

# Woollahra Public School

## Annual Report



2017



7442

## Introduction

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

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

Ms Nicole Molloy

Principal

### School contact details

Woollahra Public School

Forth St

Woollahra, 2025

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### Message from the Principal

Within the context of a caring environment where staff are committed to nurturing wellbeing and attaining outstanding learning outcomes for our students, 2017 has been a year of significant growth and achievement for Woollahra Public School in all aspects of educational and community endeavour.

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

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

Transformational progress is a priority for us at Woollahra as we work to develop and educate our students for a rapidly changing future. We expect that over their time at our school, the children in our care will maximise their learning potential and reflect deeply on that learning. As teachers, we are also constantly learning and adapting to new ways of working and new pedagogies. Changes in curriculum, new approaches to teaching and advances in technology all impact on the important work teachers undertake in classrooms. The annual reporting process serves as an opportunity for the school to capture this cycle of change. As we head into 2018 the school will undertake an extensive self-assessment measured against the *School Excellence Framework* and embark on the implementation of 'Woollahra 2025' – our long term vision and plan for achieving excellence. This will give us clarity about our future directions, ensuring those directions are both aspirational and rigorous. It is a privilege and honour to lead the community of Woollahra Public School. While it is impossible to capture the diversity of learning and achievement in any one document, this annual report captures a snapshot of our achievements throughout the school year, highlights the strengths of our school community and identifies our future directions. It is with a sense of optimism and pride that I ask you to celebrate our successes and reflect on our future goals as we look forward to 2018.

**Nicole Molloy – Principal**

## Message from the school community

2017 was another busy, fun and successful year for Woollahra Public School's children and our broader community. The P&C is very proud to have been involved in making a contribution to the school this year. As a body that represents the broader school community, the P&C has two primary goals – to make a positive contribution to the education and welfare of all students at the school and to foster a strong community spirit. Looking back on the year that's been, I can confidently say that we achieved these goals. A big part of the contribution we make is through the various fundraising initiatives we undertake. In 2017 we introduced a program whereby we earmark the use of funds raised for a specific purpose. These are discussed with Ms Molloy, the staff and parents and agreed at the P&C meetings. Some major initiatives for funding in 2017 were:

- Technology investment – \$30,000 raised from Night in Havana party. That amount and more was spent this year on purchasing ipads, interactive whiteboards and other classroom resources.
- Playground upgrade – we raised over \$16,000 from the Friday Cake Stalls which will go towards a major refurbishment of the school's playground, both the utility and aesthetics of these areas.
- Reading resources – more than \$20,000 was spent on resources for the children with funds raised from the Mother's Day and Father's Day event.
- PSSA sports equipment & uniforms were purchased with money raised from Fita–thon.
- Teacher professional learning – funds raised from the Harvest Fair have been earmarked to go towards investing in further professional development for our teachers.

In 2017 we deployed just shy of \$300,000 and have plans to fund more initiatives in 2018. Our ability to support the school's needs where funding is required is due to the enormous generosity of so many parents, staff and the many businesses and individuals that support our efforts. Many are local, but many support from afar, and for this we are incredibly grateful. I would like to thank everyone who gave of their time to help with our initiatives over the course of the year. Whether it was cooking sausages at a BBQ, teaching ethics classes, wrapping gifts for Mother's Day, helping out on the Cake Stall, or selling tickets at the Harvest Fair – it all makes a contribution and is greatly appreciated. Specifically I want to thank a number of people for their contributions. The Uniform Shop has been led for many years by Betsy Rumble, Kristin Arthur and Fiona Sewell. They are now hanging up their coat hangers, and in 2018 Emma Bates and Jenny Fendler will lead the charge. Thanks to Sue Cobden for tireless efforts running the Cake Stall. To Cherith Rinaldi whose work behind the scenes managing lost property has been outstanding. Alison Crawford is to be thanked for her patience, persistence and contribution to making gains in our traffic situation, an unenviable task that she's done without fuss. Other parents that have helped through the year include – Gail Williamson as parent representative on the canteen tender committee, David Dunn–King who stepped up as the P&C auditor, Stephanie Hassan and Ellie Hourigan who have made an enormous contribution in many ways, especially with the coordination of our large events.. Danny Hui and Lydia Santoso have worked on the P&C Executive team with passion, commitment and good humour all year to achieve so much for our children. Finally, two amazing people that do so much more for our school than people realise and they don't seek accolades or recognition but deserve our heartfelt thanks – Katrina Ben Moshe and Linda Priori, you epitomise community spirit, thank you. We have a wonderful school, with a wonderful spirit. On behalf of the P&C, thank you to everyone for being a part of this community.

