

Unanderra Public School Annual Report



2018



3308

Introduction

The Annual Report for 2018 is provided to the community of Unanderra Public School as an account of the school's operations and achievements throughout the year.

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

Craig Redfern

Principal

School contact details

Unanderra Public School

Derribong Drive

Cordeaux Heights, 2526

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

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

4272 8730

Message from the Principal

Unanderra Public School continues to be a vibrant engaging learning environment for students, staff and community. In 2018 we commenced our three-year planning cycle on the back of a successful External Validation process where we proved our capacity against the School Excellence Framework. We continue to be successful in our pursuit of the collaboratively developed vision statement – Empowering students as lifelong learners by providing rich and diverse opportunities within a positive community inspired by supportive and influential leadership. It is immensely pleasing to be provided the opportunity to lead this wonderful school as principal.

Unanderra Public School commenced 2018 with 385 students. This enrolment entitles the school to 15 classes, however, we maintained 16 classes using school funding to enhance teacher to student ratios. All classes were structured around curriculum stages and are the result of extensive professional consultation. Classes were structured around parallel groups, ensuring the academic and social abilities of students are shared throughout the school. As a Positive Behaviour for Learning [PBL] school we are committed to individual and corporate wellbeing of our students, our staff and our community.

As a Bump It Up school Unanderra Public School had a commitment throughout 2017 and 2018 to the Premier's Priority of raising by 8% the number of students achieving in the top two NAPLAN bands of reading and numeracy. By structuring our professional learning around assessment for learning and by providing shoulder-to-shoulder support to teachers through school-funded instructional leadership, our school was successful in achieving our personal Bump It Up target in 2018, one year ahead of schedule.

Unanderra Public School has a diverse student population including 8% Aboriginal students and 18% students from non-English speaking background. This eclectic mix of students learn together through a variety of innovative and engaging learning environments. One such innovation is the Unanderra iHub. Our iHub is a combination of Library and STEM [Science, Technology, Engineering, Mathematics] that every child visits for a two-hour block every week. While the iHub was the brainchild of Mrs. Rodden, through her extensive consultation with students, in 2018 the iHub was taught by two talented and creative teachers in Mrs. Kyriazis and Ms. Prior.

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

The teaching staff continue to be proactive and productive in a time of great change within education. A continued focus in 2018 has been ongoing professional development, particularly in regard to differentiating learning tasks for students and utilising data more effectively to track student progress on the new literacy and numeracy progressions. Teachers at Unanderra Public School, throughout 2018, worked collaboratively on developing and delivering quality teaching and learning programs that were responsive to student need.

2018 continued the fine tradition Unanderra Public School enjoys of community support and engagement. Our P&C, led by Mrs. Jennifer Lewin, once again provided our community with engaging activities and fundraising that inevitably supports all students. One stand out event held was the Colour Explosion which was very well received by community and will continue as a tradition into 2019. The P&C also provided representatives to merit selection processes for permanent and temporary staff across the school. Parents as supporters of learning continued throughout 2018 with many parents and carers engaging in classroom and off-site learning activities.

I wish to extend my gratitude to students, staff and community for ensuring 2018 was another productive and enjoyable year for those fortunate to be associated with Unanderra Public School. We continue to prosper as individuals and teams. I feel certain this positivity will continue as we move into 2019.

Craig Redfern

Principal

School background

School vision statement

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

School context

Unanderra Public School has a long proud history of service to its community stretching back 140 years. The school relocated to the hills of Cordeaux Heights as a planned aspect of the new housing estate in 1999. The former school site is now a centre for commercial business along the Princes Highway in Unanderra.

The school has witnessed a slow but steady decline in student enrolments over the past 10 years. We will commence 2018 with a 16 class structure engaging 385 students in their daily learning.

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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 result of this self-assessment indicated that Unanderra Public School is progressing well against the School Excellence Framework, improving in three areas this year. Across the three domains: Learning, Teaching and Leading our school predominately records Sustaining and Growing results.

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 Teaching & Learning – BIU

Purpose

To ensure a whole school approach to the delivery of quality differentiated teaching and learning experiences by building the capacity of students to actively engage in quality learning, assume responsibility for their learning success and become self-reflective learners.

