

Wollongong Public School

Annual Report



2018



3954

Introduction

The Annual Report for **2018** is provided to the community of Wollongong 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.

Harold Cosier

Principal

School contact details

Wollongong Public School

Church St

Wollongong, 2500

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

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

4228 9120

Message from the Principal

Wollongong Public School is an extraordinary school. With 480 students spread across 20 classes, more than 50 languages spoken in our playground and drawing students from Albion Park to Helensburgh through its Opportunity Classes, it can certainly be described as diverse.

What is more difficult to describe however, is the calmness that we experience every day in our classrooms and our playgrounds. This is a school where students know their role. They are learners and so are all their classmates. Students here do not judge on skin colour, language, sporting or academic ability, they judge on the quality of the person within, and they do it far better than most adults do or can.

Wollongong Public School is a great learning centre, but in far more than an academic sense, and for far more people than the students who attend here.

Message from the students

From 'buddy mentoring' to 'peacekeeping' the opportunities for year 6 students at Wollongong Public School in 2018 were inspiring and rewarding. We had the opportunity to take part in sporting, academic, musical and artistic programs that celebrated everyone's different strengths.

The highlights of these were:

Tournament of minds; The Da Vinci Decathlon; The Keirabald Art competition; The school band; The school choir; Debating; Public Speaking; and the 6OC play "For the World" that we wrote, directed, designed and acted in.

As year 6 students we had the chance to work as a team with students from all year levels on different projects. We extended our knowledge and skills in many areas.

The community spirit at WPS was incredibly strong. Every student celebrated each others successes and we all came together for fun days such as the annual school picnic, the Harmony day celebrations and the school shows where every student got to shine.

In 2018 I had the privilege of helping Mr Cosier, MP's Sharron Bird, Paul Scully, Gareth Ward and Lord Mayor Gordon Bradbery open our new Community Hub which now provides our diverse, multicultural community with a safe and enjoyable learning environment. As year 6 students we even had the chance to go to the hub and support some ladies who were learning English for the first time.

Now that I'm in high school I miss the close community of Wollongong Public School. It was a great place for us to learn and grow. I want to wish the students, the teachers and the school all the best for the future.

Maeve Bradbury 2018 School Captain

School background

School vision statement

Wollongong Public School strives to promote a culture of excellence, by supporting our students through challenging and stimulating learning experiences and opportunities that enable them to explore and build on their gifts and talents.

We aim to collaborate and engage with the school community to ensure students become life-long, self-motivated learners who take ownership of their learning. We foster high expectations and risk taking through a cooperative learning environment.

Through our commitment to providing quality learning programs for the future focused learner, students will become effective citizens who are supported and challenged to reach their full potential.

School context

Wollongong Public School has a proud heritage as one of the oldest schools in the Wollongong area. It is an inner city multicultural school, with fifty two percent of students from Language Backgrounds Other than English. There are two Opportunity Classes at the school catering for gifted and talented students from the Wollongong, Wollongong North and Shellharbour Education Areas. A highly dedicated staff, comprised of a well balanced mix of experienced and beginning teachers, supports the diverse student population. Wollongong Public had an enrolment of 480 students for 2018 in 20 classes, K-6.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In 2018 we followed up on the findings from our External Validation.

Under both Learning and Teaching, the school has engaged with Visible Learning, reviewing Teaching and Learning practices across the school and assessing their effectiveness in delivering real outcomes for students. Our assessment shows us that while we are delivering in these areas, the development of a much stronger and shared culture of teaching and learning needs to be developed if we are to make significant progress.

Under Leading, the challenges for 2018 have been particularly strong, given that we have had two Assistant Principals on leave and two nexecutive who are new to our school. However, this team has been extraordinarily committed and enthusiastic, and our assessment shows that we are developing a much more collaborative leadership team with shared values based on improving all student outcomes.

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

Learning

Purpose

To provide whole school approach to the delivery of quality learning experiences that are focused and differentiated thereby enabling students to develop strong identities as self directed learners, particularly for Literacy and Numeracy. Quality learning experiences, along with positive respectful and caring relationships, will contribute to an aspiring learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of our diverse student population.

Overall summary of progress

Progress in both Literacy and Numeracy has been excellent with measured growth in both areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students in top 2 bands by 4% in Literacy and Numeracy by the end of 2018.	QTSS funding of \$80,000 was utilised to release staff for Observation/feedback lessons, modelling by Executive teachers and joint planning by stage teachers.	Progress indicated by NAPLAN scores shows an increase in the top 2 bands from 58% to 68% in both literacy and numeracy for Year 5

Next Steps

We will continue to focus on ensuring student growth in literacy and numeracy, moving to a more data – informed cycle of learning, using a range of assessment tools and utilising shared planning/reviewing time to ensure consistent teacher judgement.

