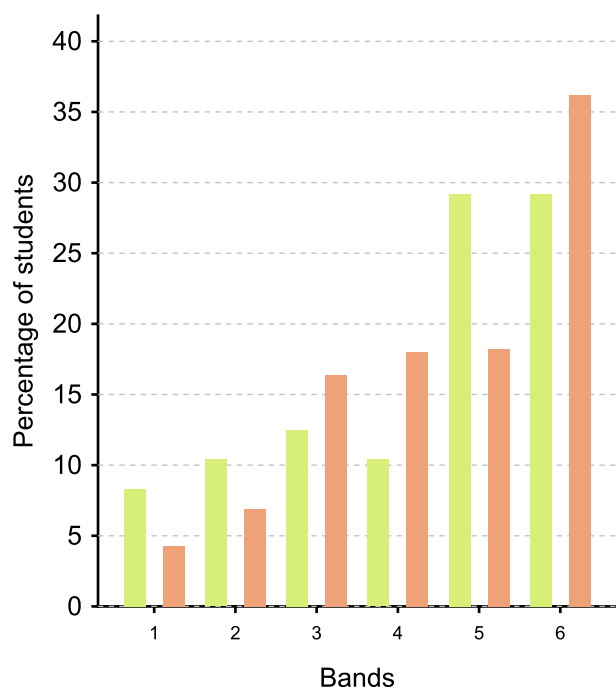
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

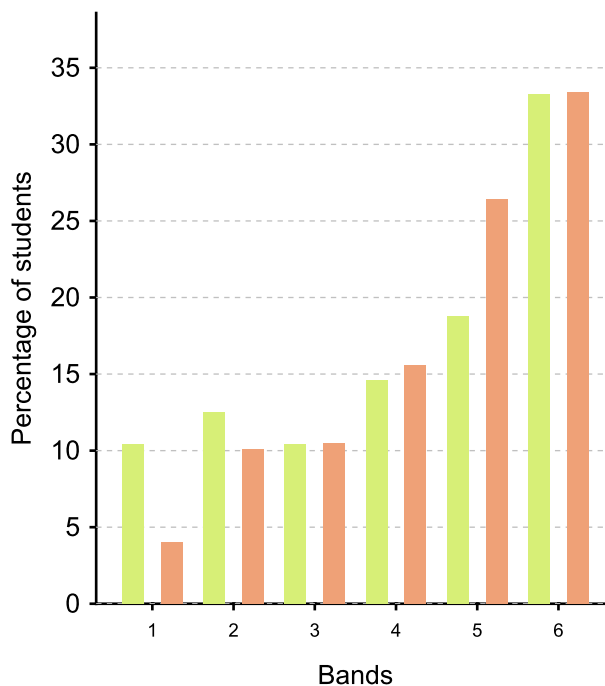
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



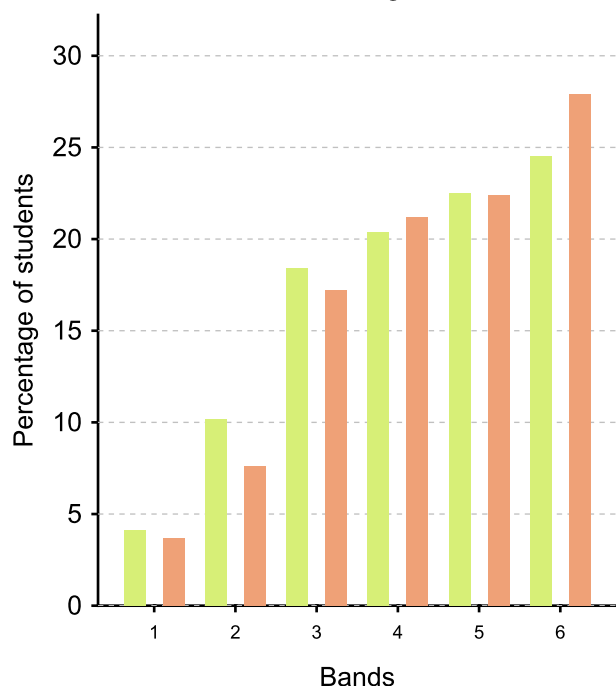
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



