

Woonona Public School Annual Report



2018



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Introduction

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

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

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School background

School vision statement

To provide students with opportunities and skills that will allow them to exceed their potential, engage in reflective practice, build strength as a learner and promote individual social, emotional and academic growth.

School context

Woonona Public School was established in 1882 and has a long and proud history of serving and working with the local community, as its motto, "learning and working together" suggests. Woonona Public School has an enrolment of 567 students working in 22 stage and grade based classes. The school's approach to teaching and learning is heavily invested in the work of Professor John Hattie and Dr Dylan William, Shirley Clark and Carol Dweck.

The school implements Visible Learning and formative assessment strategies across all areas of the curriculum. Our work revolves around three key questions – answered by students and staff alike – "Where am I? Where do I need to go? How will I get there?" We regard effective feedback, evidence based practice and data driven quality teaching as the keys to success.

Of great pride to us is the fact the school was filmed by The Australian Institute for Teaching and School Leadership (AITSL) as an exemplar of a whole school culture steeped in formative assessment and effective feedback. This work, placed on the AITSL website, is used to assist schools nation wide and was the most downloaded resource on the AITSL website in 2017.

The school believes it has a moral imperative to assist others as this in turn leads to improved student outcomes system wide and frequently hosts visiting teachers and school leaders who come to see the school's work in action.

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

Learning Culture is Excelling. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Wellbeing is Sustaining and Growing. Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Well–developed and evidence–based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Curriculum & Learning is Sustaining & Growing. The school's curriculum provision and evidence–based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Assessment is Sustaining and Growing. Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

Reporting is Sustaining and Growing. The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

Student Performance Measures is Sustaining & Growing. The school's value-add trend is positive. At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. Students are aware of – and most are showing – expected growth on internal school progress and achievement data. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Teaching

Effective Classroom Practice is Excelling. All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Data Skills and Use is Excelling. The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Professional Standards is Excelling. The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Learning & Development is Excelling. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Leading

Leadership is Excelling. The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

School Planning Implementation & Reporting is Excelling. The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

School Resources is Sustaining and Growing. The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is effectively used to enhance learning and service delivery. Use of school facilities by the local community delivers benefits to students. Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

Management Practices and Processes is Sustaining and Growing. The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. The leadership team analyses responses to school community satisfaction measures.

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

Keeping it Visible

Purpose

If we are to develop, build and refine our understanding and use of Visible Learning strategies, until it is the best it can possibly be, we must ensure it is embedded school wide, permeates all curriculum and contexts and is evident in the self reflective practices of all students and staff. We must respond to the outcomes of our own internal reflections, the outcomes of a school initiated external audit of our Visible Learning practices by experts in the field and the continuing evidence based practice, insight and ideas of leading education researchers; Hattie, Wiliam, Clark and Dweck.

Overall summary of progress

We have continued to ensure that Visible Learning remains a school focus. All new and existing staff were provided with support to build their knowledge of school process to ensure that a whole-school approach remains.

New and ongoing learning has continued to build all staff capacity and to continue the strong focus on the key elements to a school, staff, teacher and student that will make the largest impact on student growth (effect size). Staff attended a diverse range of professional learning, both within the school and externally, to ensure the ongoing streamlined approach to "Keeping it Visible".

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The language of learning is consistent school wide, used and understood by all stakeholders.	Teacher professional learning – \$29531 (total TPL) Staff Release and Data Days Staff and Stage Meetings Instructional Leaders QTSS – \$96200 (total)	Through strategic formal and informal professional learning we have continued to build teacher knowledge and understanding through sharing practices, observation, discussion, mentoring, collaboration and use of student data. Instructional Leaders have led instructional rounds and utilised time to support and enhance language of learning.
Show me don't tell me is common feedback practice.	See "Progress achieved this year".	Due to a number of inhibiting factors that occurred in 2018, our focus and associated professional learning in "Show me don't tell me" has been placed in Semester 1 2019 school milestones.
Joint student/teacher deconstruction and construction of explicit success criteria continually improves until it is common practice and guides all related teaching, products and feedback.	Teacher professional learning – \$29531 (total TPL) Lesson Observations Staff and Stage Meetings Instructional Leaders QTSS – \$96200 (total)	Strategic professional learning, mostly on site and throughout Semester 2, has supported whole school knowledge and implementation, while maintaining a clear vision on data analysis to inform "Where to next?" Instructional Leaders have led instructional rounds and utilised time to support and enhance joint construction and will continue this into 2019.
Learner qualities and the associated language and mindsets are evident in classes.	Teacher professional learning – \$29531 (total TPL) Staff Release and Data Days	Professional learning starting with reviewing the school's Visible Learning audit and then streamlining discussions around what the elements of our learner qualities are and what this might look like each and every day has occurred throughout 2018. Instructional leaders support teachers with incorporating the learner qualities, while

