

Woollahra Public School Annual Report



2018



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Introduction

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

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

Nicole Molloy

Principal

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Woollahra Public School

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Woollahra, 2025

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Message from the Principal

2019 has been a year of significant growth and achievement for Woollahra Public School in all aspects of educational and community endeavour. Through delivery of a broad range of learning programs and a focus on learning excellence the school worked to ensure our students achieved their personal best, became self–directed learners and fostered critical thinking skills. Our learners excelled in their academic, cultural and sporting achievements across the school. A consistent focus on improving literacy and numeracy outcomes for all students was supported by strong classroom practice, a focus on personalised learning and an extensive teacher professional learning program. We built on innovative initiatives such as the gifted and talented programs, literacy support programs and transition to high school workshops. Our partnership with the Sydney Theatre Company and University of Sydney was highly successful again in 2018 as we collaborated on the School Drama Project, welcoming teaching artists into our school and providing learning opportunities that foster creative thinking in truly authentic ways. A focus on student wellbeing saw the implementation of an explicit wellbeing program called 'Grow Your Mind' that successfully focused on teaching brain awareness, emotional regulation strategies and practices for developing strong mental health.

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

Transformational progress is a priority for us at Woollahra as we work to develop and educate our students for a rapidly changing future. We expect that over their time at our school, our students will maximise their learning potential and reflect deeply on that learning. As teachers, we are also constantly learning and adapting to new ways of working and new pedagogies. Changes in curriculum, new approaches to teaching and advances in technology all impact on the important work teachers undertake in classrooms. The annual reporting process serves as an opportunity for the school to capture this cycle of change. As we head into 2019 the school will undertake an extensive self–assessment measured against the *School Excellence Framework* and embark on the implementation of 'Woollahra 2025' – our long term vision and plan for achieving excellence. This will give us clarity about our future directions, ensuring those directions are both aspirational and rigorous. It is a privilege and honour to lead the community of Woollahra Public School. While it is impossible to capture the diversity of learning and achievement in any one document, this annual report captures a snapshot of our achievements throughout the school year, highlights the strengths of our school community and identifies our future directions. It is with a sense of optimism and pride that I ask you to celebrate our successes and reflect on our future goals as we look forward to 2019.

Nicole Molloy – Principal

Message from the school community

2018 was another productive, successful and enjoyable year for our school community. The Woollahra Parents and Citizens Association (P&C) is proud to have again achieved its two primary goals:

- to make a positive contribution to the education and welfare of all students at the school;
- to foster a strong community spirit.

A big part of the contribution made by the parent community is through the various fundraising initiatives and events we undertake. In 2018, the P&C held its traditional Welcome Disco and Mother's Day celebrations, as well as an extremely successful parents' cocktail night in Centennial Park. This year we tried some new things in expanding our Father's Day fundraiser to include the whole school and by bringing in an outside fundraising platform to support with our inaugural Colour Run. We also had a well-attended 'Movie Under the Stars' night featuring the film 'Wonder' and a Book Fair at the end of November which raised funds to purchase books on the library's wish list. In addition to our extensive roster of events, another major contributor to our fundraising effort was our parent-run uniform shop, led by Jenny Fendler, Emma Bates and their team of dedicated volunteers.

In total, the P&C raised over \$120 000 for Woollahra Public School, thanks to the generosity of our school and local business community. In addition, we also applied for and received \$17000 worth of council and NSW project grants and will continue to seek out further grant opportunities in 2019. With these very healthy fundraising results, the association invested heavily in important resources and programs for the school, aligning with our stated goal of lowering the level of raised funds we retain as savings. In total, the P&C invested \$220 000 back into the school in 2018. This included:

- \$100 000 toward the upgrade of the school grounds and playground areas;
- \$44 000 for STEM (science, technology, engineering and mathematics) kits and other technology;
- \$38 000 to upgrade the school's wireless connective and cabling;
- \$12 000 to expand the positive learning Grow Your Mind program in 2019; and
- \$9 000 toward the installation of a new solar power system at the school, which is also bring funded via grants.