**John Meagher – 2017 P&C President**

## School background

### School vision statement

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

### School context

Woollahra Public School, located in the Eastern suburbs of Sydney has an enrolment of 776 students. 44% of students are from culturally and linguistically diverse backgrounds and the school hosts four Opportunity Classes for high achieving Stage 3 students. 3% of students are from Aboriginal and Torres Strait Islander background and the school acknowledges connections to the traditional owners of the land, the Gadigal people from the Eora nation. The school was established in 1877 and fosters a strong sense of community with both current families and alumni.

All educational endeavours are informed by a clear vision focused on academic excellence, personalised learning and educating the whole child. The school operates within a Positive Behaviour for Learning framework, fostering student wellbeing through explicit teaching of our core values – respect, safety and lifelong learning. Our staff is a mix of early career and experienced teachers, enabling us to put strong mentoring strategies in place and build best practice in teaching. The school works collaboratively with local schools on curriculum development, teacher professional learning, building leadership capacity and embedding a growth mindset approach. Woollahra values its strong connections with the parent body, local community and wider community. Enrichment opportunities are provided for students through established music, dance, drama, visual arts, public speaking and debating programs.

## 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. The self-assessment was led by the school leadership team and sought feedback from all staff. With the release of version 2 of the framework in 2017, staff worked with the framework to identify priority areas for the 2018–2020 school plan.

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

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



Rounds project which developed the observation strategy more rigorously within the structure of the Quality Teaching Framework. Teacher professional learning, aligning with all descriptors of the School Excellence Framework Learning and Development element was the driving force behind all school plan projects. Future directions in this domain include planning quality professional learning for staff that meets the professional demands of the school's improvement priorities, embedding rigorous goal setting and classroom observation as core school practices in improving teacher quality and fostering a proactive improvement culture which puts teacher quality at the centre.

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

Our self-assessment process has informed the development of an aspirational, rigorous and exciting 2018 –2020 school plan. We looking forward to commencing our work in implementing this plan in 2018, 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

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

### Purpose

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

### Overall summary of progress

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

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

Work in the area of student wellbeing has included evaluative discussions with all staff to broaden understanding of wellbeing and how it enhances student learning. Focus has been on implementing proactive rather than reactive wellbeing strategies to move towards a far broader school strategy to foster high levels of wellbeing for all students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>All students K–6 are tracked using PLAN software against literacy and numeracy continuums and 100% teachers report improved knowledge of this process to track student progress.</li><li>All teachers participate in assessment moderation with stage teams.</li></ul>	<p>\$7680 – release for collaborative planning and assessment moderation (RAM Literacy and Numeracy). \$7200 release for PLAN data entry (RAM Literacy and Numeracy). \$1440 – release for professional learning on formative assessment strategies.</p> <ul style="list-style-type: none"><li>Support for beginning teachers (\$10 500)</li><li>Quality Teaching, Successful Students (QTSS) (\$15 000)</li><li>English language proficiency (\$5000)</li></ul>	All teachers engaged in the construction of assessment plans, professional learning on the literacy and numeracy continuums and moderation of student assessment data. The integrity of student assessment data and tracking of progress was improved. All students were tracked on DoE PLAN software and this data was used to inform planning. Awareness was raised with staff on the purpose and value of formative assessment strategies.
Teacher knowledge of the creative and critical thinking capabilities in Australian curriculum syllabus documents is enhanced and new units of learning are trialled across the school.	<p>\$5760 – release for teachers to participate in professional learning related to textual concepts. \$10500 – course fees for all staff to participate in the Community of Schools in the East conference focused on curriculum</p>	All teachers reported improved enhanced knowledge and improved confidence in implementing the Australian curriculum with particular emphasis on the textual concepts component of the English syllabus. Co-teaching these units resulted in productive reflection and refinement of learning sequences and development of effective teaching strategies. Staff reported significantly increased understanding and capability

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher knowledge of the creative and critical thinking capabilities in Australian curriculum syllabus documents is enhanced and new units of learning are trialled across the school.	implementation and creative and critical thinking skills.  \$9500 – costs to pay of the school's participation in the School Drama project including teacher professional learning and engagement of teaching artists. • Quality Teaching, Successful Students (QTSS) (\$7000.00) • Support for beginning teachers (\$11500)	in teaching creative and critical thinking skills through the School Drama project. Qualitative data on student performance when participating in lessons co-taught with teachers and teaching artists indicated higher levels of engagement and intellectual quality and increased focus on critical concepts. All staff engaged with draft scope and sequence documents and there was greater consistency across the school with curriculum implementation.
Wellbeing programs across the school reflect an emphasis on proactive strategies and an exploration of the principles of positive education.	\$3400 – release time for teacher professional learning.  \$6000 – additional release and mentoring for early career teachers.	Strengths and areas for development in current student wellbeing practices were identified by staff with agreement that a thorough review and redevelopment of the school's wellbeing procedures and practices should occur in 2018. Teacher professional learning was provided on inclusion in the classroom, personalised learning strategies to foster engagement and increase wellbeing and proactive wellbeing approaches.

