

Woollooware Public School

Annual Report



2018



WOOLLOOWARE
PUBLIC SCHOOL

3957

Introduction

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

At Woollooware Public School, we value and respect the individuality of each student and deliver opportunities to grow and foster a passion for lifelong learning. We are committed to developing students who are skilled learners with high levels of literacy and numeracy achievement, who work creatively, collaboratively and confidently. Our quality teaching and learning programs will enable students to think critically and solve problems and be equipped to meet the demands of life in the 21st Century.

School context

Woollooware Public School has a student population of approximately 480. It is situated in the coastal area of Sydney's southern beaches. Established in 1951, it provides learning for life in a caring, safe and supportive environment.

The school has a strong emphasis on providing quality teaching and learning programs across the curriculum and a broad range of extra opportunities for all its students.

Our students are taught by outstanding teachers with high expectations and who are committed to academic excellence for all through personalised learning. A culture of continuous improvement is fostered and teachers engage in quality professional learning.

At Woollooware Public School, we are a learning community that is committed to the development of the whole student and value the contribution of parents in all aspects of school life.

The school is focussed on continuous improvement and achieving excellence. The staff at Woollooware Public School are highly experienced professionals who participate in on-going learning in their endeavour to meet the individualised needs of all students in their care.

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 the domain of Learning, Woollooware Public School had a strong focus on formative assessment, feedback and curriculum. The continuation of Formative Assessment Professional Development and teaching programs to include differentiation in all aspects of learning. The practice of collaborative planning ensured the continuation of a strong teaching and learning culture in all classrooms, within a safe and engaging learning environment. Students are viewed as individuals with individual learning needs, and strong support is provided within our structured and supportive Learning Support Team process.

Within the Teaching domain, our main strength has been collaborative practice opportunities for all staff members through developing a culture of classroom observations, reflection and feedback through Formative Assessment sessions and collaboration of classroom programs. Classroom observations, effective feedback, and reflection on practice had a positive impact on student learning and engagement.

In the domain of Leading, our priorities have been to develop a culture of distributive leadership for staff with all staff members accepting leadership opportunities in different areas of responsibility. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school.

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

Positive Wellbeing

Purpose

Our purpose is to support the whole child to thrive. We are focused on programs that cater for the cognitive, emotional, social, physical and spiritual wellbeing of our students so they connect to their learning, are supported and empowered to succeed and grow into confident, creative and resilient global citizens.

Overall summary of progress

During 2018, WPS implemented a whole school integrated approach to student wellbeing. Once a week, students connected with children from different stages and a designated wellbeing teacher. During the wellbeing program, concepts such as bullying, resilience were introduced and taught explicitly to assist children in their overall wellbeing. This program was evaluated and all of the stakeholders found it to be a worthwhile program that will continue into 2019.

Other programs that assist positive wellbeing are our LST, wellbeing officer, school counsellor, mindfulness sessions and social/emotional programs catered for small groups. As well as incorporating other initiatives to support the community e.g. cyber bullying, Interrelate.

A focus with the school's involvement in the Promoting Positive Behaviour program has been based on the Positive Behaviour for Learning (PBL) philosophy. Throughout 2018, nominated staff were trained in the area of PBL to become WPS' PBL team. The PBL team in-serviced staff about the program and outlined explicitly the procedures to take place for the program to be effectively implemented.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of student wellbeing and engagement.	Human resources to develop programs wellbeing programs LST Student wellbeing budget \$3000	TTFM drivers of student engagement SENTRAL wellbeing data
Decrease incidence of LST referrals for emotional wellbeing.	wellbeing officer LST	A decrease incidence of children being nominated for social and emotional groups has been evident.
Consistent and improved use of language and expectations for PBL.	Training course	Team of teachers trained in PBL

Next Steps

In 2019, the Student Wellbeing Project will continue to be implemented. Strategies will be embedded in classroom practice to support all students to reach their full potential as well as have their social and emotional needs addressed. There will be continued opportunities for staff to discuss the 'Promoting Positive Behaviour' program to enable it to be effectively implemented whole school in 2019. This program has been aligned to the Wellbeing Framework for Schools.

Strategic Direction 2

Quality Teaching & Learning

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create an innovative and engaging learning environment underpinned by high expectations and current teaching practices to maximise learning through a differentiated curriculum that is flexible, visible, relevant and dynamic to ensure successful student learning.