Strategic Direction 2

Teaching Practice

Purpose

Student learning is underpinned by high quality teaching. Our purpose is to develop a shared responsibility for student improvement where teachers contribute to a transparent learning culture and refine and transform their pedagogy. Within this, we are particularly focused on teachers understanding their impact, making the learning visible for children and preparing students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world.

Overall summary of progress

With the commitment to Visible Learning, the staff are working towards effective and uniform teaching practice across the school. 2018 has seen a significant buy-in from all teaching staff with evidence of that progress visible in every classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of growth in Common language and shared understanding between staff, students and community around learning processes	Professional learning funding of \$25,000 was dedicated to Visible Learning training through the Corwin group to familiarise staff with the philosophy and practices associated with Visible Learning.	Observations in classrooms, planning meetings and professional meetings indicate a significant change in the language and understanding of staff and students around learning processes. Staff surveys also support this notion.

Next Steps

While the growth in language and understanding is positive, the practical aspects of implementing Visible Learning in every classroom remain a priority. In 2019 we plan to focus on practical support in implementation of Visible Learning. Community take-up remains limited and future planning will consider this. Community take-up in 2019 has been limited and future planning will consider strategies to further engage and inform our parents in Visible Learning.

Strategic Direction 3

School Culture

Purpose

Our purpose is to create and maintain a school culture that is strongly focused on learning. The school has a strategic and planned approach to develop whole school wellbeing so all students connect, succeed, thrive and to learn. Effective partnerships in learning between teachers, parents and students mean students are motivated to deliver their best and continually improve.

Overall summary of progress

With an already strong school culture, Wollongong PS continues to maintain high levels of students reporting a sense of belonging, expectations of success and advocacy at the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	Equity funding of \$28,000 targeted Well-being of students in our school, with particular emphasis placed on the implementation of Positive Behaviour for Learning (PBL). The establishment of a Community Hub, through an external grant has been a strong focus this year.	The establishment of a PBL team has meant that there has been a systematic approach to the delivery of well-being initiatives, with procedures being established to deliver shared school values, and also to collect data to monitor the effectiveness of those procedures. The Community Hub has been an outstanding success with over 50 mothers and families accessing the programs offered there.

Next Steps

The PBL team will continue to implement the program across the school, with strategies to support students in class, the playground and in transition areas.

The Community Hub is now an integral part of our school and will continue to engage our non-English speaking community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Annual funding to support students of Aboriginal background of \$5195 was provided through targeted Equity Funding	Our 8 Aboriginal students were supported by teachers and Support Officers in the development of their Individual Learning Plans; They were also allocated specific Learning Support Teacher time to assist in their learning in Literacy and Numeracy.
English language proficiency	\$38,716 was provided to support language proficiency through targeted Equity Funding	<p>New Arrivals Program (NAP) funding was used to supplement our EALD teacher allocation and enabled an extra full time teacher to work with classroom teachers. Flexible Equity funding was used to employ a bilingual Arabic Support Officer who supports children in class and facilitates parent meetings and connections with teachers..</p> <p>The school also implemented a Community Hub which has successfully targeted non-English speaking mothers with young family members for inclusion in the school community.</p>
Low level adjustment for disability	\$142,829 was provided to support adjustments for disability through Equity Funding.	\$104,113 was tied to a Learning Support teacher who worked across the school providing in-class support for identified students.. Flexible funding was used to employ Learning Support Officers who support identified students in the classroom and playground
Quality Teaching, Successful Students (QTSS)	\$80,583 was allocated to the school under QTSS funding	QTSS funding was used to support teachers by releasing them to present and observe demonstration lessons with their peers, from which they provided with formal feedback as part of the school's Professional Development Program
Support for beginning teachers	\$27,500 was allocated to the school to support beginning teachers.	The school has one permanent and one temporary beginning teacher and funding was used to release them to observe more experienced effective teachers, as well as time for professional learning workshops and time to meet with mentoring teachers.
Targeted student support for refugees and new arrivals	New Arrivals Program staffing allocations to support refugee and new arrival students began with 1 full time teacher position and 0.2 Support officer position and by year's end had risen to 1.7 teacher positions and 0.2 Support officer position.	<p>The School Learning Support Officer allocation was used to employ an Arabic –speaking aide who supported identified students and their families throughout the year.</p> <p>The NAP teacher allocation was used to employ teachers on demand who supported the delivery of English language students across the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	248	256	243	254
Girls	193	197	216	225