## Next Steps

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



## Strategic Direction 2

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

### Purpose

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

### Overall summary of progress

Continued work took place in 2017 on the implementation of the Performance and Development Framework and development of productive Performance and Development plans for all teachers. Improved processes and protocols were implemented to support teachers with authentic classroom observation processes to improve pedagogy. Accreditation processes were strengthened with all teachers seeking accreditation provided with formalised mentoring support with experienced teachers. Collaborative planning processes were a focus across the school result in an improved culture of collaboration and co-teaching.

### Progress towards achieving improvement measures

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

### Next Steps

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



### Strategic Direction 3

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

#### Purpose

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

#### Overall summary of progress

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

#### Progress towards achieving improvement measures

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

#### Next Steps

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

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1295	Improved focus in strengthening cultural awareness across the school focused on Aboriginal and Torres Strait Islander cultures and histories. The school had two Aboriginal students who were supported to access a range of learning opportunities with this funding including enrichment programs and transition to high school programs.
<b>English language proficiency</b>	Flexible Funding \$34 096 Staffing FTE 1.2 (6 days per week).	Students requiring English Language proficiency support were provided with targeted learning programs and in-class support based on their level of language proficiency.
<b>Low level adjustment for disability</b>	Flexible Funding \$40 588 Staffing FTE 0.6 (3 days per week)  Additional School Funding – FTE 0.4 Learning and Support Teacher; FTE 0.6 School Learning Support Officers	Funds were used to provide Learning and Support Teacher support and School Learning Support Officer support for targeted students. Funds also contributed to teacher professional learning initiatives to build staff capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing FTE 1.3	QTSS funding provided the school with additional release time for members of the school leadership team to support their team members through coaching and co-teaching approaches. The funding also provided time to strengthen school processes and management systems.
<b>Socio-economic background</b>	\$2118	Funding was used to provide targeted support for students in need and ensure all students accessed the full range of learning programs including enrichment opportunities.
<b>Support for beginning teachers</b>	\$48 476  In 2017, the school received funding for 8 teachers in their first or second year of teaching.	Funding was used to provide early career teachers with mentoring, additional release and professional learning opportunities. A significant focus of this support was the implementation of the Quality Teaching Rounds program.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	335	372	399	388
Girls	357	354	377	389

Overall student enrolments at Woollahra increased in 2017. New enrolments into Kindergarten have stabilised, however the number of students enrolling to start school still exceeds the number of students transitioning to high school in Year 6. The school is currently at capacity and is only able to accept local enrolments. Changes to the boundaries that determine the school's local area have been negotiated this year, ratified by the Department of Education and will be in effect from the commencement of 2018.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.2	96.6	95.7	95.6
1	97.1	97.1	96.5	94.5
2	96.3	96.3	95	95
3	96.7	95.9	95.9	94.7
4	97.9	95.9	94.9	94.6
5	97.9	96.5	95.8	95.9
6	96	96.4	86.1	93.5
All Years	97	96.4	94.2	94.9
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

2017 student attendance figures were commensurate with state averages. Student absences are required to be explained by parents. Where the school is

concerned about the attendance of a student, parents are contacted and strategies are put in place to improve the situation. This can include a referral to the Home School Liaison Officer. This process and monitoring is managed by the school's learning support team. In 2017 the school continued using electronic roll marking to assist with accurate collection and analysis of data. Detailed use of this data and a streamlined attendance monitoring system will be put in place in 2018 to further maintain and improve attendance rates.

