

Woongarra Public School

Annual Report



2017



4637

Introduction

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

Leonie Clarkson

Principal

School contact details

Woongarra Public School

63-73 Mataram Rd

Woongarra, 2259

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

woongarra-p.school@det.nsw.edu.au

4392 7493

Message from the Principal

I would like to take this opportunity to acknowledge and celebrate another rewarding year at Woongarra Public School. A successful year of learning was achieved by all students and teachers.

Our school has achieved many milestones in our pursuit of excellence over the past three years as we have realised our 2015–2017 School Plan. Education in NSW was undergoing immense systemic change at the same time, including syllabus implementation and renewal, broadening of curriculum into areas such as student wellbeing, a new needs based funding model and increasing expectations for personalised learning requirements. With this change came the opportunity to reflect on current practice, evaluate existing programs and embrace best practice through a considered and evidence based approach. The progress made by our school in delivering these changes and in ensuring continual improvement to provide the highest quality education for the children at Woongarra PS is outlined in this report.

Thank you to all of the teachers, non-teaching staff, school and administrative support staff for their professionalism, compassion, dedication and expertise in looking after, teaching and assisting our students to become the best they can be throughout 2017. Without their dedication and expertise, developing the young minds of our future would not be possible.

Thanks must also go to the parent community for your ongoing support of your children's education, as genuine partners in learning. The P&C were integral in setting up a series of events that were well supported by our students and their families. These events included Easter raffle, Mother's Day stall, Father's Day Breakfast BBQ, school disco, winter pie drive and Christmas Carols. The P&C also organised for the construction of the new BBQ facility. While fundraising is not the main goal, all funds raised through these events are reinvested back into the school. These activities and donations made a significant impact on many aspects of the schooling experience and are greatly appreciated by our students and staff.

Thank you to the students at Woongarra in 2017 for your motivation, enthusiasm, hardwork and persistence with learning and striving for excellence. I know how much our school community values the kindness, tolerance, respect and responsibility that is obvious in the classrooms, playgrounds and wider community.

School background

School vision statement

Our school exists for our students. Our vision is to provide high quality educational opportunities for every student to achieve his / her potential within a culture of respect, responsibility and high expectations. We aim to develop confident and creative individuals, with the personal resources for future success and wellbeing.

School context

Woongarrah Public School is located in the Wyong Shire on the Central Coast of NSW. The school opened in 2005 as one of the first nine schools in NSW constructed under the Public Private Partnership (PPP) whereby a private consortium provide facilities management for the school over a 30 year period. 2017 marks the 13th year of this partnership.

In 2017, the enrolment of 514 students, included 59 Aboriginal students and 40 students with a language background other than English. Students were organised in 20 classes and supported by a Principal, 4 executive and 34 teaching, support and office staff.

The school has a renowned reputation in the wider community for outstanding commitment to student wellbeing and inclusive education. Personal excellence, high expectations and motivating students to achieve their best are significant aspects the school culture. The school provides a range of opportunities to explore and extend learning experiences so that students can achieve in a variety of academic, sporting, cultural and social activities. A genuine commitment to evidence-based continual improvement is a forte.

Respectful and positive partnerships with parents, carers and the community ensures that the school is well positioned to provide quality programs for students in a happy, safe and tolerant learning environment.

The school is a proud member of the Wadalba Schools Learning Community, a group of local schools focused on providing quality K–12 education.

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.

Learning

Woongarrah Public School is **excelling** in the elements of **Learning Culture and Wellbeing**. The school culture is strongly focused on learning and there is a collective responsibility for student learning and success. Positive, respectful relationships are evident and genuine partnerships with parents mean students are motivated and expected to deliver their best. Planning for learning is informed by holistic information about each student's wellbeing and learning needs. We work together to ensure continuity of learning at transition points and to maintain excellent attendance.

Strong curriculum delivery across all Key Learning Areas, with evidence-based teaching, assessment and reporting practices demonstrates that we are sustaining and growing In the elements of **Curriculum, Assessment and Reporting**. Teaching and learning programs describe expected student progression and teachers differentiate curriculum delivery to meet the needs of students. There are consistent practices for assessment that are used to monitor, plan and report on student learning. Assessment is undertaken regularly and data is systematically collected. Teachers use data to inform planning and identify gaps in learning for particular groups and individuals. Our school regularly collects and analyses internal and external assessment and school performance data that is reported to parents through bi-annual reports, interviews, review meetings, newsletters and the Annual Report. Student reports are personalised, providing detailed information about student learning.

Looking ahead, to excel in these areas, we want to embed formative assessment practices school-wide, so that our

students are increasingly reflecting on their learning and teachers are using the feedback from students to improve. We want to better engage with parents with information about improvement measures, comparative data, understanding of outcomes and how to support further progress. This will be part of our 2018–2020 school plan.

Teaching

Woongarra PS is sustaining and growing in the teaching elements that include **Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development**. This has been a focus of our work in 2015–2017. We have successfully introduced explicit systems for collaboration and teacher feedback including negotiated observations of classroom teaching, professional dialogue, collaboration, modelling of effective practice, coaching and mentoring and professional learning that is aligned to the school plan. Teachers meet weekly with instructional leaders to review and analyse student progress and achievement data.

Our classrooms are organised and well-managed so that all students can engage in productive learning, with minimal disruption. Teachers are skilled at explicit teaching techniques to identify learning needs. Lessons are systematically planned and accommodations and adjustments are made to suit needs as they arise. Valid and reliable data is used to inform key decisions and future school directions for resourcing, planning, teaching and learning and report on school performance.

All staff demonstrate personal responsibility for maintaining and developing their professional standards, using professional standards as a reference point for improvement of practice. The leadership team implements principles of evaluative thinking and continually monitors the impact of programs and approaches used by teachers.