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learner qualities and the associated language and mindsets are evident in classes.	Staff and Stage Meetings Instructional Leaders QTSS – \$96200 (total)	maintaining attention to data analysis within each cycle of planning.
Process and self regulated feedback is increasingly understood, used and reflected upon by staff and students.	See "Progress achieved this year".	Due to a number of inhibiting factors that occurred in 2018, our focus and associated professional learning in "Process and self regulated feedback" has been placed in Semester 1 2020 school milestones.

Next Steps

Consolidate, refine, review and provide ongoing support to ensure that implemented programs and processes are embedded within teaching cycles for all teachers K–6 – Instructional Leaders to provide support during instructional rounds.

Show me don't tell me professional learning will occur in Semester 1, 2019.

A focus on Effective Questioning in Semester 2, 2019 will occur to support previous learning and enhance Visible Learning strategies in 2019 and beyond.



Strategic Direction 2

Quality Teaching

Purpose

If we are to provide quality teaching and learning experiences for all students, that moves each student and each teacher forward and responds to need, there must be school wide agreement on what quality teaching, quality lessons and quality assessment across all contexts and curriculum looks like. We must then ensure this understanding is expected practice and is embedded school wide. We must provide ongoing professional development focused on the teaching standards, research based publications, instructional leadership, micro-teaching, literacy and numeracy progressions and common school and system wide measures of impact.

Overall summary of progress

Strong collaborative practices in planning and delivering quality lessons, under the strong guidance of data, is evident in all classrooms. Teachers reflect on data during planning days, plan cycles of learning collaboratively, and implement high quality, differentiated learning, based on the knowledge of evidence based practice.

The school is in a constant cycle of self-reflection and self-improvement and staff share a strong desire, that is supported by a highly competent executive team, to drive the quality of the teaching, each and every day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Lessons reflect the elements of the schools policy on a quality lesson.	Staff Release and Data Days – \$5000 Get Reading Right – \$2000 MULTILit – – \$2000 Review of new Spelling Program – \$1000 Staff and Stage Meetings Scout Data Analysis Instructional Leaders QTSS – \$96200 (total)	Review of the school's policy on a quality lesson were undertaken at the beginning of the school year. Minor adjustments were made to streamline the approach. Ongoing support was provided throughout the year through Instructional Leaders, instructional rounds, lesson observations, staff and stage meetings and data days. The ongoing purchase of resources to support school programs has been a high priority to ensure that staff have the right tools to support educational growth and outcomes.
Staff increase proficiency in data analysis and differentiation, take responsibility for developing cycles and are able to teach the methods used to others.	Staff and Stage Meetings PAT – \$3800 Scout Data Analysis Instructional Leaders QTSS – \$96200 (total) Staff Release and Data Days – \$5000	Data days have been provided to allow ongoing identification of student need, within cycles of learning, and is aligned with the learning progressions. PAT was used as a whole school assessment device to assist with utilising data to drive teaching and learning. Assessments were conducted in Term 1 and Term 4 to assess student growth and will be used into the future to build staff knowledge and understanding of their students and their teaching. Sophisticated differentiation remains an area for further development for all staff.
The use of open ended questions used matches or exceeds that of closed questions.	See "Progress achieved this year".	Due to a number of inhibiting factors that occurred in 2018, our focus and associated professional learning in "Open Ended Questions" has been placed in Semester 2 2019 school milestones.
The number of students requiring	Training in Synthetic	New staff were trained in Synthetic Phonics. Key

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
intervention for spelling/reading decreases as expertise in synthetic phonics increases.	Phonics and Purchase of Resources – \$5000	staff provided with ongoing professional development and allocated time to support the program by supporting the staff who are implementing the program. Parents continue to be involved in all school based activities to support learning programs. School data indicates that students are experiencing pleasing growth in line with school and departmental expectations.
Micro teaching is a commonly used tool for professional reflection.	See "Progress achieved this year".	Due to a number of inhibiting factors that occurred in 2018, our focus and associated professional learning in "Micro Teaching" has been placed in Semester 1 2019 school milestones.