Overall summary of progress

There is excellent movement towards the ongoing achievement of exemplary teaching and quality learning. Staff are reflective, engage in professional learning and know their students deeply.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students in the top 2 bands of NAPLAN.	Additional staff support for maths groups. Learning assistance program in reading.	36.1% of students were in the top two bands for Numeracy. 47.2% of Year 5 students were in the top two bands for reading.
Increased added value in student growth in NAPLAN.	Professional development in writing and maths.	77.75% of students had student growth in their NAPLAN Results.
Increased individual children's learning outcomes through differentiated teaching and learning programs.	Instructional Leadership Stage planning days Creation of Individualised Education Programs for students.	An instructional Leader has worked with all stages and individual class teachers to ensure explicit instruction in Mathematics and Writing is being delivered into classrooms. All teachers developed their own personal development plan according to specific goals; personal, stage and school. Each teacher worked diligently to achieve these goals. Each teacher wrote specific IEPs for students requiring an individualised program and these were shared with parents.
Teachers routinely and explicitly review previous content and refer to the learning progressions for future learning.	Professional Learning Time for collaboration and planning	All teachers are using CTJ when assessing students and their needs.

Next Steps

In 2019 we will continue working towards our goal of seeing quality practice in the teaching of numeracy and writing embedded in every classroom at Woollooware PS. This will be supported through professional learning, the introduction of the learning progressions and the expansion of our Instructional Leadership initiative. Support will be differentiated and tailored to individual need and linked to each teacher's PDP goals.

Strategic Direction 3

Engaged Community

Purpose

Our purpose is to strengthen community relationships so that all stakeholders collaborate to inform and support continuity of learning for all students. This will occur within a framework of high expectations and a culture of open and ongoing communication. It will enhance the shared responsibility we have for the development of the whole child.

Overall summary of progress

During 2018 our purpose was to strengthen community relationships so that all stakeholders collaborated to inform and support continuity of learning for all students. This occurred within a framework of high expectations and a culture of open and ongoing communication. It enhanced the shared responsibility we have for the development of the whole child. To achieve this we implemented diverse programs which strengthened the connection between school and home developing a shared understanding of how students can succeed and thrive at every stage of their schooling

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased levels of community satisfaction and support in planning programs and co-learning opportunities.	Of the original budget \$400 dollars was spent on providing afternoon tea for the Tell Them From Me Parent afternoons, Grandparent's Day and Book Week refreshments and setting up a tea and coffee room for Scripture Teachers on Tuesday Morning throughout the year.	<p>Fathering Project gained momentum with 300 plus father's and significant male family figures attending our Bangers and Bingo Evening. It demonstrated an increased level of community involvement in this perspective.</p> <p>The School Branding project has progressed with the launch of our new emblems. These were well received by the school community.</p> <p>Incredible community involvement was generated through our "Buy A Bale" fundraising project.</p> <p>A Community Open Day was held in May. The responses to this event were extremely positive with many current and prospective community members attending.</p> <p>P&C participation levels have improved over 2018 with higher levels of attendance recorded.</p> <p>The online Tell Them From Me Survey was conducted in August/ September. We maintained a consistent level of involvement and the feedback was positive. The data showed that parents feel very welcome when visiting the school. Parents felt that teachers listened to their concerns and made communication between parents and teachers easy. The data also showed that teachers strongly felt that they worked in partnership with parents to solve problems which impact on their children's learning.</p>

Next Steps

In 2019 Community Engagement Strategic Direction team will continue to use data from the Tell Them From Me Survey and anecdotal feedback from the community to measure the success of the projects undertaken. These projects will include; the creation of a Sensory Garden in partnership with GyMEA Trade Union Club, 2019 Community Open Day,

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,976	Writing of personalised learning plans for indigenous students. Participation in network indigenous days.
English language proficiency	\$14, 585	Students from a language background other than English were supported in small groups from experienced staff according to need.
Low level adjustment for disability	\$35, 304	Students were supported through extensive learning and support programs organised by the learning and support teacher and supported by the Learning and Support team.
Quality Teaching, Successful Students (QTSS)	FTE 0.845	Instructional leader, collaborating with staff to embed quality practice (0.6). L&ST Coordinator to oversee high risk students, support their teachers and plan for success. (0.245)
Socio-economic background	\$19,198	Funds were used to ensure that every student had equitable opportunities to fully access the curriculum.
Support for beginning teachers	FTE 0.3	New Arrivals Program assisted students with their language and reading skills on a single and small group program.