I am also most proud of the fact that we grew activity in other areas this year outside of the normal fundraising events calendar. With the help of Ms Molloy, we sponsored an excellent Cyber Safety seminar for parents, as well as a night featuring the founders of Grow Your Mind, a positive learning and wellbeing program that will be expanded across the school in 2019. We had our first school working bee in November and backed the formation of a school veggie box cooperative. We also helped fund costs associated with the well-attended, inaugural family sports night at Trumper Oval and matched the \$4000 raised by our generous students and parents through the SRC for drought affected farmers. Just before the holiday break, a team of parents put on an amazing thank you holiday lunch celebration for the teachers and staff.

None of this fundraising, these initiatives or investment in the school would be possible without our dedicated group of school parents who donate their time and resources to our events and meetings. Some of the key individuals who made big contributions to the school in 2018 include:

- the P&C Executive comprising Danny Hui, Lilac Liu, Katrina Ben-Moshe and Lydia Georgeopolous, as well as parent volunteers Linda Priori, Angelo Borlotti and Stephanie Hassan, who have given so much of their time over the past few years;
- our uniform shop team of volunteers, led by Jenny Fendler and Emma Bates, who run a very successful small business for the benefit of the school community;
- our lost property team of Jessy O'Sullivan, Tiina Holmes and Cherith Rinaldi;
- our dedicated class parent network that are an essential link for the P&C to our community of parents and that assist with teacher needs, communications and more; and
- all of our event volunteers including Sophie Deguillaume, Elka Whalan, David Dunn-King, Barb Short, Johanna White, Nicki Dadic, Naomi Tarszisz, Natalie Sweet, Andrew John, Jane Stuart, DJ Hau, Natalie Brown, Georgia Rasmussen, Gail Williamson, Alyssa Maple-Brown, Becky Vila, Vardit Lahav, Rene Cowpe, Ann Maree-Cook, Alison Crawford, Rodna Krstevska, John Meagher and Rimmelle Freedman.

Next year we are hoping to expand our P&C Executive Team with Year representatives from the class parent network from each school year and shift how we plan and execute events towards a more sustainable model of having different year groups look after different events. Until then, on behalf of the P&C, thank you again to our supportive and active school community.

Ellie Hourigan – 2018 P&C President

School background

School vision statement

Our vision at Woollahra Public School is to create an innovative, engaging and creative learning environment that ensures our students achieve their personal best across all aspects of academic, social and emotional learning.

Our school is committed to educational excellence through the provision of high quality learning opportunities for all members of the school community. We aspire to create an inclusive, culturally rich and caring learning environment, characterised by high expectations. With a focus on a growth mindset and by encouraging all learners to take risks, our students will become creative and critical thinkers, self-directed learners, collaborators and curious researchers. They will develop positive relationships and connections with others, nurture a positive self-concept and work towards developing high levels of emotional intelligence.

Our students are taught by outstanding teachers who model a commitment to life-long learning. A culture of continuous improvement and innovative thinking is fostered and all staff members engage and collaborate in quality professional learning.

We build strong partnerships with our parents and community, aligning our efforts to support students in maximising their potential and ensuring best practice is at the core of all of our endeavours.

School context

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. The self-assessment was led by the school leadership team and sought feedback from staff. With the release of version 2 of the framework in 2017, the School Leadership Team worked with the framework to identify priority areas for the ongoing implementation of the 2018–2020 school plan.

Within the learning domain the school's focus has been on the elements of Learning Culture, Wellbeing, Curriculum, Assessment and Reporting. Analysis indicates progress in building a learning culture characterised by positive and respectful relationships, targeted learning support, high levels of community engagement, curriculum implementation that reflects current pedagogical thinking and assessment processes that monitor, track and improve on student learning outcomes. The school made good progress in implementing the 2018–2020 school plan processes related to the learning domain through the implementation of teacher professional learning programs and continued implementation of the Australian curriculum with an increased focus on the general capabilities of creative and critical thinking. Future directions in this domain include continued development of a comprehensive student wellbeing strategy, implementation of an explicit mental health wellbeing program, improving value-added results for all students by strengthening classroom practice in English and Mathematics, building on our commitment to enhance student learning with new technologies, focusing on targeted student feedback and formative assessment practices, analysing internal and external

data more comprehensively and systematically and refining processes for reporting to parents. The school self-assessed its work as sustaining and growing in Learning Culture, Curriculum and Student Performance Measures and delivering in Wellbeing, Assessment and Reporting.