To excel in this area, we will improve our understanding of Visible Learning research, and assessment for, as and of learning to reflect on teaching effectiveness. We also plan to initiate and promote internal measures to support teachers in the attainment of higher level accreditation and look for ways for teachers to collaborate and share expertise and with staff in other schools.

Leading

Woongarra PS is sustaining and growing in the elements of **Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes**.

The leadership team model instructional leadership which is focused on continuous improvement of teaching and learning. Staff proactively seek to improve their performance. Performance management and development occurs within a culture of high expectations for every staff member with a clear focus on student progress and achievement.

The school plan and accompanying timelines and milestones clearly outline school priority areas and the processes and resources needed to deliver the plan. The plan effects improvement and we gauge the impact the plan in terms of student learning progress. This report describes the alignment of resource allocation, professional learning and student data with the plan's strategic priorities. The priorities in the school plan drive financial decisions, with effective and strategic financial management. Excellent administrative systems support school operations and teaching.

The use of research, evidence-based strategies and innovative thinking in designing new plans for our school context is ongoing as we strive for excellence in this area. We also want to fully embed our instructional leadership practice that is currently in its first year of implementation and to be responsive to school community feedback to ensure a positive customer service ethic exists to further support parental engagement.

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

Quality Curriculum

Purpose

To implement new NSW Syllabuses for the Australian Curriculum in a timely and effective way, using evidence-based teaching practices for 21st century learners.

Overall summary of progress

All NSW syllabus documents were embedded in classroom programming and reflected in school scope and sequence plans, with full implementation of History, Geography and Science and Technology syllabuses for the Australian curriculum.

All teachers participated in either literacy (Focus on Reading) or numeracy (Mathematics Building Blocks) focused professional learning throughout 2017.

Years 3–6 teachers completed Focus on Reading Phase 2 modules that included action research projects. Professional learning and classroom support for teachers was provided by three school based Focus on Reading trainers. As a result, student surveys reported a significant increase in the motivation to read across a wider variety of texts and that students are using a vast array of strategies to comprehend what they read. This was also evidenced by student work samples and teacher observation. Teachers reported improved use and understanding of vocabulary and its role in comprehension and reading motivation. Teachers reported success using a multi-faceted approach incorporating text sets, fluency and vocabulary. The Integrated Literacy Plan structure directed teachers to focus explicitly and systematically on specific literacy skills.

Sixteen teachers in K–2 completed the Mathematics Building Blocks for Numeracy professional learning program, facilitated by our teacher Accredited at Lead. Evaluations indicate that teachers are more confident using the numeracy continuum and SENA assessment tasks to assess student progress and to plan differentiated teaching and learning activities. The professional learning was valuable in linking research to pedagogy to allow teachers to develop a better understanding of numeracy and Mathematics.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers are implementing whole school scope and sequence for the new syllabuses in history, science and geography.	\$8000 KLA resource allocation	This goal has been achieved, with full implementation of a scope and sequence plan for History, Geography and Science and Technology. Team planning days enabled teachers to work together to refine units of work and ensure consistent teacher judgement. Recommendations for improvement have been included in the 2018–2020 plan.
100% of teachers have completed the necessary training to implement Focus on Reading practices and pedagogy.	\$5300 Professional Learning funds	12 teachers in Years 3–6 completed FOR Phase 2 training. Findings from Action Research Projects were presented to all staff at a staff meeting in Term 4. Our Focus on Reading three year professional learning plan is now complete.
Increased proportion of students in the top two NAPLAN bands in reading and numeracy from 31% in 2016 to 35% by 2019.	\$20 315 Equity funding used to implement the Bump It Up plan.	This target remains in progress. The target was achieved in Year 3, with 43% of students in the top 2 bands, but not in Year 5, with only 15%.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A comprehensive program of extra-curricula activities for students is provided.	School and community funds \$3000 Aboriginal funding	<p>A wide selection of extra curricula activities were offered to students across all years, incorporating sporting, academic, performing arts, cultural, community and charitable events. This includes the Premier's Sporting Challenge, Reading Challenge and Spelling Bee.</p> <p>Music lessons were successfully introduced in 2017 in partnership with the Music Bus.</p> <p>Feedback indicates that the school community is supportive of the current level of extra curricula offerings.</p>

Next Steps

Our commitment to quality curriculum will be seen in Strategic Direction 3 of the 2018–2020 School Plan – Engagement in learning, teaching and leading. In order to create the conditions where every student is engaged and challenged as we prepare students for the opportunities and challenges of the future, in 2018 we will:

- Ensure new and emerging technologies, including coding and robotics, are incorporated into a future-focused curriculum within a three year plan for STEM.
- Provide team planning and reflective days for teachers to collaborate on lesson planning, facilitate professional discourse and enable consistent teacher judgement for assessment and reporting processes.
- Plan the refurbishment of the school library as a future-focused learning space.
- Trial an innovative online curriculum, MAPPEN, for Science, History and Geography that includes inquiry based integrated units, thinking tools, cooperative strategies and a built in professional learning solution.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

To develop our capabilities as learners, teachers and leaders through focused, collaborative, evidence-based professional learning and reflective practice at an individual and collective level.

Overall summary of progress

Our school has made significant progress in the area of leadership.

The introduction of an instructional leadership initiative had an immediate and powerful impact. Equity funds were used to provide each teacher with an additional one hour release per week to meet with an instructional leader to review student progress, analyse assessment and performance data, discuss student learning outcomes and build teacher capacity to put in place interventions to support student growth. The QTSS staffing allocation was used to provide the time for Assistant Principals to meet individually with teachers and to provide instructional leadership in classrooms. Support was differentiated according to the need and experience of teachers.

