

Woollooware Public School

Annual Report



2017



3957

Introduction

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

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

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School background

School vision statement

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

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

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

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

School context

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of Learning, Woolooware Public School had a strong focus on formative assessment, feedback and curriculum. The continuation of Formative Assessment Professional Development and teaching programs to include differentiation in all aspects of learning. The practice of collaborative planning ensured the continuation of a strong teaching and learning culture in all classrooms, within a safe and engaging learning environment. Students are viewed as individuals with individual learning needs, and strong support is provided within our structured and supportive Learning Support Team process.

Within the Teaching domain, our main strength has been collaborative practice opportunities for all staff members through developing a culture of classroom observations, reflection and feedback through Formative Assessment sessions and collaboration of classroom programs. Classroom observations, effective feedback, and reflection on practice had a positive impact on student learning and engagement.

In the domain of Leading, our priorities have been to develop a culture of distributive leadership for staff with all staff members accepting leadership opportunities in different areas of responsibility. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school

learning culture. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school.

Our self-assessment 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

Student Outcomes

Purpose

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

Overall summary of progress

As a part of our Successful Learners project, all teaching staff engaged in Formative Assessment Professional Development to provide effective feedback to students regarding their learning.

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">Tell them From Me Survey<ul style="list-style-type: none">Increase the average score in Inclusive School from 8 to 8.5.	Time for school staff to review and triangulate data.	<p>In 2017, the school sought the opinions of parents, students and teachers about the school. They were asked to reflect on the programs and practices that were highly valued.</p> <p>Parents feel Woollooware is a safe school environment. They believe the school supports positive behaviour and learning.</p> <p>Parents are made to feel welcome when they visit the school and that it is easy to speak with their child's class teacher.</p> <p>Teachers feel they work in an inclusive school which employs strong collaborative practices. Teachers felt it was important to use teaching strategies which take into account the needs, interests and abilities of the individual students.</p>
<ul style="list-style-type: none">87% of students meeting intended benchmarks in literacy and numeracy on PLAN continuum.	Formative Assessment and differentiated curriculum.	Teachers are using consistent judgement when placing students in continuum clusters. Students are meeting intended benchmarks.
<ul style="list-style-type: none">All Learning Areas have clearly stated scope and sequence plans and accompanying units of work and assessment plans which reflect the content and pedagogy of each syllabus.	Formative Assessment Professional Development and differentiated curriculum. Successful Learners project – time for unit writing and curriculum scope and sequence development.	Each stage has worked collaboratively to produce Mathematics units to reflect differentiation and use various formative assessment strategies in all areas of the curriculum. Units of work have been collaboratively produced and reflect the pedagogy of each syllabus.
Students in Year 5 achieving expected growth in NAPLAN: <ul style="list-style-type: none">in numeracy will increase from 34.5% to 45%in reading will increase from 54.5% to 64.5%in writing will increase from 64.3% to 70%	Seven Steps for Writing Project. Formative Assessment and differentiated curriculum.	Year 5 student growth has increased in Reading and Numeracy. Strategies are in place to enhance programs in writing to promote further growth.

Next Steps

In 2018, the Seven Steps for Writing Project and Student Wellbeing Project will continue to be implemented. Strategies will be embedded in classroom practice to support all students to reach their full potential as well as have their social and emotional needs addressed. There will be continued opportunities for staff to collaborate in order to achieve consistent teacher judgement.

Strategic Direction 2

Teacher Quality

Purpose

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

Overall summary of progress

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

Progress towards achieving improvement measures

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

Next Steps

In 2018 we will engage in three projects to work towards 2018–2020 strategic directions. All teachers will participate in Professional Development to continue with embedding quality practice in all Teaching and Learning areas. We will further engage in a whole-school project to increase student outcomes in writing and continue our three-year project on embedding formative assessment strategies.

Strategic Direction 3

21st Century Learning Capabilities

Purpose

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

Overall summary of progress

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

Progress towards achieving improvement measures

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

Next Steps

Projects for 2018 will include the continuation of the 21st Century Learning project and the eSmart project to encourage safe and responsible digital citizenship.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,328	Writing of personalised learning plans for indigenous students.
English language proficiency	\$7,721	Students from a language background other than English were supported in small groups from experienced staff according to need.
Low level adjustment for disability	\$57,000	Students were supported through extensive learning and support programs organised by the learning and support teacher and supported by the Learning and Support team.
Quality Teaching, Successful Students (QTSS)	FTE 0.6	Stage planning days were planned to bring about quality teaching programs that focussed on differentiation and collaboration.
Socio-economic background	\$18,554	Funds were used to ensure that every student had equitable opportunities to fully access the curriculum.
Support for beginning teachers	\$30,963	Beginning teacher funds used to provide time for teachers to liaise with mentor and observe colleagues, program appropriately for students and engage in professional dialogue.
Targeted student support for refugees and new arrivals	FTE: 0.3	New Arrivals Program assisted students with their language and reading skills on a single and small group program.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	255	247	246	272
Girls	214	220	221	225