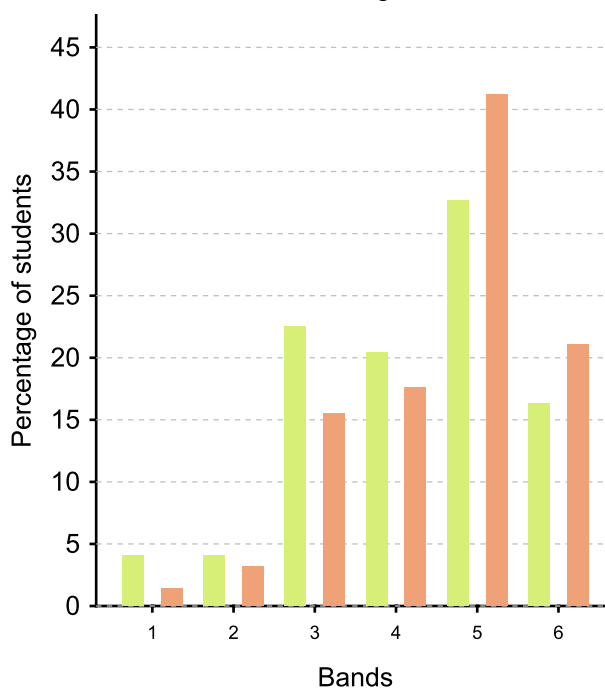
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



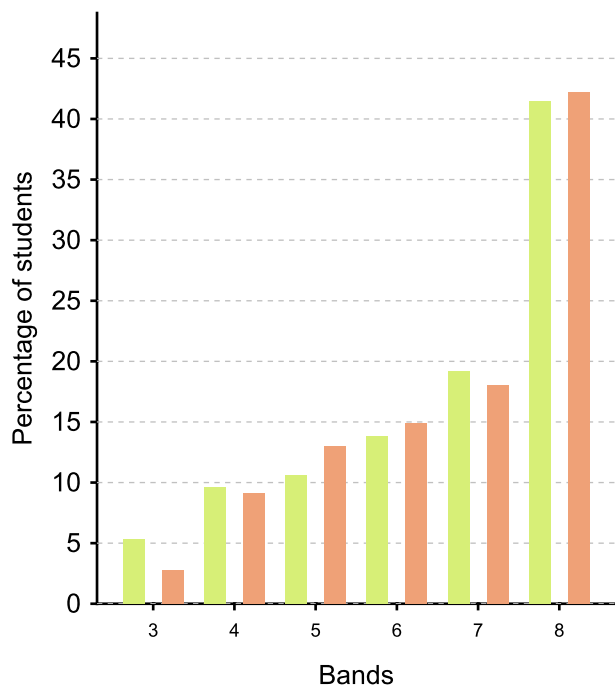
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