Teacher surveys describe the positive impact of leadership initiatives. 92% of teachers agree that professional learning has led to changes in teaching and practices of learners in the classroom. 85% agree that school leaders are leading improvement and change. The leadership rating on TTFM surveys increased from 7.3 in 2015 to 8.8 in 2017, compared to the NSW norm of 7.1.

The Performance and Development Framework for teachers was fully implemented in 2017. Explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers are now firmly embedded in practice. Teachers are actively working towards the achievement of personalised goals. The framework for non-teaching staff was also introduced in preparation for implementation in 2018.

Formal mentoring or coaching to improve teaching and develop aspiring leaders was provided to teachers via request or need, with increased opportunities for staff to mentor beginning teachers, shadow leaders, lead teams, lead professional learning, coordinate events, officiate and relieve in higher duties positions.

The school executive led extensive consultation, self-assessment and school level evaluation to prepare the next three year plan. Evidence of impact was collated and analysed to inform school reporting and future planning. All staff participated in self-assessment against the School Excellence Framework version 2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers have Performance Development Plans with goals that reflect the Australian Professional Standards for Teachers and map a path for continual improvement.	\$25 711 Professional Learning funding was fully expended to support this strategic direction. School funds were also used to support professional learning.	This has been achieved. All teachers have completed a Professional Development Plan aligned to teaching standards, the school plan, individual experience and personal aspirations. The executive have worked in a collaborative manner to support staff in their teams. As a result, 100% of teachers meet the Australian Professional Standards for Teachers.
Evaluation of professional goals as articulated in Performance Development Plans will indicate success in moving towards or achieving superior standards of practice.	QTSS staffing allocation \$81 159 Equity funding	All teachers achieved one or more professional goals and reported improvement in practice. Of the 106 goals set by 29 teachers, 57% were fully achieved, 39% remain in progress and 4% were carried forward to 2018. All teachers achieved one or more professional goals and reported improvement in practice. Goals were mapped across the school plan, with 47% of goals linked to SD1 – quality curriculum,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evaluation of professional goals as articulated in Performance Development Plans will indicate success in moving towards or achieving superior standards of practice.		27% linking to SD2 – Quality teaching and leading and 26% to SD3 – Personalised Learning. The instructional leadership initiative (described in the overall summary of progress above) supported teachers to achieve various goals linked to all three our strategic directions, particularly in literacy and numeracy, personalised learning. The leadership team completed Covey 7 Habits of Highly Effective People.
All teachers undertaking accreditation are successful in completing or maintaining the process.	\$26 900 Beginning Teacher funding 0.2 school staffing allocation	Three Teachers Requiring Accreditation were supported and successfully achieved Accreditation at Proficient. Three teachers completed five year Maintenance at Proficient requirements. A further seven teachers continued maintaining accreditation at the Proficient level. One teacher was successful in gaining a place in the 2017 Leadership Development Initiative at Highly Accomplished. Our Teacher Accredited at Lead teacher was also successful in being selected as a mentor in this program.
100% of staff participate in lesson observations.	\$11 109 PL funds used for lesson observations	100% of teachers participated in lesson observations to support the modelling of effective teaching-to-teacher feedback and continual improvement of teaching practice. Observations were linked to PDP goals and school priorities, including literacy and numeracy strategies. The Visit Other Teacher (VOT) strategy – VOT did I see? VOT did I learn? VOT am I going to do next? continues to be effective observation strategy for teachers.

Next Steps

We will maintain our commitment to quality teaching and leading through Strategic Direction 2 in the 2018–2020 school plan – Excellence in learning, teaching and leading so that every student, every teacher, every leader and the school improves every year.

To do this, we will:

- continue our instructional leadership initiative to embed a culture of data-informed decision-making and evidence-based teaching so that every student makes measureable learning progress
- continue to implement PDPs and facilitate the successful VOT observation strategy
- identify and track opportunities for staff to coach, mentor and lead others based on strengths, goals and passions
- support and mentor our beginning teachers, coordinators, aspiring leaders and executive

In addition, in 2018 we will:

- Initiate a Higher Level Accreditation network to promote and support the attainment of higher level accreditation and increase the proportion of teachers at preliminary stages of the higher level accreditation process
- Begin a Visible Learning professional learning project based on the most recent research from John Hattie to support teachers to use evidence based teaching practices such as using learning goals, success criteria, teacher-to-student feedback and other strategies that have the greatest impact on learners. A focus for 2018 will be understanding the effect sizes of interventions and embedding learning intentions and success criteria into classroom practice. A Visible Learning leadership team will lead this project.

Strategic Direction 3

Personalised Learning Progressions

Purpose

To provide high quality, equitable, personalised and differentiated learning that enables every student to reach his / her full potential, strive for excellence and achieve personal best.

Overall summary of progress

The Every Student, Every School strategy was fully implemented and we maintained our successful approach to personalised learning in 2017. 106 students were identified as requiring adjustments to support learning. Individual planning occurred for students with cognitive, physical, social emotional, mental health or sensory disabilities, students requiring additional learning support, students with health care needs, language disorders, dyslexia or low reading levels. Individual plans were also developed for all Aboriginal students and students with English as an additional language. Teachers record the adjustments and support that is provided to each student. Levels of consultation with parents were high, with 89 meetings for IEPs and 40 meetings to discuss PLPs.

Professional learning in the Disability Standards for Education (5 teachers), autism (7 teachers and 5 SLSO staff), emotional coaching, trauma (3 teachers) and access request applications (2 teachers) provided ongoing staff development.

A speech therapist was employed in Terms 2 and 3 to support teachers and students. SLSO staff were engaged to work with students in classrooms and to implement Multilit, a reading intervention program for Years 2–6. The Reading Recovery program was offered for Year 1 students. An Early Intervention strategy supported the Kindergarten language program.