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

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	96	96.3	95.8
1	96.7	95.8	95.5	94.9
2	96.1	95	94.9	95.3
3	96.4	94.4	95.4	93.8
4	96.2	94.1	94	94.3
5	96.1	95.4	93.7	93.4
6	94	93.8	94.7	93.6
All Years	96	95	94.9	94.5
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 has a strong emphasis on positive student attendance. Support is also provided through the Home School Liaison Officer to ensure all our students have very high levels of school participation.

Class sizes

Class	Total
K RED	18
K GREEN	18
K BLUE	19
K YELLOW	18
1B	21
1S	21
1C	22
2M	26
2C	26
2S	26
3S	29
3G	29
3_4P	30
4S	31
4W	30
5S	32
5L	32
6A	24
6J	23
6G	23

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	17.99
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.28
Other Positions	0

*Full Time Equivalent

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

There was 1 permanent staff member of Aboriginal or Torres Strait Islander descent employed at Woollooware Public School during 2017.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	62
Postgraduate degree	38

Professional learning and teacher accreditation

In 2017, all staff participated in regular professional development.

These sessions included:

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

In 2017, Woollooware P.S. had 3 beginning teachers employed across the school this included; 1 permanent and 2 temporary teachers.

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

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

All beginning teachers had the opportunity to take on

different roles this year as part of building their capacity. These roles included; Band Coordinator and PD/PE/Health Coordinator.

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	323,628
Revenue	4,125,171
Appropriation	3,552,281
Sale of Goods and Services	46,922
Grants and Contributions	520,181
Gain and Loss	0
Other Revenue	0
Investment Income	5,786
Expenses	-4,107,033
Recurrent Expenses	-4,107,033
Employee Related	-3,488,500
Operating Expenses	-618,534
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	18,137
Balance Carried Forward	341,765

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school's 2017 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.

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	3,140,710
Base Per Capita	71,370
Base Location	0
Other Base	3,069,340
Equity Total	128,102
Equity Aboriginal	1,328
Equity Socio economic	18,554
Equity Language	7,721
Equity Disability	100,499
Targeted Total	59,748
Other Total	38,091
Grand Total	3,366,651

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.

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

In Year 3, 70 students sat the National Assessment Program [NAP] in Literacy [reading, writing, spelling, grammar and punctuation]. There were 40 boys and 30 girls, with 7 students identified as ESL/LBOTE and no students identified as indigenous. 1 child was absent.

NAPLAN – Numeracy

In Year 3, 70 students sat the National Assessment Program [NAP] in Mathematics [Data, Measurement, Space and Geometry, Numeracy and Patterns and Algebra]. There were 40 boys and 30 girls, with 7 students identified as ESL/LBOTE and no students identified as indigenous. 1 child was absent.

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

In Year 5, 63 students sat the National Assessment

Program [NAP] in Literacy [reading, writing, spelling, grammar and punctuation]. There were 34 boys and 29 girls, with 8 students identified as ESL/LBOTE and 1 student identified as indigenous. 1 child was absent.

NAPLAN – Numeracy

In Year 5, 62 students sat the National Assessment Program [NAP] in Mathematics [Data, Measurement, Space and Geometry, Numeracy and Patterns and Algebra]. There were 33 boys and 29 girls, with 8 students identified as ESL/LBOTE and 1 student identified as indigenous. 2 children were absent.

Reading – Year 3

NAP progress in Reading – Year 3 skill bands 5–6 [the top two bands] 58% of Year 3 students were in the top two skill bands compared to 57.6% in our region and 47.2% in NSW. Skill bands 3–4, 36.2% of Year 3 were in skill bands 3 and 4 compared to 35.7% in our region and 40.1% in NSW.

Writing– Year 3

NAP progress in Writing – Year 3 skill bands 5–6 [the top two bands] 59.4% of Year 3 students were in the top two skill bands compared to 58.8% in our region and 48.9% in NSW. Skill bands 3–4, 34.8% of Year 3 were in skill bands 3 and 4 compared to 37.3% in our region and 43.9% in NSW.

Spelling – Year 3

NAP progress in Spelling – Year 3 skill bands 5–6 [the top two bands] 59.4% of Year 3 students were in the top two skill bands compared to 57.4% in our region and 50% in NSW. Skill bands 2–4, 40.5% of Year 3 were in skill bands 2–4 compared to 40.7% in our region and 46.1% in NSW.