Within the teaching domain, the school's focus has been on the elements of Effective Classroom Practice, Learning & Development and Professional Standards. The school's self-assessment indicated a strong commitment by staff to improving teacher quality and raising teaching standards in all areas as the core component of striving for whole school excellence. Teacher professional learning initiatives, collaboration within and beyond the school and research-driven thinking informed all of our improvement strategies. Successful implementation of the Performance and Development Framework processes led to a more systematic, rigorous and authentic approach to teacher performance and development. Positive impact was evident in the willingness of staff to discuss and share their plans and participate in classroom observations to improve their practice. The feedback articulated following this process demonstrated a positive cultural shift in attitudes to classroom observation as a powerful tool for improving teaching and learning. This was supported by eight teachers participating in the 2018 Quality Teaching Rounds project which developed the observation strategy more rigorously within the structure of the Quality Teaching Framework. Teacher professional learning, aligning with all descriptors of the School Excellence Framework Learning and Development element was the driving force behind all school plan projects. Future directions in this domain include planning quality professional learning for staff that meets the professional demands of the school's improvement priorities, embedding rigorous goal setting and classroom observation as core school practices in improving teacher quality and fostering a proactive improvement culture which puts teacher quality at the centre. The school self-assessed its work as sustaining and growing in Professional Standards and Learning and Development and delivering in Effective Classroom Practice and Data Skills and Use.

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

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

Personalised Learning

Purpose

To ensure all learners at Woollahra achieve maximum personal learning growth. Our students and staff will be self-directed, confident, curious, reflective and highly engaged learners.

Overall summary of progress

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

In 2018 the school commenced a three partnership with Coogee and Rainbow Street Public Schools focused on the key tenets of John Hattie's Visible Learning Research. This action research incorporates ongoing data collection and analysis and targeted professional learning focused on learning dispositions, the learning process, assessment capable learners, formative assessment strategies and productive teacher mindsets. All staff participated in targeted professional learning on these focus areas. A team of impact coaches analysed school need and developed an action plan for the first impact cycle focused on creating Visible Learners at Woollahra.

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

Kindergarten and Stage 1 staff completed professional learning on the Targeted Early Numeracy program ensuring differentiated, hands-on learning in numeracy for their students. This was informed by regular data collection and analysis. All teachers deepened their knowledge of textual concepts in English and worked to embed the explicit teaching of these concepts into learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Students will consistently achieve or exceed, a year of growth for a year of learning as measured by comprehensive literacy and numeracy assessments. 	Targeted Early Numeracy Strategy Professional Learning and purchase of resources \$24760 Textual Concepts Professional Learning and purchase of texts \$7700 Learning Progressions Professional Learning \$2200 0.8 Learning and Support Teacher allocation 0.4 Literacy and Numeracy staffing allocation 1.2 EAL/D staffing allocation	Implementation of Targeted Early Numeracy Strategy for K-2 Textual Concepts Professional Learning, program development and co-teaching Learning Progressions Professional Learning and implementation
<ul style="list-style-type: none"> Value added-growth on rating 	Visible Learning	Foundation Day Professional Learning for all staff

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
scales as collected by the School Capability Assessment – Visible Learning Project. (Baseline data collected in 2018).	Professional Learning \$19 423 External School Capability Assessment and Mindframes Survey \$2350	Impact Coach and Leadership Professional Learning Days for Leadership Team and Impact Coaches School Capability Assessment and Mindframes Survey Collection and Analysis of data to inform 2019 Impact Cycle 1
<ul style="list-style-type: none"> Improved teacher survey data on formative assessment knowledge, skills, understanding and use. 	Community of Schools school development day and professional learning \$13560	Professional Learning for all staff on formative assessment and implementation in classrooms.
<ul style="list-style-type: none"> Improved measures of parent satisfaction related to school assessment and reporting strategies. 	Implementation of SENTRAL software for reporting \$8764	Review of appropriate software and move to SENTRAL software. Redevelopment of reporting format to focus on targeted learning descriptors and to include student self-reflection.
<ul style="list-style-type: none"> Feedback from targeted teacher professional learning evaluations measuring teacher learning and engagement demonstrates improvement. 	Comprehensive whole school professional learning plan – \$68 000 Early Career Teacher support – \$23 000	Quality Teaching Rounds with Waverley and Vaucluse Public Schools. Early career teacher support mentoring and professional learning Stage Based and personal learning projects.