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.9	96.7	93.4	93.5
1	94.2	95.5	95	92.3
2	93.9	94	94.9	93.5
3	93.2	94.5	94.6	95.1
4	93.7	92.9	92.7	93.9
5	93.8	95.7	94.7	95
6	93.9	95.2	94	92.9
All Years	93.8	94.9	94.3	93.7
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

Attendance is managed electronically throughout the school using the SENTRAL administrative system. This enables executive staff to monitor attendance patterns and identify students exhibiting poor attendance. Where necessary, families are contacted if attendance is an issue, and, in extreme cases, the school works with the Home School Liaison Officer and the family to resolve the problem.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.37
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	1
School Administration and Support Staff	3.33

*Full Time Equivalent

Out of a workforce of around 45 people, the school has one Aboriginal employee.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	98
Postgraduate degree	2

Professional learning and teacher accreditation

The school provided substantial professional learning during 2018 expending all of its allocated funding (\$25,000) and contributing another \$20,000 on developing teacher practice. \$25,000 was expended in the Visible Learning training, with the remainder being assigned to specific training workshops and targeted curriculum areas, particularly around literacy, numeracy and student well-being.

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	69,771
Revenue	4,136,116
Appropriation	3,939,280
Sale of Goods and Services	11,073
Grants and Contributions	182,449
Gain and Loss	0
Other Revenue	1,025
Investment Income	2,289
Expenses	-3,700,188
Recurrent Expenses	-3,700,188
Employee Related	-3,400,380
Operating Expenses	-299,808
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	435,927
Balance Carried Forward	505,698

The school maintains standard Department of Education financial practices, using new financial management system tools as they come on line. This has created some challenges for Administrative and Executive staff in monitoring budget expenditure. . Carried over funds have been targeted for expenses occurred in the last weeks of 2017, and for some resource purchases.

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	3,146,688
Base Per Capita	88,756
Base Location	0
Other Base	3,057,932
Equity Total	314,507
Equity Aboriginal	5,195
Equity Socio economic	28,197
Equity Language	142,829
Equity Disability	138,286
Targeted Total	92,165
Other Total	186,182
Grand Total	3,739,542

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.

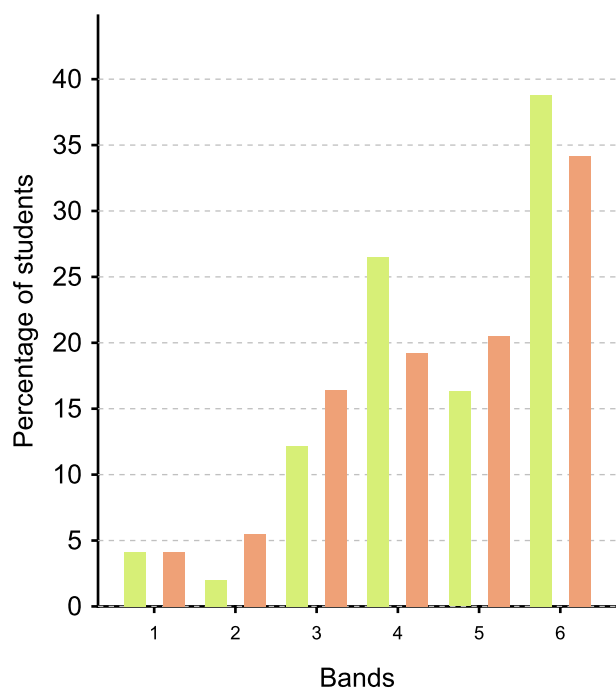
Students at Wollongong PS participate in the Year 3 and Year 5 tests with teachers also monitoring performance in Year 7 tests as students move into high school

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.