Literacy and numeracy remain the core focus of learning across all key learning areas. Quality teaching and learning will feature professional development that provides a basis for a consistent, assessment-driven approach to the implementation of the curriculum and the BIU strategy.

Overall summary of progress

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

In 2018 teachers actively engaged in furthering their understanding in and utilising synthetic phonics. School Learning Support Officers were trained in MultiLit and MiniLit to broaden our efforts with students requiring additional reading support. These professional learning experiences represent part of our school's response to the current Literacy and Numeracy Strategy released by the Department.

Throughout 2018 a part-time Instructional Leader role continued to be funded through school funds. This role enabled quality shoulder-to-shoulder support for teachers ensuring best practice continued in every classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students in the top two NAPLAN bands by 8% in Reading and Numeracy (2019).	\$40 000	Shoulder-to-shoulder support for teaching staff developing a comprehensive understanding of assessment for learning. Continued good results in NAPLAN of students achieving in the top two bands of reading and numeracy.
Increased numbers of students with higher than expected growth on internal school performance measures and external performance measures, particularly between Year 3 and Year 5.	\$5 000	Value-added results were higher than three-year averages for all cohorts; K-3, 3-5 and 5-7. In particular, the average 3-5 value-added result was two points higher [82] than the three-year average [80].

Next Steps

Teachers will continue to build their expertise with reading through professional learning opportunities focused on synthetic phonics, schema building and assessment for learning. Continued investment in the MultiLit and MiniLit interventions will also assist in supporting a greater number of students with reading development.

Strategic Direction 2

Connectedness

Purpose

Connectedness strengthens the capacity of students to manage their emotional, mental and physical wellbeing as responsible and productive learners who contribute positively to the life of the school and community.

A shared vision of connectedness provides the foundation for the maintenance of our positive school culture that can be achieved through communication and supporting our students to be respectful and socially responsible citizens.

Overall summary of progress

There is a strong sense of connectedness to our school across students, community and staff. Improved communication and the re-launch of Positive Behaviour for Learning [PBL] have reignited this connectedness. While quantitative evidence is complex to gather, anecdotal evidence includes positive comments by visitors, new families, community, staff and students. One quantitative data source is satisfaction with our school, which continues to track around the 90% satisfied across staff, students and community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved communication from the collection, analysis and consultation of school data between students, parents and staff.	\$10 000	Communication with community has improved with the range of media available; school app, social media, school newsletter, school notes and the school website each complementing the other. These media sources support the traditional method of reporting school progress through P&C meetings. The school has engaged a third-party company to provide software solution to maintain student attendance, behaviour and reporting to parents.
Increased understanding of PBL values that are explicitly, consistently and supportively applied across the school as determined by external PBL data. e.g. SET, BOQ.	\$5 000	PBL was relaunched with various new initiatives including a mascot [Buster Bee], explicit lesson content, reward barrels and several mini-videos to engage students. While there has been broader exposure of PBL values and explicit teaching of expectations there remains continued work to ensure comprehensive development of the PBL program.

Next Steps

Employ a teacher to build upon the fine work of the off-class executive in communicating with community, students and staff. This teacher, wellbeing teacher, will support the work of the LaST, school counselor and executive in mediating where required. Evaluate the ongoing usage and success of communication media with community. Ensure PBL remains a focus for students, staff and community through continued development of initiatives based on in-school evidence.

Strategic Direction 3

Educational Leadership

Purpose

Educational Leadership directs us towards identifying potential leadership while working collaboratively to provide opportunities that facilitate succession building and strengthen the Unanderra PS learning community.

The leadership team maintains a focus on distributed, instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Overall summary of progress

Teaching staff are committed to PDP process and the professional growth associated with it. Executive staff, including shadow executive, are active participants in supporting teacher growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have a Performance and Development Plan (PDP) to reflect on how to improve their own practice and career progression using the appropriate PDP Framework, professional standards and evidence of achievement.	\$20 672	All teaching staff have active PDPs. Executive staff are provided with extra RFF each week to structure observation of professional practice, hold formal meetings with staff and provide effective feedback.