Next Steps

- Continued implementation of Visible Learning Action Plan.
- Continued review and strengthening of quality assessment and reporting practices across the school including development of a whole school assessment plan and targeted analysis of student learning data to inform differentiated learning programs.
- Whole staff training in literacy and numeracy progressions and tracking of all students on these progressions on PLAN 2.
- Increased focus on the provision of explicit and timely learning feedback for students.
- Development of an explicit action research project focused on the improvement of writing across the school.
- Development of a plan for improving teaching practice in 3–6 numeracy with a focus on differentiation, problem solving, inquiry based learning and enrichment.
- Development and implementation of an explicit phonemic awareness program K–2.

Strategic Direction 2

Reimagining Learning

Purpose

To inspire a learning community who think critically and creatively in designing learning experiences that ensure our students are well prepared for the challenges of future learning and work environments. Our learning culture will be driven by current educational research, innovation, open-ended problem solving and authentic learning strategies.

Overall summary of progress

The focus on work for this strategic direction was on the STEM (Science, Technology, Engineering and Mathematics) and Inquiry Based Learning strategy and the Creative and Critical Thinking strategy. STEM projects incorporated professional learning on design thinking and project based learning approaches. These culminated in some outstanding STEM fairs where learners were able to demonstrate deep thinking, innovative designs and high levels of engagement. Increased learning opportunities were provided in the fields of coding and the digital technologies project saw major upgrades to school technology infrastructure. The Redesigning Learning project focused on outdoor learning, in particular The Playground Project. With major support from the P&C this involved extensive upgrades and improvements to outdoor learning spaces. The Creative and Critical Thinking strategy continued a focus on developing best practice in gifted education. This included analysing teaching pedagogy, professional learning opportunities for teachers and the establishment of a professional learning community with other schools teaching Opportunity Classes. Some classes embarked planning approaches focused on conceptual programming. Whole staff professional learning prepared teachers to implement the new Science and Technology syllabus in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the school mean across the eight drivers of student learning (<i>Tell them From Me</i> Teacher Survey).		Anecdotal data indicates higher levels of student engagement. Longitudinal data is yet to be analysed.
Increased understanding and use of STEM strategies, inquiry based learning and digital technologies to enhance the general capabilities of creative and critical thinking.	iPAd Cluster Project – \$4400 for Professional Learning and \$15000 for resources Safe on Social Digital Citizenship Project – \$4500	iPAd Cluster Project professional learning on classroom integration and the SAMR model. STEM and Design thinking project Safe on Social Digital Citizenship Project Implementation of Bring Your Own Device in Stage 3.
Consistent implementation of School Drama and Philosophy for Children programs K–6 with positive evidence of improved student learning and engagement.	School Drama Project – \$6000	School Drama Project in collaboration with Sydney Theatre Company and University of Sydney with a focus on critical thinking and literacy.
Strengthened systems, processes and learning programs in gifted education and implementation of a broader range of enrichment programs across the schools.	Professional Learning – \$3500	Professional Learning, co-teaching and establishment of gifted education Professional Learning Community with Caringbah North and Hurstville Public Schools.
Staff, students and parents engage with future-focused learning environments and indicate improved levels of satisfaction. Evidence collection indicates a positive impact on student learning and wellbeing.	This will be a focus for 2019 – 2020	This will be a focus for 2019 – 2020

Next Steps

- Further development of STEM and Design thinking project and implementation K–6. Focus on professional learning, pedagogical design and use of innovative technologies.
- Continued investment in Digital Technologies to support learning across the school and full implementation of the new science syllabus. This will include device and Wifi upgrades.
- Completion of The Playground Project and commencement of The Learning Spaces Project.
- Professional Learning and implementation of Philosophy for Children project to deepen critical thinking and philosophical enquiry.
- Continued implementation of the School Drama Project.
- Strengthening of curriculum implementation with a focus on consistent scope and sequences in all Key Learning Areas and conceptual approaches to the design of learning units.