### Class sizes

Class	Total
KJ	21
KE	22
KW	21
KS	21
KK	22
1G	23
1W	19
1N	25
1M	20
1J	24
2R	25
2L	26
2G	26
2B	27
3B	28
3W	29
3M	26
3L	28
4/5MG	26
4SC	27
4HB	26
4A	28
5A	26
5/6G	24
5P	30
5F	24
5B	30
6B	27
6T	26
6P	29
6H	31

## Structure of classes

In 2017 the school organised students into 31 classes K–6. This included two multi-age classes and four specialist Stage 3 Opportunity Classes.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	29.26
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	4.67
Other Positions	0

\*Full Time Equivalent

Woollahra Public School has a stable staff of permanent teachers supplemented by some high quality temporary staff filling vacancies. Ms Beth Hodson travelled to Canada on teacher exchange in 2017 and the school welcomed Ms Tanya Brayley from Ontario, Canada to teach at the school for the year.. Her Assistant Principal position was filled in a relieving capacity by Judy Fetherston. In Term 3 Mrs Janelle Warhurst commenced in a relieving Principal at Lane Cove PS. The relieving Deputy Principal position was filled by Mrs Leanne Garber. Mrs Clare Barta and Miss Natalie Weiss also relieved in Assistant Principal roles. Two classroom teacher vacancies were filled through the *Graduate Recruitment Program* and an external merit selection process. As a result we warmly welcome Ms Bec Isaacs and Ms Natalie Prior to our permanent staff in 2018.

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. For 2017 the school did not employ Aboriginal permanent members of staff. An Aboriginal Education Contact Officer is nominated each year at the school. The role of the officer includes ensuring *Personalised Learning Plans* for all Aboriginal students are implemented and awareness and the celebration of Aboriginal culture is a key school priority.

## Teacher qualifications

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	35

### Professional learning and teacher accreditation

Professional learning opportunities were provided to all staff throughout the year to address individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. The 2017 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings and conferences. In addition the school collaborated with Rainbow St and Coogee Public Schools to implement Quality Teaching Rounds, a rigorous classroom observation initiative focused on all elements of the Quality Teaching Framework. A total of \$62 305 was invested in professional learning in 2017, funded through DoE allocated professional learning funds and school funds. Staff participated in professional learning initiatives focused on effective pedagogical practice, literacy, numeracy, technology, film making, supporting children with challenging behaviours, child protection, anaphylaxis, emergency care and leadership. Significant professional learning occurred in relation to creative and critical thinking capabilities in the English K–10 syllabus. A joint professional learning workshop was held in collaboration with Community of Schools to continue the school's work in the implementation of the Australian Curriculum. Several teachers completed targeted professional learning in the areas of inclusion and autism. The school continued its partnership with the Sydney Theatre Company and University of Sydney with 6 teachers participating in professional learning through the School Drama project. This enhanced teacher skills in fostering levels of intellectual quality in our English programs and teaching the skills of creative and critical thinking. Teachers involved with Festival of Music performances attended professional learning hosted by the DoE Arts Unit. Four teachers worked with mentors to complete their accreditation at proficient level and seven early career teachers were supported in their professional learning through regular mentoring and co-teaching. The Principal and School Administration Manager completed professional learning to fully implement the finance components of the newly implemented finance and budgeting system.



## 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 (\$)
<b>Opening Balance</b>	548,250
<b>Revenue</b>	6,352,874
Appropriation	5,435,259
Sale of Goods and Services	16,735
Grants and Contributions	890,476
Gain and Loss	0
Other Revenue	0
Investment Income	10,404
<b>Expenses</b>	-6,040,890
Recurrent Expenses	-6,040,890
Employee Related	-5,220,695
Operating Expenses	-820,195
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	311,984
<b>Balance Carried Forward</b>	860,234

The school's finances are managed by a finance committee comprising the Principal, school leadership team and the School Administrative Manager. The finance committee meets to set the school's budget based on whole school needs and strategic priorities. Income and expenditure are monitored on a regular basis by the Principal and School Administrative Manager. The school is moving towards managing the operational budget through Stage program budgets coordinated by each Assistant Principal and program budgets managed by the Deputy Principals and other program leaders. These budgets are monitored using statewide and local internal orders. Funds carried over into the 2018 financial year have been committed to the three strategic directions and 7 supporting strategies outlined in the 2018–2020 school plan. Funds have also been committed to some high cost initiatives in the area of minor capital works and maintenance.

### Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	4,912,770
Base Per Capita	118,593
Base Location	0
Other Base	4,794,177
<b>Equity Total</b>	243,188
Equity Aboriginal	1,264
Equity Socio economic	3,045
Equity Language	139,432
Equity Disability	99,447
<b>Targeted Total</b>	0
<b>Other Total</b>	165,042
<b>Grand Total</b>	5,320,999