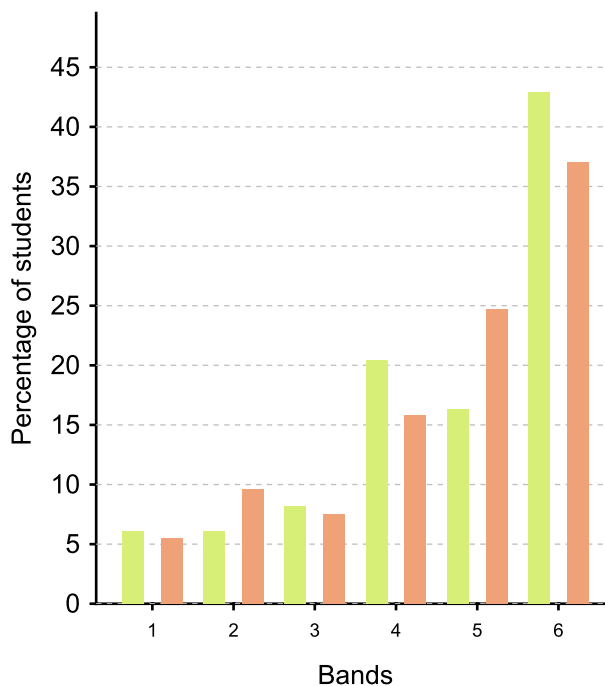
Literacy data in NAPLAN indicates that we are meeting our target goals with growth in the top 2 bands of Year 5 students indicating around 10% growth.

Percentage in bands:
Year 3 Grammar & Punctuation



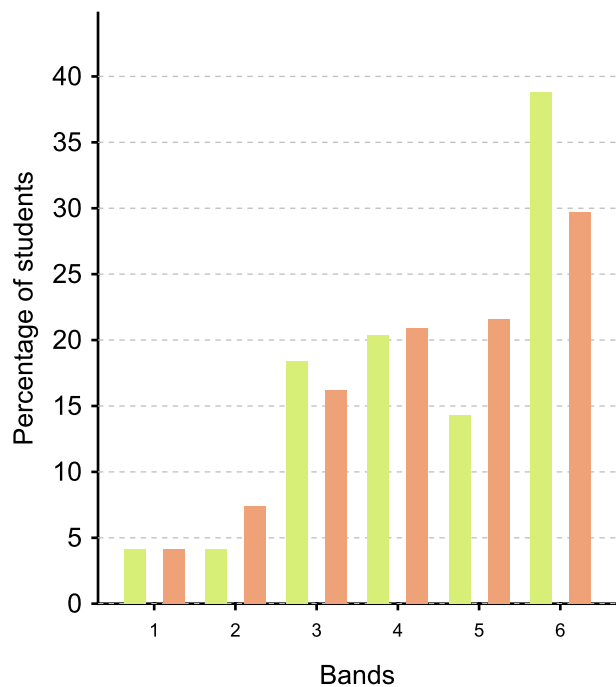
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Spelling



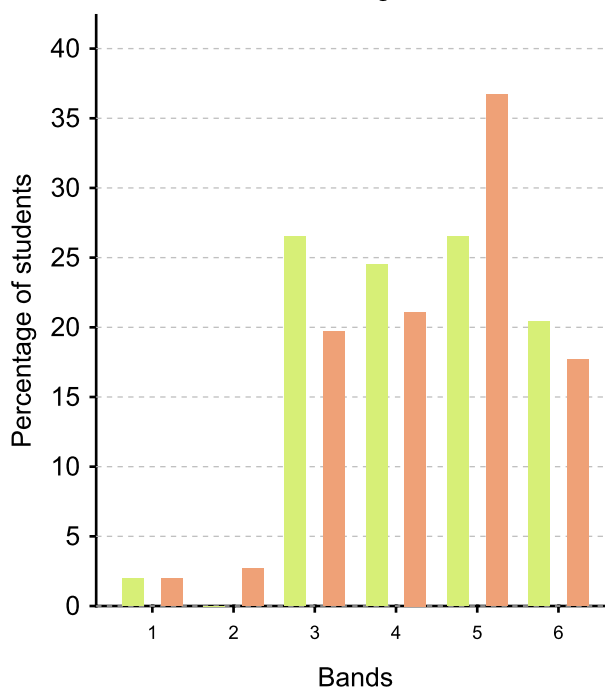
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Reading