Strategic Direction 3

Connected Learning

Purpose

To build on a positive school culture, underpinned by respectful relationships, a strong sense of connectedness, quality community partnerships and characterised by high levels of student, staff and community wellbeing.

Overall summary of progress

Work on this strategic direction was a significant focus in 2018. The school began view of school-wide wellbeing practices, guidelines and systems. A team worked to begin implementing a Positive Behaviour for Learning strategy to set clear behavioural expectations across the school and focus on explicit teaching of positive behaviours. The school's anti-bullying plan was revised and the work commenced on re-developing the student leadership program. Significant professional learning and collaboration occurred to trial a school-wide wellbeing initiative called Grow Your Mind. This program has a strong focus on positive mental health strategies, brain awareness and the use of character strengths to build emotional intelligence. The program was trialled with great success across 60% of classrooms. Parent workshops ensured high levels of engagement with the program and a focus on home-school partnerships to foster high levels of wellbeing.

Members of the leadership team engaged with action research on an international level in Aboriginal Education and Reconciliation. The school held a highly successful NAIDOC week program and engaged a specialist teacher to work with students on learning activities combining Aboriginal cultural awareness and STEM. Community links have continued to be fostered with the tertiary sector and industry.

Progress towards achieving improvement measures

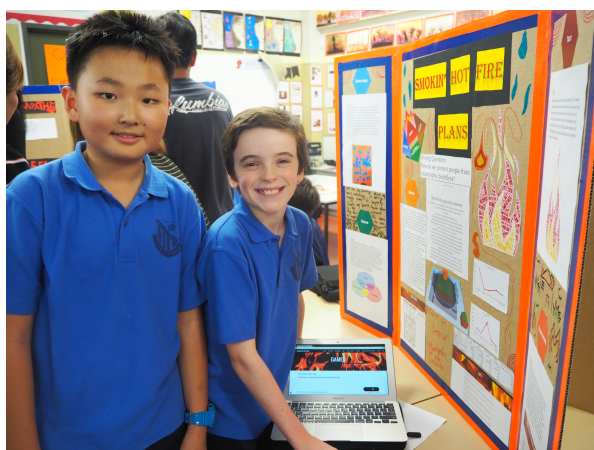
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students, staff and parents indicate a high level of understanding and satisfaction with the redevelopment and implementation of the school's student wellbeing strategy, practices and supporting programs, including Positive Behaviour for Learning and Positive Education.	Grow Your Mind – \$12000 for Professional Learning and resources	Positive Behaviour for Learning implementation Grow Your Mind Program Anti-bullying Plan
Staff understanding of current practice in fostering high levels of student wellbeing and strategies to support this is strengthened.	Grow Your Mind – \$12000 for Professional Learning and resources	Positive Behaviour for Learning implementation Grow Your Mind Program
Tell Them From Me survey results indicate improvements on measures of student wellbeing and engagement.		Anecdotal data indicates improved levels of student wellbeing. Longitudinal data is yet to be analysed.
The range and quality of parent, local community and wider community partnerships is strengthened.	Sydney Theatre Company and University of Sydney \$6000	Various partnerships with the tertiary sector and industry.
There is an increased understanding, recognition and appreciation of Aboriginal and Torres Strait Islander histories and cultures.	Employment of a specialist teacher for Aboriginal Cultural awareness. – \$2500	LEAP Study Tour to British Columbia NAIDOC week celebrations