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

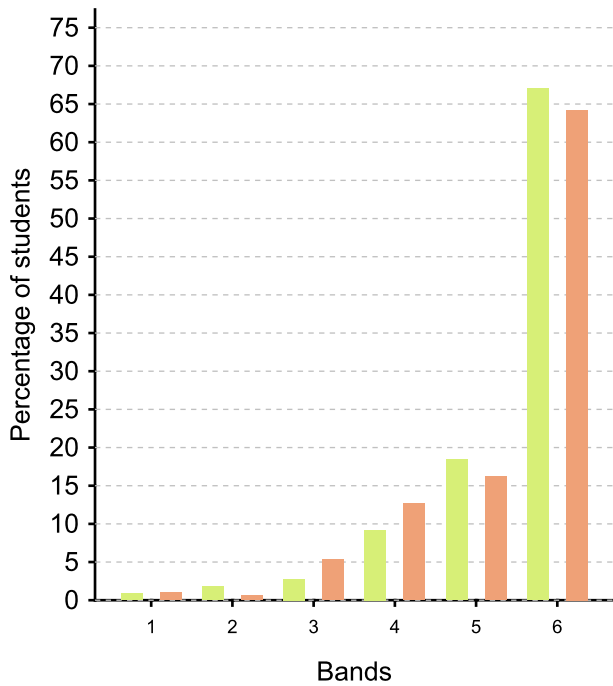
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

# School performance

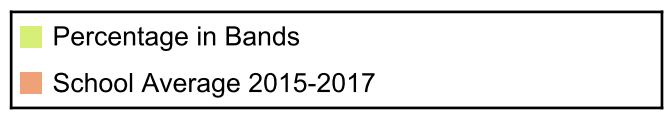
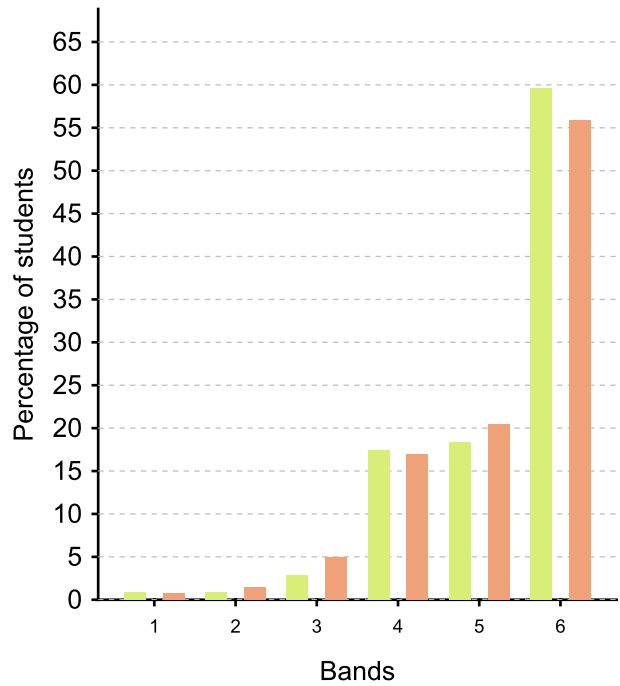
## NAPLAN

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

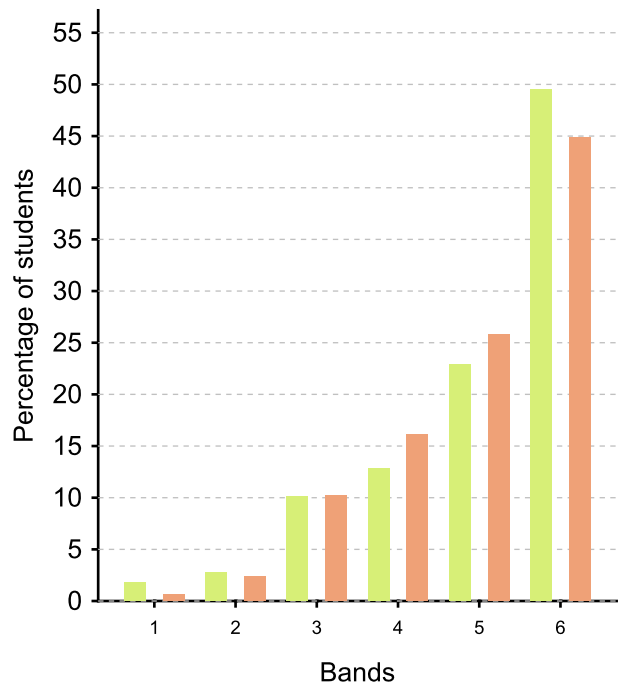
**Percentage in bands:**  
Year 3 Grammar & Punctuation