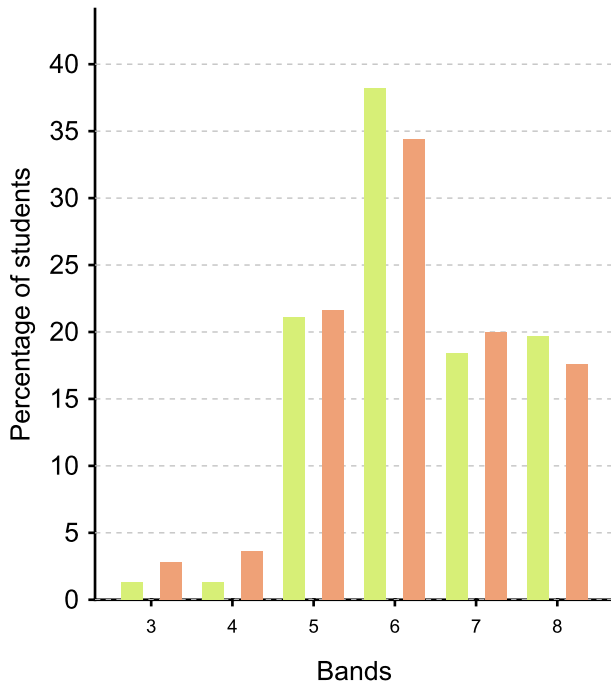
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



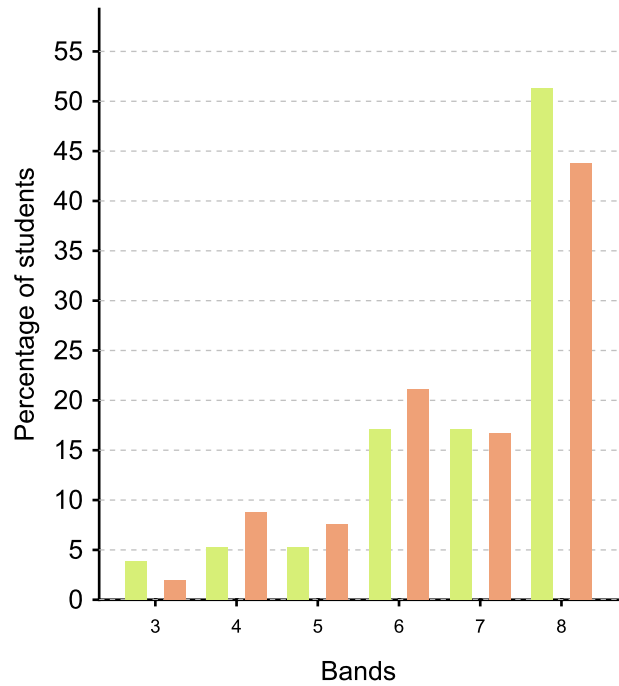
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



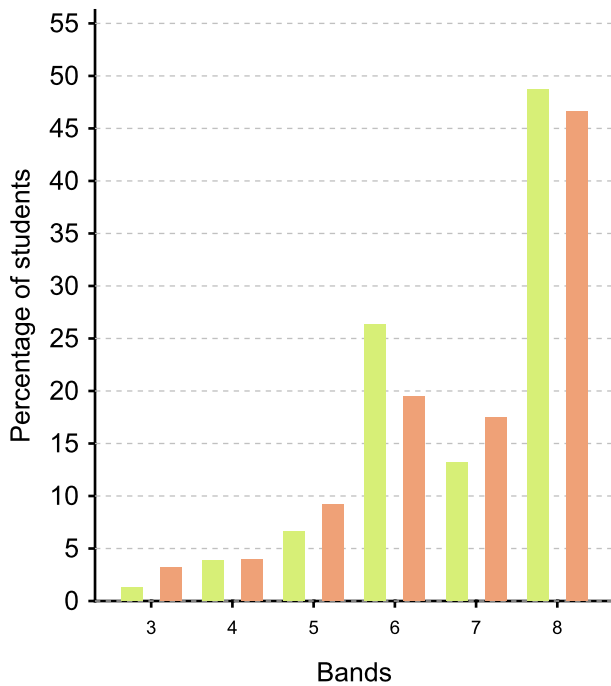
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



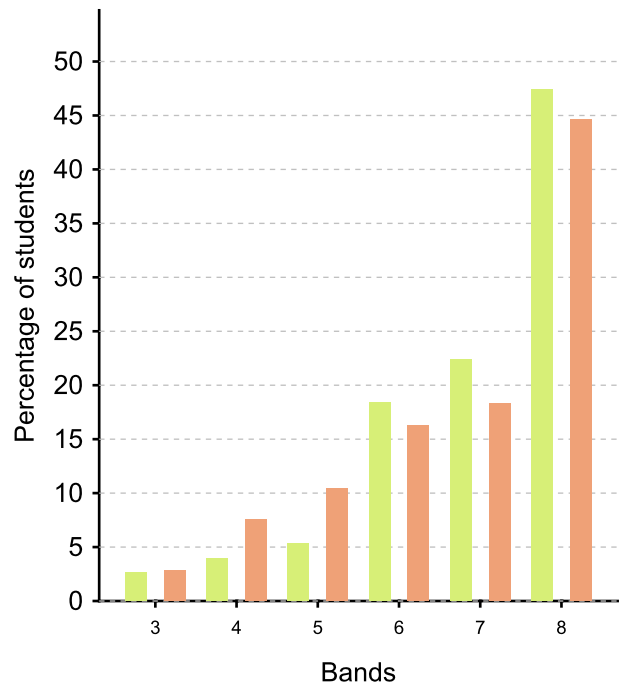
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Numeracy data in NAPLAN indicates that we are meeting our target goals with growth in the top 2 bands of Year 5 students indicating around 10% growth.