Next Steps

- Continued review and redevelopment of the whole school student wellbeing guidelines.
- Implementation of Positive Behaviour for Learning behaviour matrix and anti-bullying plan.
- Whole school implementation of Grow Your Mind Program, development of implementation plan and employment of wellbeing specialist teacher.
- Development of long term Aboriginal Education strategy and Reconciliation Action Plan.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$985	Improved focus in strengthening cultural awareness across the school focused on Aboriginal and Torres Strait Islander cultures and histories. The school had two Aboriginal students who were supported to access a range of learning opportunities with this funding including enrichment programs and transition to high school programs.
English language proficiency	Flexible Funding \$34 096 Staffing FTE 1.2 (6 days per week)	Students requiring English Language proficiency support were provided with targeted learning programs and in-class support based on their level of English language proficiency.
Low level adjustment for disability	Flexible Funding \$40 588 Staffing – Teacher FTE 0.6 (3 days per week) Additional School Funding – FTE 0.2 Learning and Support Teacher; FTE 1.4 School Learning Support Officers	Funds were used to provide Learning and Support Teacher support and School Learning Support Officer support for targeted students. Funds also contributed to teacher professional learning initiatives to build staff capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy.
Quality Teaching, Successful Students (QTSS)	Staffing FTE 1.3	QTSS funding provided the school with additional release time for members of the school leadership team to support their team members through coaching and co-teaching approaches. The funding also provided time to strengthen school processes and management systems.
Socio-economic background	\$2118	Funding was used to provide targeted support for students in need and ensure all students accessed the full range of learning programs including enrichment opportunities.
Support for beginning teachers	\$48 476	In 2018, the school received funding for 5 teachers in their first or second year of teaching. Funding was used to provide early career teachers with mentoring, additional release and professional learning opportunities. A significant focus of this support was the implementation of the Quality Teaching Rounds program.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	372	399	388	384
Girls	354	377	389	386

Overall student enrolments at Woollahra continued to be stable in 2018. New enrolments into Kindergarten were slightly lower than in recent years due to a change to the boundaries that determine the school's local area that came into effect at the beginning of the year. However, the number of students enrolling to start school still exceeds the number of students transitioning to high school in Year 6 and as a result overall enrolment numbers were the same as 2017. The school is currently at capacity and is only able to accept local enrolments.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.6	95.7	95.6	96.5
1	97.1	96.5	94.5	96.1
2	96.3	95	95	95.9
3	95.9	95.9	94.7	95.1
4	95.9	94.9	94.6	95.9
5	96.5	95.8	95.9	95.6
6	96.4	86.1	93.5	93.7
All Years	96.4	94.2	94.9	95.5
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

2018 student attendance figures were commensurate or above state averages for each year level and above

the state average overall. Student absences are required to be explained by parents. Where the school is concerned about the attendance of a student, parents are contacted and strategies are put in place to improve the situation. This can include a referral to the Home School Liaison Officer. This process and monitoring is managed by the school's learning support team. In 2018 the school continued using electronic roll marking to assist with accurate collection and analysis of data. Detailed use of this data and a streamlined attendance monitoring system will be put in place in 2019 to further maintain and improve attendance rates.

Class sizes

Class	Total
BLUE	18
PURPLE	19
GREEN	18
PINK	17
RED	21
BLACK	23
YELLOW	23
BROWN	24
ORANGE	24
WHITE	24
NAVY	24
TURQUOISE	25
GOLD	23
SILVER	21
APRICOT	30
VIOLET	31
LIME	30
TEAL	30
MAGENTA	30
LILAC	30
AQUA	30
GREY	31
DARK BROWN	30
CYAN	28
BEIGE	28
HOT PINK	30
DARK GREEN	27
PLUM	30
FUSCHIA	28
BRONZE	30

Structure of classes

In 2018 the school organised students into 30 classes K–6. This included four multi-age classes and four specialist Stage 3 Opportunity Classes.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.98
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.67

*Full Time Equivalent

Woollahra Public School has a stable staff of permanent teachers supplemented by some high quality temporary staff filling vacancies. In 2018 Mrs Janelle Warhurst continued as relieving Principal at Lane Cove PS. The relieving Deputy Principal position was filled by Mrs Leanne Garber. Ms Natalie Prior and Mrs Natalie Sheining also relieved in Assistant Principal roles. Two classroom teacher vacancies were filled through the *Graduate Recruitment Program* and an external merit selection process. As a result we warmly welcomed Ms Bec Isaacs and Ms Natalie Prior to our permanent staff in 2018.