Grammar and Punctuation – Year 3

NAP progress in Grammar and Punctuation – Year 3 skill bands 5–6 [the top two bands] 63.8% of Year 3 students were in the top two skill bands compared to 66.8% in our region and 58.4% in NSW. Skill bands 2–4, 31.9% of Year 3 were in skill bands 2–4 compared to 29.2% in our region and 34.2% in NSW.

Reading – Year 5

NAP progress in Reading – Year 5 skill bands 6–8 [the top three bands] 71.5% of Year 5 students were in the top three skill bands compared to 74.2% in our region and 61.5% in NSW. Skill band 5, 17.5% of Year 5 were in skill band 5 compared to 14.2% in our region and 17.0% in NSW.

Writing – Year 5

NAP progress in Writing – Year 5 skill bands 7–8 [the top two bands] 15.9% of Year 5 students were in the top two skill bands compared to 21.8% in our region and 16.2% in NSW. Skill bands 5–6, 61.9% of Year 5

were in skill bands 5 and 6 compared to 67% in our region and 64.9% in NSW.

Spelling – Year 5

NAP progress in Spelling – Year 5 skill bands 7–8 [the top two bands] 44.4% of Year 5 students were in the top two skill bands compared to 47% in our region and 35.9% in NSW. Skill bands 5–6, 44.4% of Year 5 were in skill bands 5 and 6 compared to 44.4% in our region and 48.7% in NSW.

Grammar and Punctuation – Year 5

NAP progress in Grammar and Punctuation – Year 5 skill bands 6–8 [the top three bands] 58.8% of Year 5 students were in the top three skill bands compared to 69.2% in our region and 58.2% in NSW. Skill band 5, 19% of Year 5 were in skill band 5 compared to 15% in our region and 16.5% in NSW.

Numeracy – Year 3

NAP progress in Numeracy – Year 3 skill bands 5–6 [the top two bands] 56.5% of Year 3 students were in the top two skill bands compared to 49.1% in our region and 40.2% in NSW. Skill bands 3–4, 34.7% of Year 3 were in skill bands 3 and 4 compared to 42.9% in our region and 45% in NSW.

Numeracy – Year 5

NAP progress in Numeracy – Year 5 skill bands 6–8 [the top three bands] 67.7% of Year 5 students were in the top three skill bands compared to 72% in our region and 57.5% in NSW. Skill band 5, 25.8% of Year 5 were in skill band 5 compared to 19.6% in our region and 24.8% in NSW.

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.

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



Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek opinions of parents, students and teachers about the school.

The 2017 responses are presented below.

Tell Them From Me Survey

Students, teachers and parents were invited to participate in the Tell Them From Me survey during 2017. The survey was completed by 156 students in Years 4, 5 and 6. The survey showed that students at Woolooware Public School, when compared to NSW norms, have higher rates of participation in school sports. They also generally feel that they are motivated to learn, knowing what they are learning is relevant to their lives and that classroom instruction is well organised.

Socio – Emotional Outcomes:

- 92% of students felt that behaviour in the school was positive compared to the State norm of 83%.
- 91% of students try hard to succeed in their learning compared to the State norm of 88%.
- 91% of students felt they had friends at school they could trust and who encourage them to make positive choices compared to the State norm of 85%.
- 76% of students felt accepted and valued by their peers and by others at their school compared to the State norm of 81%

Drivers of Student Outcomes:

- 7.7 out of 10 students feel that concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 7.9 out of 10 students find classroom instruction relevant to their everyday lives.
- 7.8 out of ten students feel classroom instruction is well organised, with a clear purpose, and with immediate feedback that helps them learn.
- 8.1 out of 10 students feel teachers are responsive to their needs, and encourage independence with a

democratic approach.

– 8.6 out of 10 of students feel that school staff emphasises academic skills and hold high expectations for all students to succeed.

Overall, the school needs to further explore a more consistent approach regarding clear rules and expectations for classroom and playground behaviour. It also indicates that the school should continue to address the issue of bullying – physical, social, or verbal bullying, or bullying over the internet.

Parent Survey

The Tell Them From Me Parent Survey was completed by 27 respondents which is an encouraging increase on 2016. The results are scored out of 10.

– Parents feel welcome when visiting the school with 7.9 out of 10 parents feeling they can easily speak with their child's teacher compared to the State norm of 7.4.

– 7.6 out ten parents also felt that their children's progress reports were easy to understand and they were immediately informed about their children's behaviour at school, whether positive or negative (7.1 out of 10 parents) as compared with the State norm of 6.6.