The Kindergarten Speech and Language Program has achieved great results again in 2017. First introduced in 2011, this early intervention program ensures that all Kindergarten students know the basic concepts that are fundamental to understanding verbal instructions and essential to early school achievement. The *Boehm Test of Basic Concepts* is a test used to assess student's knowledge of basic relational concepts. This information is used to identify groups or individuals students who require extra assistance with specific concepts. 45% of students entering Kindergarten scored in the lowest band, with extremely low knowledge of basic concepts. Extra support was provided through the class teaching programs and from an allocated School Learning Support Officer. Students were re-assessed at the end of Term 2 and further support was provided for nine students in the lowest band throughout Term 3. The final assessment has one student in the lowest band, while the number of students in the highest band has increased from 14% in Term 1 to 58% in Term 3.

School-level analysis of data occurs twice each year, and includes PLAN, SMART, L3, Focus on Reading, SENA, A–E data, speech programs, Multilit, Bump It Up, NCCD records, IEP reviews, LST referrals and wellbeing data. Evaluation indicates that the evidence-based programs, procedures and practices that are in place are being used effectively to identify, address and monitor learning needs with significant impact for student learning outcomes, particularly for equity groups. This remains a strength. Partners in Learning and satisfaction surveys validate a culture of welcome, inclusion and belonging.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Nationally Consistent Collection of Data process shows that the learning needs of all students with a disability are accommodated, documented and communicated to parents.	\$2500 Supporting students with disabilities \$1500 Professional Learning funds \$224 000 Integration Funding Support \$9000 Equity funds for IEP planning and consultation \$12 000 Equity funds for Speech therapist	Learning support initiatives supported numerous students through: 31 Health Care Plans Making Up Lost Time in Literacy program for 18 students in Years 2–5 School based speech therapy support for five classes and speech screening assessment and reports for 35 students Reading Recovery instruction for nine students in Year 1

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Nationally Consistent Collection of Data process shows that the learning needs of all students with a disability are accommodated, documented and communicated to parents.	\$1500 Boehms language assessment \$4320 OOHC funding	Personalised Learning Plans for 55 Aboriginal students Classroom support for 11 Aboriginal students Out of Home Care (OOHC) plans for eight students Individual Education Plans for 106 students requiring adjustments to learning as reported in the NCCD
PLAN data demonstrates the progress of each student with one year's growth for one years learning across the literacy and numeracy continuums.	\$20 360 Equity funds for SLSO support (MultiLit) See also progress achieved in literacy and numeracy in SD1 and SD2	All teachers K–6 record progress against the continuums twice each year. Data is analysed and used by the Learning and Support Team to identify and prioritise intervention and support. Data is also used as a focus for coaching within our instructional leadership strategy that aims to continually improve teaching and assessment skills in literacy and numeracy. L3 data indicates that students have achieved expected growth with average improvements of 9.8 reading levels and 32 words in vocabulary from Term 1 to Term 4. Our work in Focus on Reading continues to show improvements with 70% of students in Years 3–6 now achieving at or beyond the expected levels for comprehension and 76% of students K–6 at or above expected developmental levels in reading.

Next Steps

We will maintain our commitment to personalised learning through Strategic Direction 1 in the 2018–2020 school plan – Equity in learning teaching and leading. Our plans will guarantee that every student is known, valued and cared for as an individual, with personalised and differentiated learning to enable him or her to achieve personal best.

To do this, we will keep doing the things we know work best, as identified in regular school evaluations and self-assessment:

- continue our relentless focus on literacy and numeracy that includes priority to intervention in the early years of schooling and our plans to increase the number of students in the top 2 bands in reading and numeracy
- provide quality training for teachers to help them program and plan for student improvement in literacy and numeracy with data informed decision-making practices guiding the design of school, classroom and support programs
- allocate resources to have teaching experts working in the classroom with other teachers as instructional leaders.

In addition, in 2018–2020 we will:

- further engage with the 2017–2020 Department of Education Literacy and Numeracy Strategy including the revised Best Start Kindergarten Assessment, literacy and numeracy progressions, NAPLAN online, online assessments and PLAN2 software that will assist teachers to more quickly and consistently identify and address individual student literacy and numeracy needs.
- use the new tools to provide parents with clearer, more regular and more immediate information about their children's progress, as determined by the Department of Education Literacy and Numeracy Strategy release schedule.
- utilise a one-off staffing allocation of 0.63 to support teachers to explore ways to provide tailored support or interventions to improve the literacy and numeracy of students in K–2 at risk of not meeting minimum standards.
- maintain a rigorous focus on student wellbeing, including the establishment of a Deputy Principal position that supports the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$31972 Aboriginal Education funding fully expended:</p> <p>Teacher release to undertake PLP processes</p> <p>SLSO time for Aboriginal cultural classes</p> <p>SLSO time to support student learning</p> <p>Whole school celebrations and events</p> <p>Library resources</p>	<p>See <i>Policy Requirements – Aboriginal Education</i> section for impact statement and a description of focus activities that included:</p> <p>Weekly cultural classes</p> <p>Strengthened PLP processes for 56 Aboriginal students</p> <p>Outstanding NAPLAN results</p> <p>Whole school events for Sorry Day, National Reconciliation Week and NAIDOC Week</p> <p>A comprehensive evaluation of Aboriginal Education</p>
English language proficiency	<p>\$8777 fully expended:</p> <p>Professional learning for teachers of students needing EAL/D support</p> <p>Time for EAL/D specialist to support colleagues</p> <p>School-level evaluation</p>	<p>Five teachers participated in a professional learning package that encompassed learning about EAL/D pedagogy and practice, understanding EAL/D learners, supporting EAL/D learners in the classroom and effective assessment and feedback. This professional learning package is now offered annually to meet emerging needs. The school's EAL/D strategy also includes access to an identified EAL/D specialist for ongoing support and advice for the teachers of the 34 students needing EAL/D support.</p> <p>In Term 4, the <i>EAL/D School Evaluation Framework</i> was used to evaluate the whole school approach to supporting EAL/D students and to move towards best practice. The findings from this evaluation have been used to inform plans for 2018–2020.</p>
Low level adjustment for disability	<p>\$91 417 LAST staffing allocation (0.9)</p> <p>\$42 969 Equity flexible funding allocation</p> <p>\$2465 Australian Government funding to support students with disabilities</p>	<p>Flexible funding was used to employ SLSO staff to support teachers to meet student learning needs and to provide teacher release for IEP planning, consultation with parents / carers and review. See Strategic Direction 3 for impact statement.</p> <p>Australian Government Funding was used to provide release for five teachers to complete professional learning on the Disability Standards for Education and provide training in preparing Access Request and Early Intervention applications.</p>
Quality Teaching, Successful Students (QTSS)	<p>Staffing allocation:</p> <p>0.363 (Semester 1) increasing to 0.845 (Semester 2)</p>	<p>The QTSS staffing allocation was used to release four Assistant Principals for 1 day each to work as instructional leaders with teachers. See Strategic Direction 2 for impact statement.</p>
Socio-economic background	<p>Equity allocation fully expended \$100362</p>	<p>Equity funding was used to support:</p> <p>The instructional leadership initiative – see Strategic Direction 2 for impact statement.</p> <p>A speech therapist employed in terms 2 and 3 – see Strategic Direction 3.</p>