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	35

Professional learning and teacher accreditation

Professional learning opportunities were provided to all staff throughout the year to address individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. The 2018 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings and conferences. In addition the school collaborated with Waverley and Vaucluse Public Schools to implement Quality Teaching Rounds, a rigorous classroom observation initiative focused on all elements of the Quality Teaching Framework.

A total of **\$62 305** was invested in professional learning in 2018, funded through DoE allocated professional learning funds and school funds. Staff participated in professional learning initiatives focused on **effective pedagogical practice, Visible Learning, literacy, numeracy, technology, STEM, film making, supporting children with challenging behaviours, child protection, anaphylaxis, emergency care, student wellbeing and leadership.**

Significant professional learning occurred in relation to creative and critical thinking capabilities in the English K–10 syllabus. A joint professional learning workshop was held in collaboration with Community of Schools to continue the school's work in the implementation of Formative Assessment approaches. Several teachers completed targeted professional learning in the areas of digital technologies as part of an iPad cluster project with local schools and industry. The school continued its partnership with the Sydney Theatre Company and University of Sydney with 4 teachers participating in professional learning through the School Drama project. This enhanced teacher skills in fostering levels of intellectual quality in our English programs and teaching the skills of creative and critical thinking. Teachers involved with Festival of Music performances attended professional learning hosted by the DoE Arts Unit. Four teachers worked with mentors to complete their accreditation at proficient level and seven early career teachers were supported in their professional learning through regular mentoring and co-teaching. The Principal and School Administration Manager completed professional learning to fully implement the finance components of the newly implemented finance and budgeting system.

The school began the implementation of major professional learning projects involving all staff across the focus areas of Visible Learning, Quality Teaching Rounds and Wellbeing (Grow Your Mind) project. All staff undertook classroom lesson observations as part of the Performance and Development Plan process. As part of the NSW Educational Standards

Authority (NESA) requirements in order to maintain proficient teacher accreditation, teachers are required to complete a minimum of 100 hours of professional learning over a 5 year period.

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	860,234
Revenue	6,611,225
Appropriation	5,767,440
Sale of Goods and Services	27,085
Grants and Contributions	803,312
Gain and Loss	0
Other Revenue	500
Investment Income	12,888
Expenses	-6,073,943
Recurrent Expenses	-6,073,943
Employee Related	-5,076,573
Operating Expenses	-997,370
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	537,283
Balance Carried Forward	1,397,517

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

Education internal audit procedures in February 2018. The audit report indicated high levels of confidence in the school's financial management processes and systems.

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	4,952,946
Base Per Capita	150,248
Base Location	0
Other Base	4,802,698
Equity Total	255,089
Equity Aboriginal	1,295
Equity Socio economic	2,118
Equity Language	159,032
Equity Disability	92,645
Targeted Total	66,180
Other Total	246,742
Grand Total	5,520,958

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 2018 NAPLAN Literacy results were strong once again in 2018. In Year 3, our students performed well above state averages in writing, spelling and grammar and commensurate with similar schools. The Year 3 reading data indicated a slight decline compared to similar schools but was still above state averages. The transition to online testing may have had some impact on these results. Year 5 Literacy data was exceptionally strong with students performing well above state and similar school averages in reading, spelling and writing and substantially above in grammar. Years 3–5 growth data for all strands of Literacy was well above state averages.

The school's 2018 NAPLAN Numeracy results were also strong in 2018. In Year 3, our students performed slightly above similar schools and well above state averages. In Year 5, our students performed above similar schools and substantially above state averages. Years 3–5 growth data for Numeracy was well above state averages.

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.