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	247	246	272	257
Girls	220	221	225	227

Woollooware Public School has maintained a constant enrolment intake. With extensive housing development in the catchment area, this may increase in future years.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96	96.3	95.8	94.7
1	95.8	95.5	94.9	93.5
2	95	94.9	95.3	93.9
3	94.4	95.4	93.8	93.2
4	94.1	94	94.3	94
5	95.4	93.7	93.4	93.3
6	93.8	94.7	93.6	93.6
All Years	95	94.9	94.5	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

Our school has a strong emphasis on positive student attendance. Support is also provided through the Home School Liaison Officer to ensure all our students have very high levels of school participation..

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.44
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.38

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There was 1 permanent staff member of Aboriginal or Torres Strait Islander descent employed at Woollooware Public School during 2018.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	62
Postgraduate degree	38

Professional learning and teacher accreditation

In 2018, all staff participated in regular professional development.

These sessions included:

- Maths/Numeracy – PLAN, TEN, lesson studies
- Formative Assessment
- Technology including 21st Century Learning capabilities and inquiry based learning process.
- Teaching writing
- An introduction to the Learning Progressions

In 2018, Woollooware PS had 3 beginning teachers employed across the school this included; 1 permanent and 2 temporary teachers.

All permanent beginning teachers received funding under the Great Teaching, Inspired Learning Reform. This funding was used as extra release time for beginning teachers to work closely with an experienced colleague and their stage team. Mentoring support, along with fortnightly meetings were held where all beginning teachers worked through the Staff Induction Policy, Early Career Teacher Support Program and Teaching Standards with a school executive. Preparation for accreditation was also an integral part of this meeting time. Observation visits and feedback sessions, lesson studies and termly program reviews were also part of the beginning teachers program.

Building teacher capacity is a major part of the beginning teachers program. All beginning teachers participated in professional learning sessions both internally and externally supporting them in developing their skills and knowledge.

All beginning teachers had the opportunity to take on different roles this year as part of building their capacity. These roles included; Band Coordinator and PD/PE/Health Coordinator.

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	341,765
Revenue	4,390,231
Appropriation	3,793,895
Sale of Goods and Services	62,188
Grants and Contributions	528,253
Gain and Loss	0
Other Revenue	150
Investment Income	5,746
Expenses	-4,022,879
Recurrent Expenses	-4,022,879
Employee Related	-3,469,377
Operating Expenses	-553,501
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	367,353
Balance Carried Forward	709,118

The Principal, Business Manager and School Administrative Manager work together to ensure the budget for the school is accurate and funds are expended according to the needs of the school in light of the School Plan 2018–2020. This group ensures that the school's financial management processes and governance structures meet financial policy requirements.

Funds are expected to be used for staff professional learning, resourcing and accommodating leave and illness.

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	3,156,847
Base Per Capita	96,105
Base Location	0
Other Base	3,060,742
Equity Total	143,942
Equity Aboriginal	1,976
Equity Socio economic	19,198
Equity Language	14,585
Equity Disability	108,183
Targeted Total	47,639
Other Total	91,171
Grand Total	3,439,599

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.

In Year 3, seventy five students participated in NAPLAN. 56% of Year 3 students placed in the top two bands and beyond for Reading. 52% of Year 3 students were placed in the top two bands for Writing. 48% of Year 3 students were placed in the top two bands and beyond for Grammar and Punctuation. 47% of Year 3 students were placed in the top two bands and beyond for Spelling. In Year 5, seventy two students participated in NAPLAN. 48% of Year 5 students placed in the top two bands and beyond for Reading. 53% of Year 5 students were placed in the top three bands for Writing. 52% of Year 5 students were placed in the top two bands and beyond for Grammar and Punctuation. 54% of Year 5 students were placed in the top two bands and beyond for Spelling.

In Year 3, seventy four students participated in NAPLAN. 45% of Year 3 students placed in the top two bands and beyond for Numeracy. In Year 5, seventy two students participated in NAPLAN. 35% of Year 5 students placed in the top two bands and beyond for Numeracy.

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

Woollooware PS is committed to increasing literacy and numeracy results for students in accordance with the Premier's priorities and therefore engage specialist teachers and support staff to enhance the literacy and numeracy programs across the school. Targeting the middle cohort is a common and ongoing practice.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek opinions of parents, students and teachers about the school.

The 2018 responses are presented below.

Tell Them From Me Survey

Students, teachers and parents were invited to participate in the Tell Them From Me survey during 2018. The survey was completed by 221 students in Years 4, 5 and 6. The survey showed that students at Woollooware Public School, when compared to NSW norms, have higher rates of participation in school sports. They also generally feel that they are motivated to learn, knowing what they are learning is relevant to their lives and that classroom instruction is well organised.