Socio-economic background	Equity allocation fully expended \$100362	<p>Bump It Up plan – see Strategic Direction 1</p> <p>Focus on Reading – See Strategic Direction 1</p> <p>Kindergarten transition – see Parent Satisfaction section</p> <p>Increase of LAST staffing allocation by 0.1 to a full-time position</p> <p>Financial assistance to families as required.</p>
Support for beginning teachers	<p>\$27 055 Beginning Teacher funds</p> <p>0.2 staffing allocation – school funds</p>	<p>Two teachers received Beginning Teacher Support Funding. An additional two teachers were supported using school funds. Funding was used to assist in the beginning teachers' induction and professional development guided by the Australian Professional Standards for Teachers. Support was provided through individual mentoring sessions, observation of lessons, structured feedback based on observation, engagement in collaborative practices, professional discussion and personal reflection. All four teachers compiled evidence to achieve mandatory accreditation at the level of Proficient Teacher.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	259	251	253	259
Girls	254	226	237	249

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	95.5	94.6	93.6
1	95	94.7	93.7	92.9
2	95.9	95.1	94.8	92.6
3	95.6	93.7	94.1	94
4	95.6	95.1	93.4	92.6
5	94.7	94.8	94.5	93.2
6	94.8	93.8	93.4	93.9
All Years	95.5	94.6	94.1	93.3
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 monitored at least twice each term by the Student Welfare Team. Teachers follow up concerns through regular communication in writing and by telephone.

Class sizes

Class	Total
HB8	20
HB7	20
HB6	21
HB5	18
HB11	20
HB10	21
HB9	20
HB13	24
HB12	28
HB14	24
HB1	29
HB2	28
HB4	28
HB3	28
HB21	28
HB19	26
HB18	29
HB22	27
HB16	29
HB15	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	18
Teacher of Reading Recovery	0.71
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.78
Other Positions	0

*Full Time Equivalent

There are four Aboriginal staff members currently employed at Woongarra Public School.

In 2017, Mrs Kerr–Thomson received recognition for 30 Years of Service and Mr Thompson received recognition for 40 Years of Service.

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	14

Professional learning and teacher accreditation

Professional Learning at Woongarra Public School is intentionally aligned to the School Plan, the priorities of the NSW Department of Education and the needs of teaching and non-teaching staff. In 2017, the school received \$25 711 for Professional Learning. Funds were used to pay for course fees and salaries to replace staff to participate in professional learning opportunities to align research to practice and to encourage a focus on improvement of practice. Opportunities were collaborative, individual, informal and formal and included:

- Observation of practice
- Critical reflection
- Professional conversation and interaction
- Attendance at courses and seminars
- Evidence-based, quality professional learning programs

In 2017, significant professional learning included:

- Focus on Reading Phase 2
- Mathematics Building Blocks for Numeracy
- Covey Seven Habits of Highly Effective People
- Compliance training – anaphylaxis, CPR, code of conduct
- Child Protection
- Disability Standards for Education
- Teaching Children with Autism – Sue Larky
- School Excellence Framework
- Leadership – Highly Accomplished, Executive, Principal
- Analysing and Using Data

All staff demonstrate personal responsibility for maintaining and developing their professional practice, using the *Australian Professional Standards for Teachers* as a reference point for improvement of pedagogy. 100% of teachers were supported in the attainment of professional goals and accreditation requirements. (See also Strategic Direction 2).

Five pre-service teachers were supported to complete

professional learning experiences at Woongarra in 2017. Two SLSO in training also completed work place experiences.

Accreditation

See Strategic Direction 2

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	377,872
Revenue	4,155,433
Appropriation	4,019,314
Sale of Goods and Services	39,075
Grants and Contributions	92,108
Gain and Loss	0
Other Revenue	0
Investment Income	4,937
Expenses	-4,097,113
Recurrent Expenses	-4,097,113
Employee Related	-3,823,458
Operating Expenses	-273,655
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	58,320
Balance Carried Forward	436,193

A strategic focus to planning and managing financial resources is in place to ensure alignment to the school plan with the focus on improving student learning outcomes. A Finance Team exists to support the principal to:

- identify and cost expenditure programs
- identify and estimate sources of income
- allocate budget aligned to the school plan
- monitor actual results against the budget

Given the amount of funds carried forward, a Budget Plan has been documented and is available. This plan outlines the intended use of school and community funds that have been carried forward to support the

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	3,166,698
Base Per Capita	74,885
Base Location	0
Other Base	3,091,813
Equity Total	275,317
Equity Aboriginal	31,792
Equity Socio economic	100,362
Equity Language	8,777
Equity Disability	134,386
Targeted Total	224,790
Other Total	215,393
Grand Total	3,882,198

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.