– Parents who identified as actively encourage their children to do well at school scored 7.3 out of ten as compared with the state norm of 6.3

– Parents also felt that teachers encourage their children to do their best work (7.7 out of 10) and expect homework to be done on time (7.7 out of ten) as compared to the State norm of 7.3.

It is also felt by the parents that our school supports positive behaviour with 8.2 out of ten parents saying that teachers expect their children to be attentive in class and 8.8 out of ten parents feel that their children have a clear understanding about the rules for school behaviour. These are compared to a 7.8 State norm.

In terms of communication 82% of parents found the School Reports useful or very useful, with 91% of parents finding informal meetings with classroom teachers as being very positive and fruitful. 93% of parents identified the School Newsletter as important communication tool while 64% felt the School Website was useful or very useful.

Teacher Survey

The Tell Them From Me survey was completed by 16 teachers on the eight drivers of student learning. The results are scored out of 10.

School leadership – 7.5 compared to the State norm of 7.1, Collaboration – 8.2 compared to 7.8, Setting high expectation – 9.1 and monitoring the progress of individuals – 8.9 compared to a State norm of 8.0. Data informing practice –8.0 compared to 7.8 and Teaching

strategies 8.1 as compared to a state score of 7.9

The area of Technology was an area which was identified by staff as needing further consideration (6.2 compared to a State norm of 6.7). They identified the areas of students using technology to track progress towards their goals and supplying student feedback through technology as two key areas for future development.



Policy requirements

Aboriginal education

Aboriginal Education

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

An Indigenous garden, designed and co—created by students was established in 2011 and provides a learning and recreational space for students in the playground. This garden is maintained and added to with groups of children contributing.

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

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

Multicultural and anti-racism education

Multicultural Education and Anti-racism

Living in a culturally diverse society, Woolooware Public School ensures that our teaching programs develop a greater understanding of the contributions

made to our Australian identity by people from different backgrounds. All teaching practices acknowledge and celebrate cultural diversity. Student Welfare programs and practices promote a learning and work environment that is free from racism and discrimination based on cultural difference. Diversity is both respected and celebrated.

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

Stage 2 studied "Early Colonisation Of Australia". This unit of work investigated the reasons why Europeans explored new places and considered the impact it had on the original inhabitants.

Stage 3 studied "Australia As a Nation". In this unit, the students explored the significance of Federation, Citizenship and social change has had on the development of Australia's democratic system.

In Term 1, a group of Japanese students visited our school to engage with year 6 students. During their time they engaged in conversation comparing lifestyles and sharing creative art practices.

Other school programs

Other school programs

Choir

In 2017 Woollooware Public School's participation in the Creative and Performing Arts have continued to be strong. Our students had the opportunity to engage in the following choral opportunities:

– Year 6 and Year 2 students participated in the Sutherland Shire Schools Music Festival.

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

Arts

Performing and Creative Arts Programs are recognised as strengths of our school and are characterised by strong parental support and encouragement and by exemplary teaching. A range of extra curricula activities is on offer to our students. In 2017, students participated in the following performance opportunities:

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

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

Dance Foundations, Senior Girls Dance Ensemble

danced in the Dance Extravaganza in the Sutherland Shire Schools Music Festival.

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

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

One Year 6 student was selected as a member of the Sydney South East Symphonic Winds Ensemble.

In 2017 our school's band program continued to develop under the leadership of Miss Grant and Mrs. Simpson and provided increased opportunities for all members of our Training Band and Performing Band to participate in instrumental tutorials, workshops, rehearsals and concert performances. Band members once again joined with students from Oyster Bay Public School, Lilli Pilli Public School, Bangor Public School and Caringbah North Public School for Band Camp at Stanwell Tops. Members of the Performing Band attended the two-day camp and enjoyed rehearsing and performing with band students from the other schools. 2017 saw the bands perform well at Bandfest, receiving a Silver and Gold award. The Band Showcase Evening was the culmination of the 2017 Band program providing all band members with solo, ensemble and band performance opportunities for an audience of family and friends.

Gifted and talented students in the arts from our school were selected for the Sydney Region CREATE South workshop and performance program which culminated in the quality integrated dance, drama, choir, band and visual production.

Our Combined Primary Choir continued our long tradition of participation in the Schools Spectacular. They were selected by audition to be one of the anchor schools featured in the Choir at the 2017 Schools Spectacular and to participate in the Combined Primary Choir. The Choir also performed at Qudos Bank Arena in front of 10 000 people over a period of 5 days.

Sport

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

- K – 2 Fundamental movement skills program
- K – 6 Dance Program
- K – 4 Gymnastics
- Year 2 Swimming Program
- PSSA
- School Sport Programs
- Milo Cup (Cricket)

- Competitive and social school carnivals in swimming, cross country and athletics.

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

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

Students have participated in:

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