Next Steps

Ongoing purchase of resources to support school initiatives.

Priority planning of micro teaching and questioning techniques for 2019 and beyond.

Ongoing professional learning in quality lesson elements and continued refinement, where applicable, of our school policy. Stage supervisors to review elements in Semester 1 at Stage Meetings.



Strategic Direction 3

Data Driven Practice

Purpose

If we are to move all students forward we must ensure we know our impact, evaluate it and respond to it continuously. We will do this by developing the skills of all staff in the use, analysis and response to data that drives teaching and learning programs, ensuring there are common and reliable evidence based measures of impact for school, stage, grade and class based analysis and that all staff reflect upon the data and use it to plan appropriate differentiated teaching and learning activities.

Overall summary of progress

Continued staff professional learning and provisions for implementing programs through timetabling and release so that key initiatives are embedded, knowledge is shared and students have the opportunity to access these programs.

Implementation of PAT Online, as a key component to data driven practice, by ensuring that assessment of students has occurred twice in the initial year of implementation. Student growth for 2018 has been attained and ongoing assessments will allow the school to measure if students have attained one year of growth for one year of learning.

Data days have continued and will continue. Streamlined, specific criteria are created to maximise the outcome of each day. Data days occur twice a term (early and mid term).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidenced based practice is consistent across the school and purposefully used in lessons as expected daily practice and supported on an ongoing basis via instructional leadership that moves all forward.	Literacy and Numeracy Intervention – Reading Recovery – \$87455 Get Reading Right – \$2000 MULTILit – – \$2000 Review of new Spelling Program – \$1000 Staff and Stage Meetings	Synthetic phonics continued to be embedded school wide in 2018. Spelling changes were reviewed and adjusted accordingly. New staff undertook training in synthetic phonics. All staff observed others at work with corresponding discussion and idea sharing. Impact analysed on an ongoing basis against baseline data. An ongoing strong focus in professional development is the continual revision and deeper understanding of Visible Learning. Visible Learning is a whole school approach and the school works hard, through strategic and targeted learning, to maintain and enhance its educational practice.
Evidence of summative and formative impact align school wide and are readily comparable and built upon for students.	PAT Online Data Days – \$10000	Data Days, where data informed decision making is the focus (PAT and other school based data), provided staff with the opportunity to plan differentiated units of work together. This allows for great discussion about student need and growth, collaborating with colleagues on the same stage allows for specific syllabus outcomes to be addressed. Pre and Post tests provide teachers with the tools to know where to next and to reflect on what has been achieved through their teaching.
Staff ability to collect, analyse, track, use and explain data continually improves and a consistent storage and tracking device is used.	PAT Online Data Days Staff and Stage Meetings Instructional Leader	Staff received ongoing professional development in the design, selection, use and evaluation of assessment practices. Differentiated instruction was planned in response to data, with staff working together to determine how the same skill can be demonstrated at different levels in response to student need. PAT was established as a device that assesses student growth and is a tool used constantly by staff to reflect on and make decisions. A streamlined approach to work samples has been

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff ability to collect, analyse, track , use and explain data continually improves and a consistent storage and tracking device is used.		created in 2018 to support legal documentation, such as annual reporting.
Staff and students are able to explain how to use a range of data to to identify progress, where to next, formulate learning goals, access appropriate strategies and teach others how to do the same.	PAT Online Data Days Staff and Stage Meetings Instructional Leader	Formative assessment and feedback continue as well established practice school wide. Self and peer assessment is common practice and well understood in many classrooms, in others it is present but remains at task level. Ongoing professional learning and support for staff was offered to refine the schools approach. This remains an area for continued development in 2019 and beyond.
Pedagogical practice will constantly improve as staff respond to video evidence, feedback and set personal targets to work on with instructional leaders	PAT Online Data Days Staff and Stage Meetings Instructional Leader PDP Implementation	All staff complete a PDP of professional goals each year. These goals are negotiated with their supervisor and align with their needs as a professional and the direction of the school. PDPs are reviewed throughout the year, with staff working collaboratively together with colleagues, supervisors and Instructional Leaders to achieve growth and improvement in their teaching.