state reporting requirements.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me surveys indicate a high level of satisfaction from students within the school. Feedback from parents in the community through the Community Hub and the Parents and Citizens association indicate high levels of satisfaction with the school's performance..

Policy requirements

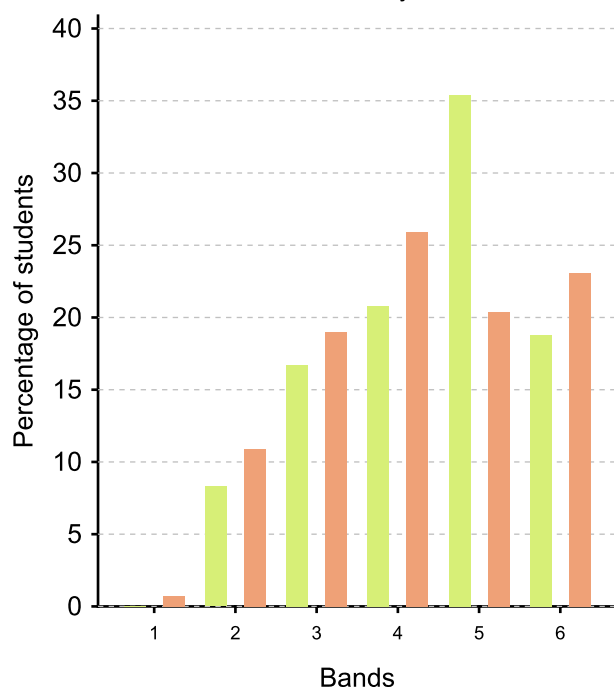
Aboriginal education

Support funding employed a Student Learning Support Officer to work with Aboriginal students throughout the year in line with their negotiated learning goals. NAPLAN results indicated that Aboriginal students in Year 5 made appropriate progress from Year 3.

Multicultural and anti-racism education

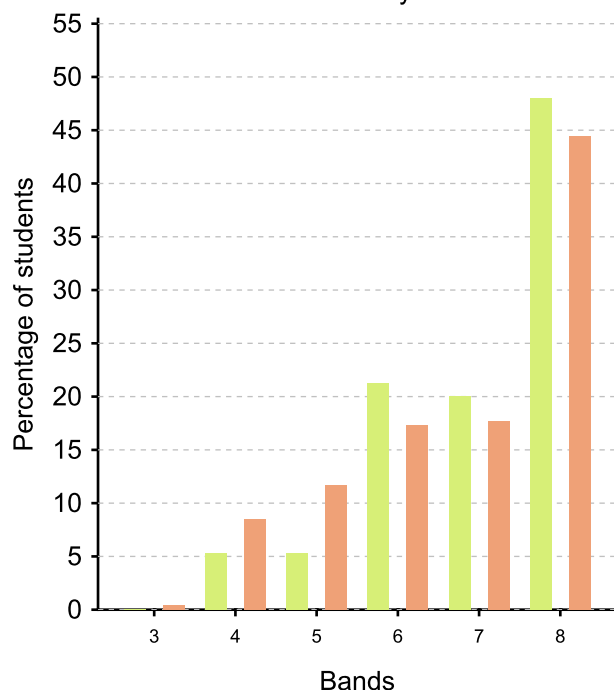
As Wollongong Public School has over 50% of its students coming from a Non English Speaking Background, supporting these students is a high priority in the school. The school celebrates its diversity through programs offering a strong multicultural perspective, by promoting harmony and offering inclusive activities for all students. This is best reflected in our celebration of Harmony Day where many students wore traditional costume, and school and community groups performed throughout the day, and in our daily recognition and celebration of all cultures as an area of pride for the school.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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

As Wollongong Public School is not involved in any extra state funding initiatives, there are no additional