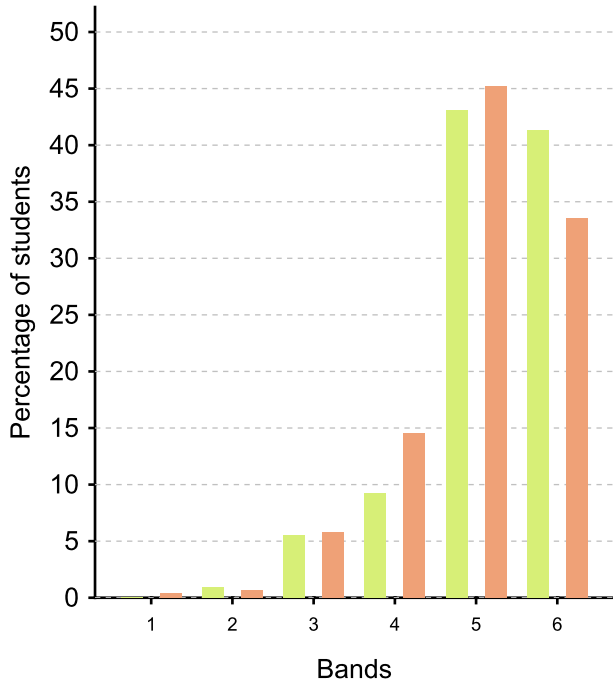
**Percentage in bands:**  
Year 3 Reading



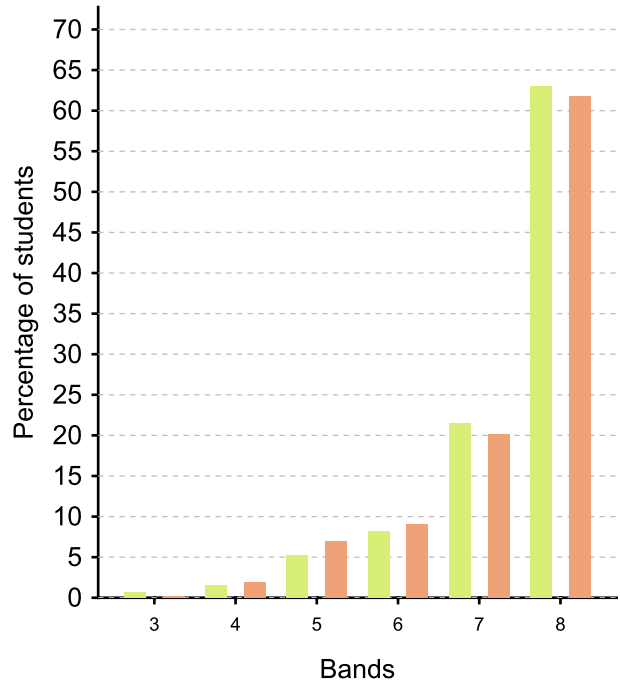
**Percentage in bands:**  
Year 3 Spelling



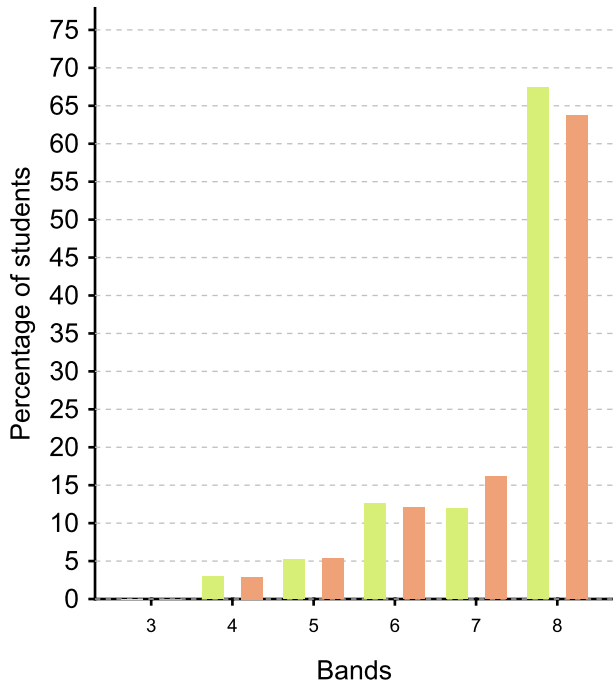
**Percentage in bands:**  
Year 3 Writing