Next Steps

Continue to evaluate and refine processes in place.

Ongoing whole staff work on Learning Progressions.

Further develop staff expertise and provide time for the interpretation and use of data.

Increase the percentage of students achieving expected growth in NAPLAN Year 3 to Year 5.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Resources and Staffing – \$16072	<p>Personalised Learning Pathways for Aboriginal students written in consultation with Learning and Support Teacher (LaST), parents and students.</p> <p>Resources purchased to support NAIDOC celebrations.</p> <p>Resources and teacher/ SLSO time purchased to support LaST, MINILit, MULTILit and Reading Recovery programs.</p> <p>Year 3 and 5 Aboriginal students exceeded the Premier's expectation around the number of students in the proficient bands in both Literacy and Numeracy.</p>
English language proficiency	Resources and Staffing – \$8856	Purchase of resources and SLSO time to provide in class support to EAL/D students – individual and small group as well as school programs and initiatives.
Low level adjustment for disability	<p>Resources and Staffing – \$96187</p> <p>Individual Integration students – \$68300</p>	<p>Additional support or adjustments provided to support students in classrooms.</p> <p>IEPs developed to support students requiring additional adjustments.</p> <p>Casual and temporary SLSOs employed to support students in the playground, in the classroom and during external school events, such as excursions and sporting events.</p> <p>SLSOs have also been employed to support and implement school programs, such as MULTILit, MINILit and Get Reading Right.</p>
Quality Teaching, Successful Students (QTSS)	Staffing – \$96200	Instructional Leader AP taken off class to support school staff in implementing school initiatives and building the quality of the teaching.
Socio-economic background	Resources and Staffing – \$30661	<p>Casual and temporary SLSOs employed to support students in the playground, in the classroom and during external school events, such as excursions and sporting events.</p> <p>SLSOs have also been employed to support and implement school programs, such as MULTILit, MINILit and Get Reading Right.</p>
Support for beginning teachers	Resources and Professional Learning – \$8262	1 beginning teacher was supported with additional RFF (Release from Face-to-Face) at a time that coincided with her supervisor. Additional training and professional learning was also provided for targeted learning.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	263	267	280	290
Girls	237	245	253	272

Student enrolment continues to grow. This trend is expected to continue in 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	96.7	96.4	95.1
1	95	94.9	94.7	95
2	96	96.1	94.6	94.3
3	95.5	95.4	95.3	94.1
4	96	95.2	95.6	94.2
5	95.5	95.9	94.9	93.9
6	94.6	93.2	94.8	92.5
All Years	95.5	95.4	95.2	94.3
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

Management of non-attendance

Reports on student attendance are generated weekly. Students with unexplained absences receive a follow up. Students with chronic absences are reported to the Home School Liaison Officer and/or FACS who provide intervention. Many students take extended periods of leave to access family holidays out of school holiday periods and this is reflected in absentee data. Students with 100% attendance are positively acknowledged each term.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.83
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	4.06

*Full Time Equivalent

One teacher identifies as Aboriginal at Woonona 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

In 2018 2 staff members sought and gained accreditation at proficient. 2 staff members successfully maintained accreditation. All staff have been made aware of accreditation requirements moving forward into 2019 and beyond.

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	291,782
Revenue	4,494,950
Appropriation	4,293,195
Sale of Goods and Services	38,227
Grants and Contributions	161,975
Gain and Loss	0
Other Revenue	0
Investment Income	1,552
Expenses	-4,430,363
Recurrent Expenses	-4,430,363
Employee Related	-3,885,659
Operating Expenses	-544,703
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	64,587
Balance Carried Forward	356,369

An additional balance was carried forward at the end of the 2018 financial year. 2019 and beyond will be about strategically using new budget allocations and the balance carried forward to maximise student learning outcomes now and into the future.