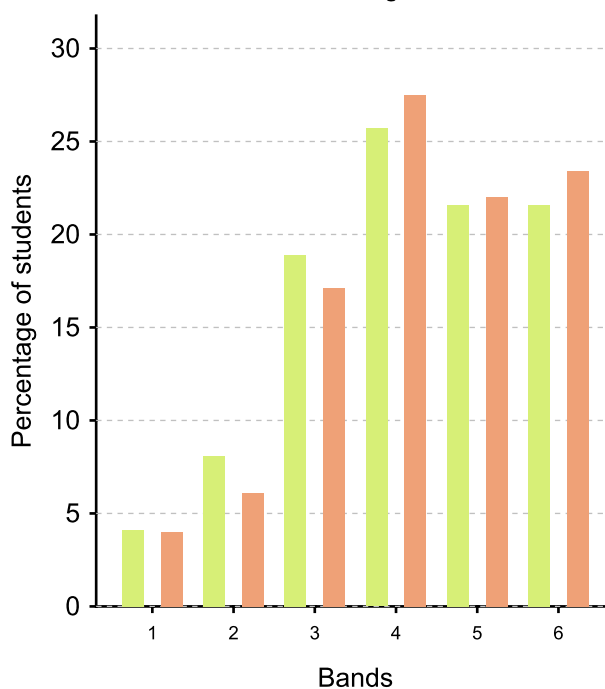
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

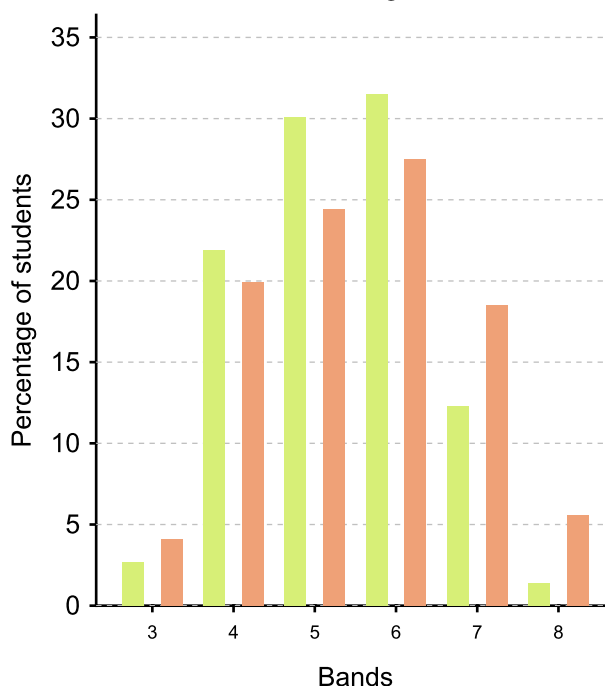
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Reading



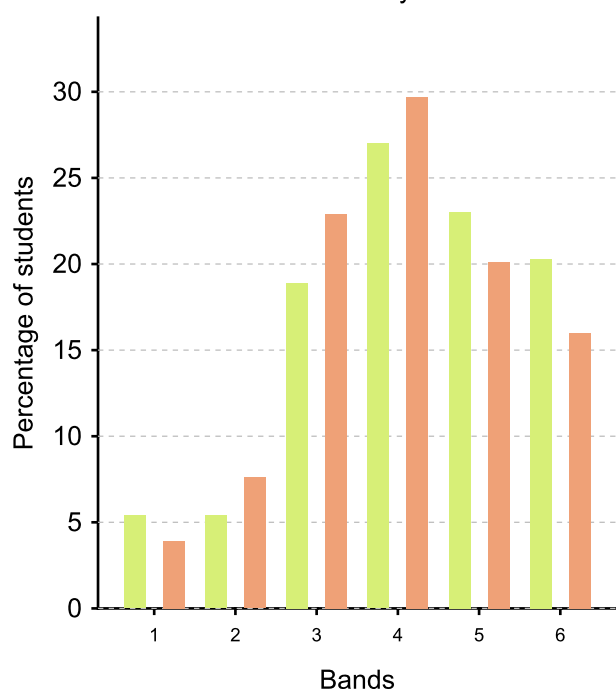
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



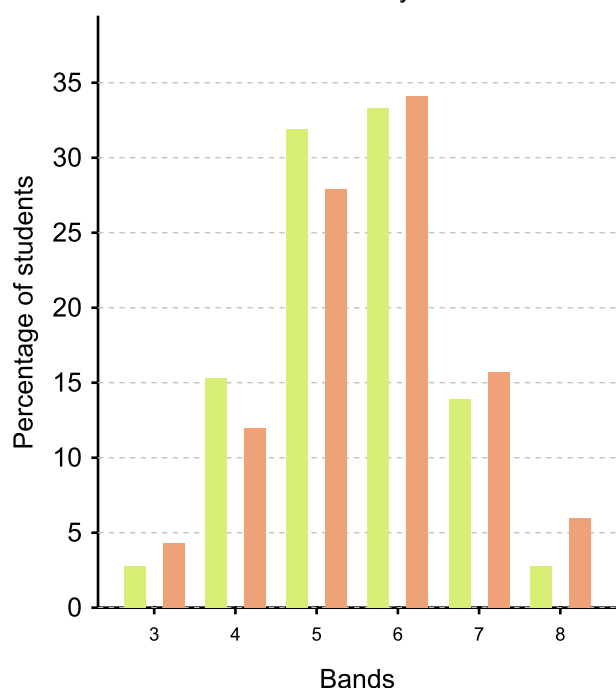
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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.