Next Steps

Expand the concept of leadership to purposefully include students through SRC, PBL, Figtree CoS initiatives and school assemblies.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$24 153	PLP development focussed on ensuring active consultation with community with the commencement of a PLP welcome BBQ. PLPs transformed to live documents enabling regular update of learning goals. All students informed and engaged about Aboriginal culture.
English language proficiency	\$40 057 • (\$0.00)	Targeted support for students with additional language needs through a trained EALD teacher.
Low level adjustment for disability	\$156 176	Extensive student support through a comprehensive School Learning Support Officer program. Development and review of Individual Education Plans and professional development of staff.
Quality Teaching, Successful Students (QTSS)	\$28 750	Provision of executive release time to enable assistant principals opportunities to engage as should-to-shoulder support for staff and to implement an effective Professional Development Plan process.
Socio-economic background	\$90 436	School based professional learning, predominately in technology and literacy, and the employment of additional teacher time to ensure technology runs smoothly at Unanderra. Provision of teaching resources to engage students in learning. Financial assistance for families experiencing difficulty.
Support for beginning teachers	\$13 756	Provision of mentor, extra release from class and professional learning to support beginning teachers develop best practice.

Student information

attendance and a process is followed that may culminate in Home School Liaison Officer intervention.

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	220	212	209	201
Girls	216	201	192	180

Unanderra Public School continues to experience a steady decline in student enrolment numbers. Demographics suggest this decline will continue for the next two to three years before stabilising around the 360 student mark.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	93.2	94.5	94.7
1	93.6	94.5	94.3	92.9
2	94.2	93.8	95.3	93
3	92.6	92.4	94.2	95.7
4	95.5	92.9	92.9	93.3
5	94.2	93.4	93.4	91.5
6	93.8	91.7	94.1	89.9
All Years	94.2	93.2	94.1	93
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Class sizes

Class	Total
KA	21
KK	21
KF	21
1/2C	23
1/2W	22
1/2M	22
1/2H	22
1/2D	22
3/4S	24
3/4L	27
3/4D	25
3/4B	28
5/6B	27
5/6N	25
5/6M	25
5/6F	27

Management of non-attendance

Our school's overall attendance data is comparable to the Department's statewide data. While there are fluctuations between Year cohorts our K-6 four year average is 93.625 compared to the statewide 93.825. Regular attendance is encouraged and rewards are provided for 100% attendance. Teachers and the Learning Support Team monitor poor student attendance. Families are notified of poor student

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.91
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	3.19

*Full Time Equivalent

Three Aboriginal staff members are employed at Unanderra Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

During 2018 extensive professional learning was undertaken by all Unanderra Public School staff. Professional development is strategically planned to meet the needs of all staff and is in line with whole school planning and departmental priorities.

Weekly professional learning was predominately delivered by executive and classroom teaching staff. We commenced a partnership with another public school in Western Sydney and sent teams of teachers to view and engage in aspects of their literacy delivery.

STEM Share Kits were utilised, adding to our effective STEM delivery.

Mandatory training was also completed, such as Asthma Awareness Update; ASCIA – Anaphylaxis training; CPR; Disability Standards Framework; Corruption Prevention for Public Schools; Code of Conduct and Child Protection Update.

One teacher successfully completed accreditation as proficient by the end of the year.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	591,536
Revenue	3,524,743
Appropriation	3,422,535
Sale of Goods and Services	6,214
Grants and Contributions	89,007
Gain and Loss	0
Other Revenue	0
Investment Income	6,987
Expenses	-3,615,315
Recurrent Expenses	-3,615,315
Employee Related	-3,239,825
Operating Expenses	-375,490
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-90,572
Balance Carried Forward	500,964

Unanderra Public School finances are managed by the Principal in consultation with the School Administration Manager. The development of budgets stem from the school planning process after consultation with staff and community through the P&C. We are committed to spending annually allocated funds on that year's students.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,583,988
Base Per Capita	77,541
Base Location	0
Other Base	2,506,447
Equity Total	326,248
Equity Aboriginal	30,956
Equity Socio economic	90,436
Equity Language	40,057
Equity Disability	164,800
Targeted Total	130,397
Other Total	269,837
Grand Total	3,310,470