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	3,762,569
Base Per Capita	103,066
Base Location	0
Other Base	3,659,503
Equity Total	151,776
Equity Aboriginal	16,072
Equity Socio economic	30,661
Equity Language	8,856
Equity Disability	96,187
Targeted Total	52,536
Other Total	185,660
Grand Total	4,152,541

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.

The school's average student achievement in NAPLAN, by number, in Literacy are:

Reading:

Year 3 – 442 (on national average) Year 5 – 532 (above national average)

Writing:

Year 3 – 440 (above national average) Year 5 – 501 (substantially above national average)

Spelling:

Year 3 – 430 (on national average) Year 5 – 524 (above national average)

Grammar:

Year 3 – 469 (above national average) Year 5 – 552 (substantially above national average)

The school's average student achievement in NAPLAN, by number, in Numeracy are:

Numeracy:

Year 3 – 420 (on national average) Year 5 – 507 (on national average)

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Altogether, 96 Year 3 and 65 Year 5 students completed NAPLAN in 2018.

70% of these students in Year 3 were above state average in Grammar and Punctuation. 63% of these students in Year 3 were above state average in Numeracy. 58% of these students in Year 3 were above state average in Reading. 50% of these students in Year 3 were above state average in Spelling. 74% of these students in Year 3 were above state average in Writing.

72% of these students in Year 5 were above state average in Grammar and Punctuation. 55% of these students in Year 5 were above state average in Numeracy. 67% of these students in Year 5 were above state average in Reading. 69% of these students in Year 5 were above state average in Spelling. 74% of these students in Year 5 were above state average in Writing.

Included in this cohort of students were eight Year 3 and four Year 5 Aboriginal students who completed NAPLAN in 2018.

88% of these students in Year 3 were above state average in Grammar and Punctuation. 75% of these

students in Year 3 were above state average in Numeracy. 50% of these students in Year 3 were above state average in Reading. 88% of these students in Year 3 were above state average in Spelling. 88% of these students in Year 3 were above state average in Writing.

50% of these students in Year 5 were above state average in Grammar and Punctuation. 50% of these students in Year 5 were above state average in Numeracy. 50% of these students in Year 5 were above state average in Reading. 75% of these students in Year 5 were above state average in Spelling. 75% of these students in Year 5 were above state average in Writing.

Parent/caregiver, student, teacher satisfaction

Parent, student and teacher satisfaction remains very high. Parent attendance and enthusiasm for the school and their child's education remains high, with 90% of parents attending Parent-Teacher Interviews as well as countless school and community events. Parent input gathered at P&C, formally and informally also features heavily in the school, with all striving to "learn and work together" successfully, respectfully and productively.

Student voice is strong in the school and often used to determine direction through SRC and the school leaders and leadership team. Students express a positive sense of belonging at Woonona Public School, with a strong focus on personal and educational growth, students can express their "Where to next?" with great pride.

Teachers express positivity to the learning culture, including inclusivity, collaboration, direction of the school and support from colleagues and their executive supervisors through a streamlined approach to data informed decision making. In a cycle of continual improvement, teachers would like to see ongoing focus on improved technology and classroom resources for teaching and learning.

Policy requirements

Aboriginal education

In 2018 Woonona Public School received \$16072 to support Aboriginal Education in the school. All funds were put towards Personalised Learning Pathways, the purchase of additional Learning and Support Teacher time, School Learning and Support Officer time to support students in need via a variety of programs including MINILit, MULTILit, Get Reading Right and Reading Recovery.

A stronger focus on Aboriginal Education in 2019 and beyond will be a priority for the staff and community of Woonona Public School.

Multicultural and anti-racism education

In 2018, the promotion of racial harmony and anti racism principles in all areas of school life remains a priority. All students are taught what racism is, what the law says about racism and that they have a personal responsibility to ensure racism is not tolerated in our society. Acceptance and tolerance of all cultures is promoted and practised in all areas of school life with great success. Our team of staff enthusiastically ensure they foster an inclusive school community and provide an anti-discrimination environment.

To ensure multicultural perspectives are considered in the school, a member of our staff is a qualified Anti-Racism Contact Officer. This supports the school in monitoring that multiculturalism remains a priority in our curriculum and that any form of discrimination can be dealt with in a timely and appropriate manner.