The *Premier's Priorities: Improving education results* is to increase the proportion of NSW students in the top two NAPLAN bands by 8% by 2019. Results for Woongarra for 2017 are:

- In Reading – 43% of students in Year 3 and 14% of students in Year 5 are in the top 2 bands.
- In Numeracy – 43% of students in Year 3 and 17% of students in Year 5 are in the top 2 bands.
- Overall, 29.3% of students are in the top 2 bands

The *State Priorities: Better services – Improving Aboriginal education outcomes* for students is to increase the proportion of Aboriginal students in the top two NAPLAN bands.

In 2017, the performance of Aboriginal students in Year 3 was above state means for Aboriginal students in all aspects of literacy and numeracy. 30% of students are in the top two bands in Reading and 30% in Numeracy.

Year 5 performance was significantly above all Aboriginal means and above state means for all students in all areas. The cohort Year 5 Aboriginal students performed better than non-Aboriginal students at Woongarra. 37.5% of students are in the top two bands in Reading and 25% in Numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017, we checked in with our school community about Aboriginal Education, Transition to School and Student Engagement. Their responses are presented below.

Aboriginal Education

A comprehensive evaluation of Aboriginal education and initiatives occurred in 2017. 37 Students in Years 2–6 participated in discussion forums, 22 teachers completed a staff survey, 14 parents attended a parent forum and all 40 Aboriginal families were contacted and surveyed by telephone. Students, parents and teachers indicate high levels of satisfaction with Aboriginal education at Woongarra Public School. Cultural classes are highly valued by all, as are whole school activities and events. The PLP process is considered a successful, high quality process and there were useful recommendations were offered by parents for continual improvement around communication and consultation.

Transition to School

The importance of a positive transition to school is well recognised across research as a significant event for both children and their families, and one that can have a considerable impact on a child's later educational and social outcomes. Our Kindergarten Orientation program is a vital part of this process. Our transition program consisted of three orientation sessions, individual interviews with the Principal and Assistant Principal if required, the allocation of a Year 5 buddy and

collaboration between our school and local pre-schools. A budget of \$4500 for teacher release was allocated from Equity funding to deliver this program. 98% of students attended Orientation program with at least one parent. Feedback from parents and teachers indicated a highly successful

- The Kindergarten Orientation Program was beneficial 96%
- Kindergarten Orientation gave my child and myself a welcoming and positive impression of the school 96%
- I believe that my child will be happy starting Kindergarten in 2017 98%
- I received the information I needed through the Orientation Letter, Information Pack and Parent Information Talks 96%
- Suitable time and length of time 91%
- Well organised 93%

A comprehensive Transition to High School program was also offered in partnership with Wadalba Community School. This included visits from the Principal and key personnel in Term 1, student and parent information sessions, Open Day, Science Day, BBQ and Sports Fun Day, Aboriginal student morning tea, High School Orientation day and extra transition visits for six identified students. Opportunities to apply for the Academic Class, Targeted Sports Program and CAPA Gats classes were made available to students. Year 6 teachers provided extensive information to the high school via a database and in meetings. This transition program ensures continuity of learning for all students at this important transition point.

Student Engagement – Perspectives of Students: Tell Them From Me Survey

The Tell Them From Me surveys measured indicators based on the most research on classroom and school effectiveness. Students In years 4,5 and 6 completed the survey.

- 72% of students have a high sense of belonging.
- 86% of students have positive relationships with peers
- 96% valued school outcomes
- 90% had positive behaviour
- 57% had positive homework behaviour
- 82% of students were interested and motivated
- 92% tried hard to succeed
- 44% of students had score in the desirable quadrant for skills–challenge , with high skills and high challenge.

Student Engagement – Perspectives of Parents – Partners in Learning Survey

The Partners in Learning survey is based on a questionnaire covering aspects of parents' perceptions of their children's experiences at home and school. As was the case in previous years, there were insufficient responses to provide reliable information. The telephone survey conducted as part of our Aboriginal Education evaluation was far more successful as a

strategy for parent and community feedback. This knowledge will guide us for future evaluations and surveys.

Student Engagement – Perspectives of Teachers: Focus on Learning Survey

The Focus on Learning Survey is a self-evaluation tool for schools, related to dimensions of classroom and school practice. A selection of these elements is outlined below, which are scored on a ten-point scale.

- Leadership 8.8 (NSW norm 7.1)
- Collaboration 8.7 (NSW norm 7.8)
- Learning Culture 8.5 (NSW norm 8.0)
- Data Informs Practice 8.3 (NSW norm 7.8)
- Teaching Strategies 8.3 (NSW norm 7.9)
- Technology 7.1 (NSW norm 6.7)
- Inclusive school 8.8 (NSW norm 8.2)
- Parent involvement 7.6 (NSW norm 6.8)
- Challenging and visible goals 8.2 (NSW norm 7.5)
- Planned learning opportunities 8.4 (NSW norm 7.6)
- Quality feedback 8.0 (NSW norm 7.3)
- Overcoming obstacles 8.4 (NSW norm 7.7)

Policy requirements

Aboriginal education

Aboriginal students participated in weekly cultural classes with an Aboriginal Elder throughout 2017. In Semester 2, this was extended to include a class 'buddy' in Years 4–6 with positive impact for Aboriginal and non-Aboriginal students. Evaluation indicates that students, staff and parents highly value these classes and want them to continue.