Socio – Emotional Outcomes:

- 94% of students felt that behaviour in the school was positive compared to the State norm of 83%.
- 93% of students felt they had friends at school they could trust and who encourage them to make positive choices compared to the State norm of 85%.
- 79% of students felt accepted and valued by their peers and by others at their school compared to the State norm of 81%

Drivers of Student Outcomes:

- 8.2 out of 10 students feel that concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 7.8 out of 10 students find classroom instruction relevant to their everyday lives.
- 8.3 out of ten students feel classroom instruction is well organised, with a clear purpose, and with immediate feedback that helps them learn.
- 8.3 out of 10 students feel teachers are responsive to their needs, and encourage independence with a democratic approach.
- 8.7 out of 10 of students feel that school staff emphasises academic skills and hold high expectations for all students to succeed.

Overall, the school needs to further explore a more consistent approach to developing positive homework behaviours. It also indicates that the school should

continue to address the levels of engagement and motivation of students in their learning, particularly addressing the needs of boys in learning.

Parent Survey

The Tell Them From Me Parent Survey was completed by 27 respondents which is a consistent result with 2017 numbers. The results are scored out of 10.

– Parents feel welcome when visiting the school with 7.4 out of 10 parents feeling they can easily speak with their child's teacher compared to the State norm of 7.4.

– 7.4 out of ten parents also felt that their children's progress reports were easy to understand and they were immediately informed about their children's behaviour at school, whether positive or negative (7.2 out of 10 parents) as compared with the State norm of 6.6.

– Parents who identified as actively encourage their children to do well at school scored 7.1 out of ten as compared with the state norm of 6.3

– Parents also felt that teachers encourage their children to do their best work (7.3 out of 10) and expect homework to be done on time (7.1 out of ten) as compared to the State norm of 7.3.

It is also felt by the parents that our school supports positive behaviour with 8.4 out of ten parents saying that teachers expect their children to be attentive in class and 8.6 out of ten parents feel that their children have a clear understanding about the rules for school behaviour. These are compared to a 7.7 State norm.

In terms of communication 93% of parents found the School Reports useful or very useful, with 96% of parents finding informal meetings with classroom teachers as being very positive and fruitful. In terms of useful communication about School News 85% of parents identified the School Newsletter as important communication tool. 89% of parents surveyed felt the School Website was somewhat, useful or very useful which is a significant increase on 2017 (69%).

Teacher Survey

The Tell Them From Me survey was completed by 14 teachers on the eight drivers of student learning. The results are scored out of 10.

School leadership – 6.9 compared to the State norm of 7.1, Collaboration – 7.1 compared to 7.8, Setting high expectation – 8.7 and monitoring the progress of individuals – 8.8 compared to a State norm of 8.0. Data informing practice –7.5 compared to 7.8 and Teaching strategies 7.8 as compared to a state score of 7.9

The area of Collaboration was an area which was identified by staff as needing further consideration (7.1 compared to a State norm of 7.8). They identified the working with other teachers in developing cross-curricular or common learning opportunities and teachers giving helpful feedback to each other about their teaching as two key areas for future development.

Policy requirements

Aboriginal education

Woollooware Public School is committed to enhancing our students' knowledge and understanding of Indigenous Australia by including Aboriginal perspectives in all Key Learning Areas. In the classroom, students have been exposed to aspects of Aboriginal culture and history in English, History, Creative and Practical Arts and Science. A strong focus is placed on the values of understanding differences, tolerance and inclusion. We have provided all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages.

An Indigenous garden, designed and co-created by students was established in 2011 and provides a learning and recreational space for students in the playground. This garden is maintained and added to with groups of children contributing.

Personalised Learning Plans for Indigenous students ensure the individual needs of Aboriginal and Torres Strait Islander students are met.

Multicultural and anti-racism education

Living in a culturally diverse society, Woollooware Public School ensures that our teaching programs develop a greater understanding of the contributions made to our Australian identity by people from different backgrounds. All teaching practices acknowledge and celebrate cultural diversity. Student Welfare programs and practices promote a learning and work environment that is free from racism and discrimination based on cultural difference. Diversity is both respected and celebrated.

Appropriate aspects in the History units taught in each Stage develop our students' knowledge and attitudes in this perspective. As approximately only 10% of our students at Woollooware Public School have a different cultural background, this is an especially important and necessary focus.

Stage 2 studied "Early Colonisation Of Australia". This unit of work investigated the reasons why Europeans explored new places and considered the impact it had on the original inhabitants.

Stage 3 studied "Australia As a Nation". In this unit, the students explored the significance of Federation, Citizenship and social change has had on the development of Australia's democratic system.