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

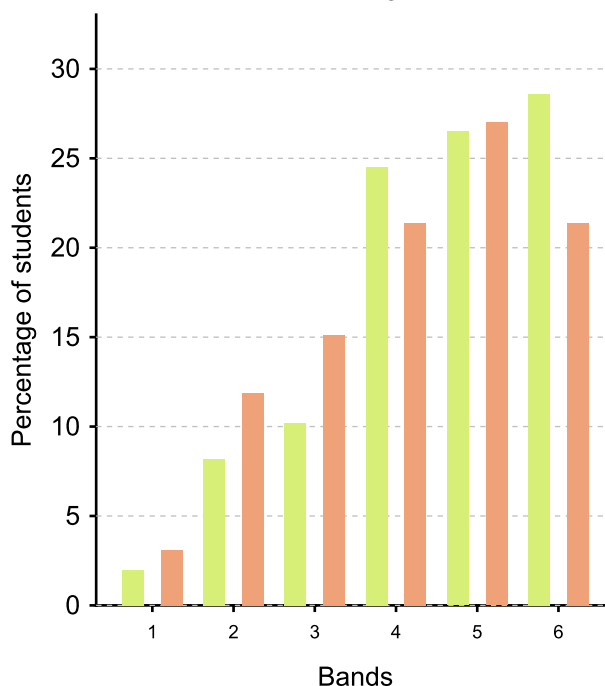
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

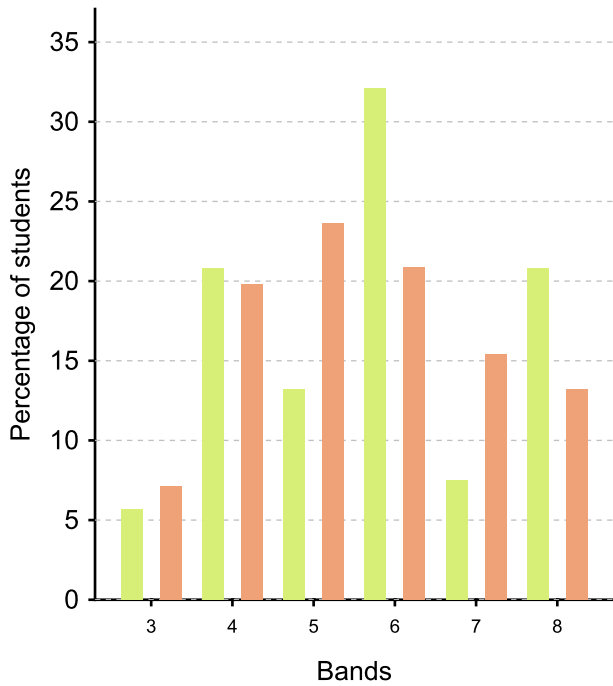
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

As a Bump It Up school we were focussed on reading throughout 2018. Student results in reading were consistent with three-year averages. The value-added result, growth between Year 3 and Year 5, showed consistent positive growth by the vast majority of students.