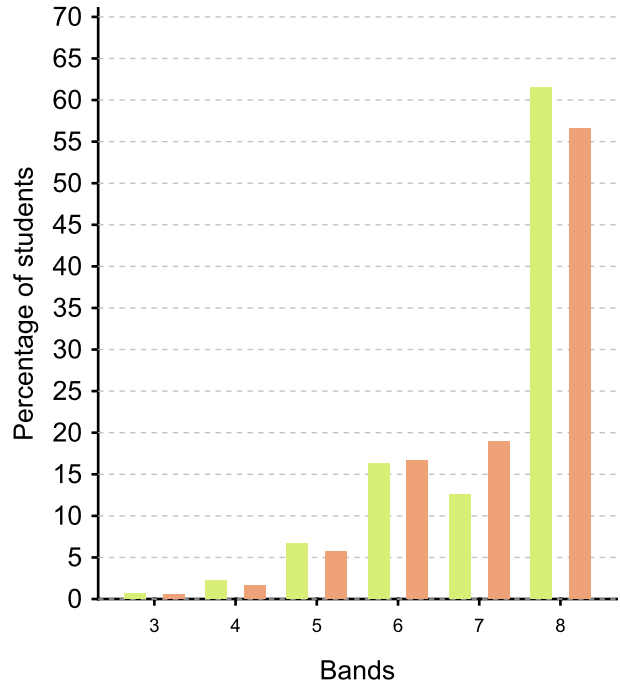
**Percentage in bands:**  
Year 5 Reading



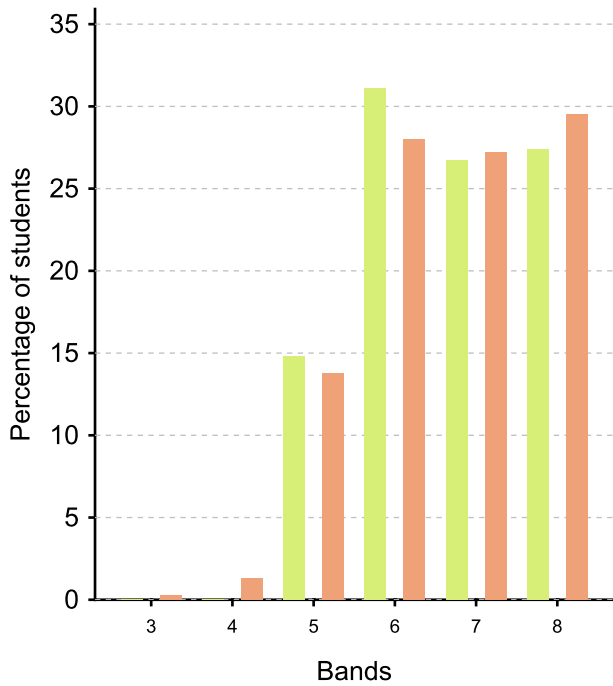
**Percentage in bands:**  
Year 5 Grammar & Punctuation



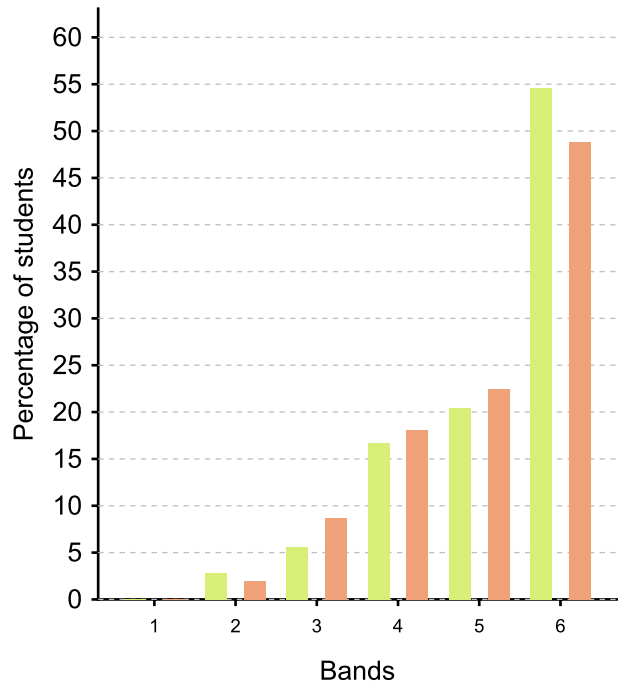
**Percentage in bands:**  
Year 5 Spelling