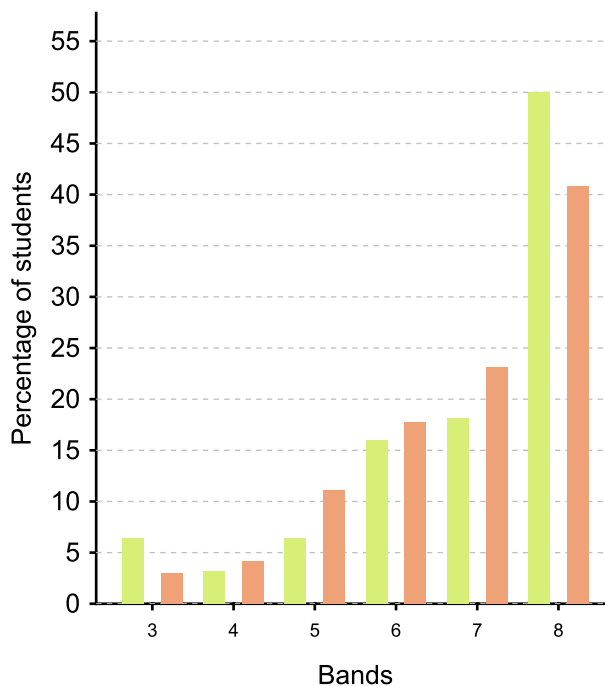


Percentage in Bands
School Average 2015-2017

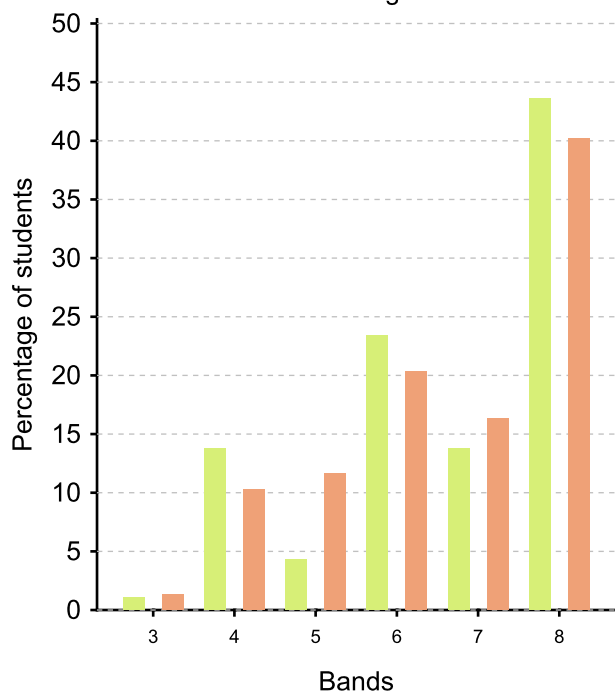
Percentage in bands:
Year 5 Grammar & Punctuation



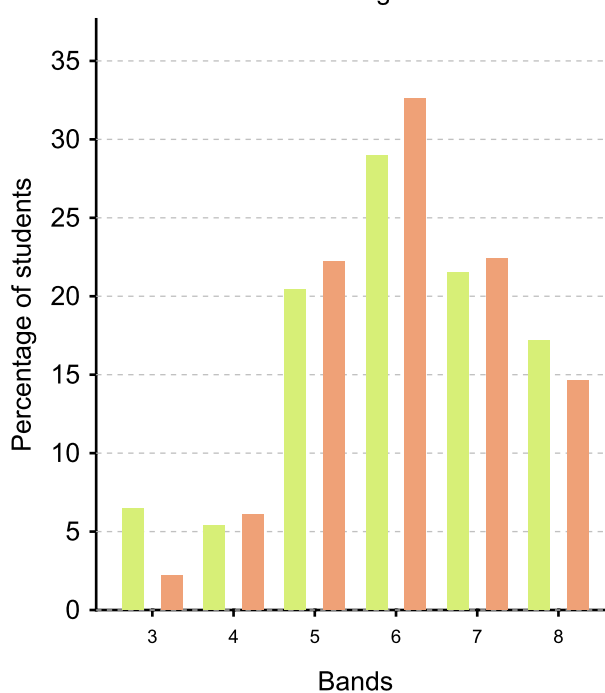
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Policy requirements

Aboriginal education

Support funding employed a Student learning Support Officer to work with Aboriginal students throughout the year. NAPLAN results indicate there has been significant growth in the learning of Year 5 students .

Multicultural and anti-racism education

As Wollongong Public School has over 50% of its students coming from a Non English Speaking Background, supporting these students is a high priority in the school. The school celebrates its diversity through programs offering a strong multicultural perspective, by promoting tolerance and harmony and offering inclusive activities for all students. This is best reflected in our celebration of Harmony Day where many students wore traditional costume, and school and community groups performed throughout the day

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