100% of students (56) have a Personalised Learning Plan (PLP). PLP processes were strengthened this year, with a more rigorous focus on student achievement data, consultation and strengths based learning used to inform individual learning plans. Teachers were provided with release in semester 1 to analyse existing data, set goals and consult with parents and students to prepare PLPs. Time was also provided mid-year to review progress and adjust plans accordingly. 40 parents participated in consultation meetings.

11 students were provided with additional support in class via a learning Support team referral process. These students have shown pleasing progress.

NAPLAN results were excellent. The performance of Aboriginal students in Year 3 was above state means for Aboriginal students in all aspects of literacy and numeracy. Year 5 performance was significantly above all Aboriginal means and above state means for all students in all areas. The cohort Year 5 Aboriginal students performed better than non-Aboriginal students at Woongarrah.

Whole school events to coincide with Sorry Day,

National Reconciliation Week and NAIDOC Week provided opportunities for greater understanding of Aboriginal history, culture and heritage. Student, staff and parent evaluations of events indicate high levels of success, purpose and impact.

In the Tell Them From Me surveys, 95% of Aboriginal students indicated that they feel good about their culture when at school. 100% of students agreed that their teachers have a good understanding of their culture.

A comprehensive evaluation of Aboriginal Education and consultation process for 2018–2020 occurred in 2017 with students, parents and teachers. . See the *Parent/caregiver, student, teacher satisfaction* section for more information.

Multicultural and anti-racism education

Woongarrah Public School recognises the need to focus on multicultural education as part of all curriculum areas. Multicultural perspectives, with a focus on Asia, and Australia's engagement with Asia, are included in teaching and learning programs. Culturally inclusive classrooms and school practices foster understanding of culture, diversity, racism and multicultural society.

Students celebrated Harmony Day which aims to bring people together to promote Australian values of inclusivity and belonging. Students enthusiastically participated in African dance and drumming experience.

There are 40 student with a language background other than English, representing 21 languages.

The Anti-Racism Contact Officer provided an annual refresher for staff regarding the role and resources that can support students, families and teachers. There were three reports of racism in 2017 which has prompted us to review anti-racism education and prepare a new series of explicit lessons for students.

Other school programs

Achievement in Sport

Woongarrah has a proud and growing history in the sporting arena, with students performing well at zone, region and state carnivals and significant representation at a high level in a range of sports. Woongarrah students represented the zone and region at swimming, athletics, cross country and hockey and four students competed at state level. NSWPSA knock-out teams progressed successfully through many rounds of each competition.

The school retained the Wallarah Zone Champion School Cross Country shield for the 6th year in a row, was runner-up in Athletics and third overall in Swimming.

Our teachers are avid supporters of school sport. We

boast the Wallarah Zone President, Vice President, Athletics convenor, AFL convenor and two teachers who represented as officials at NSW State carnivals.

The school registered every student in the Premier's Sporting Challenge. As a school we achieved Gold level. We also participated in the Live Life Well at School Program and used a \$250 grant to purchase a new gymnastics vault. The aim of these long term programs is to get students more active, more often as well as focusing on healthy eating habits.

Future Focused Learning and ICT

Throughout 2017, technology continued to assist teachers in facilitating learning for our students and there was a significant financial investment in this area.

At the beginning of the year, school funds were used to purchase an additional 38 touch screen notebooks to bring the total number of laptops in each Year 3–6 classroom to 15 and the school ratio in excess of 1 device per 2 students.

A set of 10 laptops and a storage module was also purchased in Term 4 for Year 2 students to share, in addition to existing desktop computers. Three smartboard projectors were replaced in classrooms due to age.

Every teacher has an ipad allocated to the class. In 2017, a further set of 10 ipads and two secure storage units were purchased from the T4L allocation so that teachers can borrow a set of ipads as required to use for class projects and tasks.

In order to inform our planning for 2018–2020, nominated staff attended Future Focused Learning courses in 2017, including:

- Coding in the Classroom (2 teachers)
- Designing Digital Learning (2 teachers)
- Connecting with STEM (2 teachers)

Student Leadership

Student Parliament provides the forum for student voice in our school. Parliament is made up of eight Year 6 leaders (the Ministers) and two Student Representative Council (SRC) members from each class in Years 3–6.

2017 was a productive and successful year. Projects and activities included participation in the ANZAC Day March at Toukley RSL, organising a lunchtime Oz-Tag competition and conducting an art competition. Students organised a mufti day in Term 4, raising \$527 for charity. A mufti day in Term 1 coincided with a visit from the Camp Quality puppets and raised \$584 for the Cancer Council. At the request of Parliament, a new set of 60 singlets was purchased for students to wear when representing the school at zone athletics and cross country carnivals from 2018.

On a whole school improvement level, Student Parliament was instrumental in editing and revising the

playground rules as part of school review processes. They also successfully introduced Waste Free Monday to further enhance environmental education initiatives.

Parents and carers were invited to watch a Parliament session in Term 2 which was a popular event and will be offered annually as a result.

In 2018, students would like to be more involved in helping in the playground and library spaces offering organised games and activities.

Environmental Education

The collection and recycling of soft plastic has been a remarkable success this year, an initiative that grew from Clean Up Australia Day activities in term 1 when students realised how much soft plastic we put in the bin and decided that we could do so much more to help the environment. We formed the Plastic Police, purchased dedicated soft plastic wheelie bins and began collecting plastic. Students are on hand each recess and lunch to make sure that rubbish is placed in the correct bin. Soft plastics are recycled and turned into products designed for outdoor use – including our very own Buddy Bench purchased this year. This is a great example of students actively contributing to the school, the community and to the society in which we live – caring for our school and saving the world, one piece of plastic at a time!

Our gardening club were rewarded for their ongoing and outstanding efforts by receiving first prize in the Schools and College section in the Wyong District Horticultural Competition. First prize in the Schools Vegetable and Culinary Garden section was also well deserved.