Percentage in bands:
Year 3 Reading

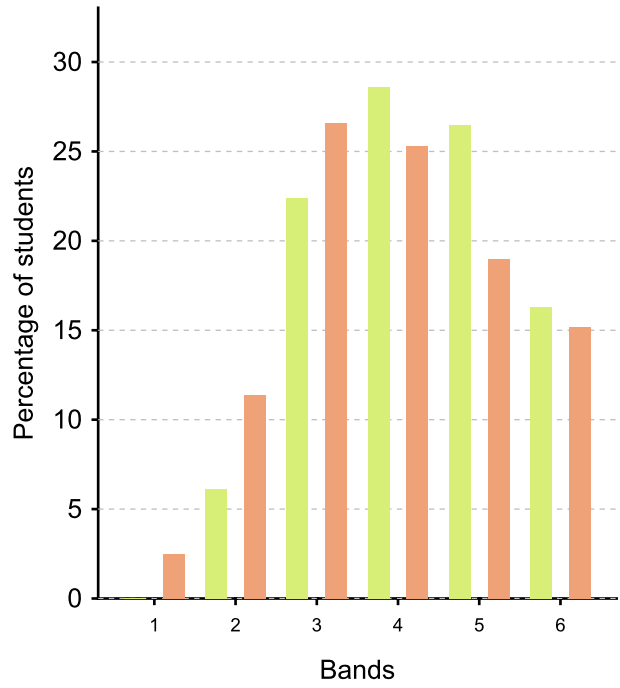


Percentage in bands:
Year 5 Reading

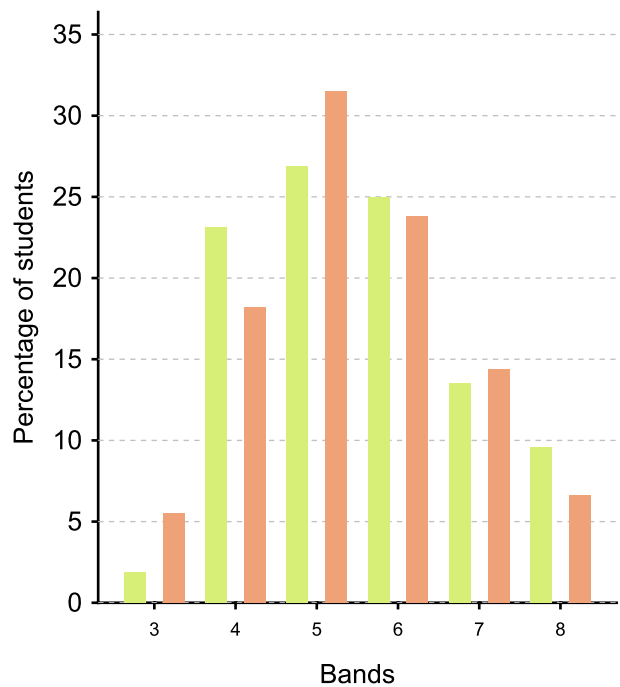


As a Bump It Up school we were focused on numeracy throughout 2018. Student results in numeracy were consistent with three-year averages. The value-added result, growth between Year 3 and Year 5, showed consistent positive growth by the vast majority of students with many showing growth beyond expectations.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



In 2018 Unanderra Public School showed consistency in the number of Aboriginal students achieving in the top two bands of reading and numeracy. This result was above state and department averages.

Students achieved the department's target of improving the number of students in the top two bands by 8%.

Parent/caregiver, student, teacher satisfaction

Satisfaction with Unanderra Public School continues to be positive and consistent. Surveys of staff, students and community reflect an average 90% satisfaction across the three groups.

Policy requirements

Aboriginal education

Our school's Aboriginal Team is lead by Mrs Anna Lawler and Mrs Natalee Brennan. As a proud Aboriginal women Mrs Lawler and Mrs Brennan contribute effortlessly to the positive implementation of initiatives that support Aboriginal Education in our school. An important aspect of 2018 initiatives was introducing three staff members to the Connecting to Country cultural learning experience provided by the Northern Illawarra Aboriginal Education Consultative Group [NIAECG]. After an exceptionally positive response from the initial three staff, we envisage 10 staff undertaking the same training in 2019.

In 2018 the Aboriginal Team led the effective development, implementation and review of Personalised Learning Plans [PLPs] for each Aboriginal student within our school. Community consultation was paramount to the success of the PLPs and the Aboriginal Team were able to complement the process with high levels of community attendance.

Mrs Lawler and Mrs Brennan maintained our close links to the AECG by their regular attendance at NIAECG meetings. On the agenda were regular activities that engage our Aboriginal and non-Aboriginal students learning about Aboriginal Australia. NAIDOC continues to be an important date on our school's annual calendar with activities once again held in 2018.

Multicultural and anti-racism education

In 2018 the staffing component of English as an Additional Language or Dialect (EAL/D) was in the form of two days staffing. Mrs. Koumalatsous provided support to a broad range of students with varying learning needs, predominately to students within the K-2 range. Unanderra is an inclusive learning environment where every child is treated with respect and dignity. Classroom learning is facilitated by teachers who plan for the diverse academic, social and behavioural needs of their students.

Two staff, Mrs. Kim Mathews and Mrs. Lauren Elston share the role of Anti-Racism Contact officer (ARCO).