The NSW Premiers Priorities – Bump It Up Strategy,

focuses on showing gains in literacy and numeracy with the number of students in Year 5 in the top two bands growing over a number of years. Our school data shows consistent growth in literacy and numeracy. In 2018 Woollahra PS had 77% of Year 5 students in the top two bands for numeracy and 78% in reading. 72% of Year 3 students in the top two bands for numeracy and 76% in reading.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2018 through P&C meetings, focus groups, written feedback and surveys. The Tell Them From Me (TTFM) Student Survey was implemented in semester one 2018 and provided data from 246 students. The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. The results, which on most indicators were higher compared to the NSW DoE norm, clearly demonstrate the importance the school has placed on establishing a positive learning culture encompassing respectful relationships, student engagement and participation rates.

As part of the ongoing consultation and feedback processes for the implementation of the 2018–2020 school plan, parent, staff and student feedback is regularly sought. Parent focus groups highlight strengths related to teacher quality, the range of enrichment opportunities offered to their children and the academic expectations the school sets. Areas for development include strengthening student wellbeing programs, increased Science, Technology, Engineering and Mathematics (STEM) opportunities for students and greater consistency in teacher practice across the school. Staff focus groups identify collaboration, high expectations, comprehensive curriculum implementation and enrichment as areas of strength. Staff also highlighted wellbeing and exploration of innovative curriculum implementation as future focus areas. Student focus groups indicate high levels of overall satisfaction with school life. Students especially value collaborative and creative learning experiences that are related to real world experiences. They

highlighted a need to engage more broadly with STEM activities and indicated that would like more focused individual feedback to support them with their learning.

In 2018 the school sought feedback related to the Visible Learning themes:

1. Visible Learners – students are in turn with their own learning, they can articulate where they are going, how they will get there and what they will learn next.
2. Know thy Impact – the primary role of an educator is to evaluate the impact on learning and use evidence to inform decisions that will improve learning outcomes.
3. Inspired Teaching – inspired and passionate teachers are skilled in assessing student understanding and applying interventions to move students toward meeting success criteria.
4. Feedback – effective feedback reduces the gap between where students are in their learning journey and where they need to be. It assists learners to reach their potential.
5. The Visible Learning System – consists of aligned systems and processes that support widespread and sustainable implementation of the other four strands.

Online surveys, focus groups, interviews and evaluation tools were used to collect data across all of these strands. Analysis of data indicated the need for the school to develop a shared understanding and language to describe an effective learner, the learning process and the qualities of an effective learning. There is also a need to strengthen the mindset of all students to be assessment capable learners, teachers to deeply embed formative assessment strategies and regularly assess the impact of learning programs, whole school processes to track learning progress, strong whole school assessment plans and a growth mindset in learning.



Policy requirements

Aboriginal education

During 2018, the school expanded its Aboriginal education strategy to facilitate quality teaching and learning experiences that aimed to build upon whole school appreciation and respect of Aboriginal heritage

and culture. Activities included celebration of NAIDOC week and incorporation of cultural awareness into History, Geography and English learning units. The school engaged Aboriginal elders to work with all students through workshop based learning experiences. Focus in 2019 will be on strengthening this strategy to ensure Aboriginal cultural awareness is embedded authentically across the curriculum for all students. The school engaged a specialist educator to work with students in Stages 2 and 3 on Aboriginal approaches to Science, Technology and Engineering. This learning program included developing an appreciation of Aboriginal perspectives on our local environment. This program will continue and be enhanced in 2019. Our school Principal completed a study tour with other Australian educational leaders to the province of British Columbia in Canada. The aim of this tour was to examine and learn about Canadian educational approaches to developing cultural awareness of First Nations peoples amongst our students, authentic approaches to reconciliation and building knowledge of systemic approaches within the Canadian education system to maximising the learning potential for Aboriginal students. Learning from this tour will be utilised and shared in 2019 both in our own school and more broadly to enhance and deepen our approaches to Aboriginal education and reconciliation.



Multicultural and anti-racism education

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

Anti-Racism Contact Officer who facilitates communication and resolves any concerns related to racism in a supportive and proactive manner. The school implements an Italian language learning program for all students in Years 1–6. This provides students with basic learning in Italian, an appreciation of the importance of learning other languages and strengthened multicultural awareness. In Term 4 we ran a successful Italian cultural day to celebrate and promote all aspects of the Italian program.