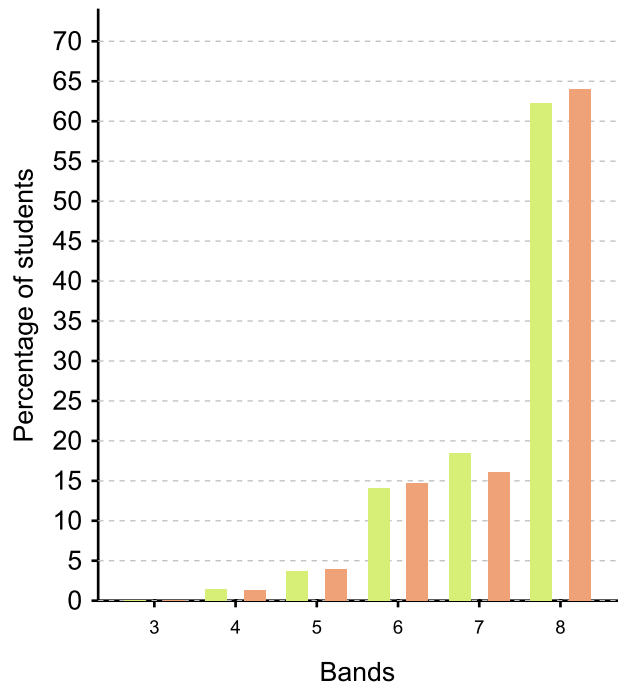
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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





## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2017 through P&C meetings, focus groups, written feedback and surveys. The Tell Them From Me (TTFM) Student Survey was implemented in semester one 2017 and provided data from 228 students. The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. The results, which on most indicators were higher compared to the NSW DoE norm, clearly demonstrate the importance the school has placed on establishing a positive learning culture encompassing respectful relationships, student engagement and participation rates. The TTFM Parent Survey was implemented in semester two 2017 and provided data from 29 parent respondents. The survey covered parents' perceptions of their children's experiences at home and at school. The results demonstrate the positive, engaging climate the school provides to all members of the school community. The survey results aligned with the School Excellence Framework elements of Learning Culture, Curriculum and Learning, Effective Classroom Practice and Leadership and informed our school self-assessment against the framework. Both parents and students felt teachers foster positive, respectful relationships and place high importance on student engagement to raise learning outcomes. They indicated that the classrooms are well managed with clear expectations for rules and behaviour that allow better engagement with minimal disruptions leading to productive learning. There was also a strong link between engagement and involvement in extra-curricular activities at school. Parents felt that teachers devote significant time to providing extra-curricular activities and students feel that there are many opportunities for them to engage in such experiences at this school. The TTFM Surveys portray a very positive image of parent and student experiences at Woollahra Public School with most indicators showing higher results than DoE norms. The results are indicative of the school's efforts to improve communication, involvement and engagement at a number of levels. Students and parents are feeling welcome and included through their valued involvement in school processes and activities. Student inclusion in the development of learning and behavioural goals has led to higher student engagement in social, intellectual and institutional domains and with minimal signs of disengagement. Students and parents have clear expectations for student behaviour and learning which further improves levels of engagement. Feedback from parents indicated they would like to see a focus in the future on strengthening assessment and reporting processes, a more personalised report format, a focus on improved differentiation of learning programs for children of all ability levels and continual improvement of communication to ensure parents are informed about their child's learning and progress. Teachers participated in a range of focus groups throughout the year to gain their feedback. They indicated high levels

of satisfaction across all aspects of their practice. They felt there was a need to focus on strengthening student wellbeing programs, some systems and structures in the school, assessment and reporting and technological learning.

As part of the consultation processes for the development of the 2018–2020 school plan, parent, staff and student focus groups were conducted. Parents focus groups highlighted strengths related to teacher quality, the range of enrichment opportunities offered to their children and the academic expectations the school sets. Areas for development included strengthening student wellbeing programs, increased Science, Technology, Engineering and Mathematics (STEM) opportunities for students and greater consistency in teacher practice across the school. Staff focus groups identified collaboration, high expectations, comprehensive curriculum implementation and enrichment as areas of strength. Staff also highlighted wellbeing and exploration of innovative curriculum implementation as future focus areas. Student focus groups indicated high levels of overall satisfaction with school life. Students especially value collaborative and creative learning experiences that are related to real world experiences. They highlighted a need to engage more broadly with STEM activities and indicated that would like more focused individual feedback to support them with their learning.



### Multicultural and anti-racism education

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



## Policy requirements

### Aboriginal education

During 2017, the school expanded its Aboriginal education strategy to facilitate quality teaching and learning experiences that aimed to build upon whole school appreciation and respect of Aboriginal heritage and culture. Activities included celebration of NAIDOC week and incorporation of cultural awareness into History, Geography and English learning units. The school engaged Aboriginal elders to work with our students. Focus in 2018 will be on strengthening this strategy to ensure Aboriginal cultural awareness is embedded authentically across the curriculum for all students. The achievements of our Aboriginal students were recognised in a variety of ways. Kane from Year 6 was nominated for a Deadly Kids Award. This ceremony recognised Aboriginal students in Sydney public schools for displaying an outstanding work ethic, academic achievement and citizenship skills.