Wollongong Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 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.

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Message from the principal

While Wollongong Public School has grown significantly over the last few years, it has still retained the extraordinary warmth and support that are features of small schools. It has incredible diversity with more than 50 languages spoken in our playground and has over 500 students, coming from Albion Park to Helensburgh through its Opportunity Classes.. Students display a maturity in their acceptance of differences in race language that would shame many adults. They do not judge on sporting or academic ability, but on the quality of the person within. They understand that their role and that of their classmates in our school is to be learners, and they take that challenge very seriously. 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.

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 five 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 500 students for 2019 in 20 classes, K–6.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase the number of students in top 2 bands by 4% in Literacy and Numeracy by the end of 2019.

Overall summary of progress

There has been in a pleasing increase in the top 2 bands in Numeracy and Reading; however there is not a significant increase in growth in writing spelling and grammar.

Progress towards achieving improvement measures

Process 1:   Numeracy

Draw on evidence based research to develop and implement high quality professional learning on what is having the biggest impact on student achievement.

Evaluation	Funds Expended (Resources)
NAPLAN results indicated an increase in Y5 students achieving in the top 2 bands compared to previous years. Instructional Leaders developed a shared numeracy program across K–2 classes	Numeracy team to develop professional learning On–line mathematics programs K–6 – subscriptions paid by families **Funding Sources:** • School funding ($10000.00) • Community funding ($2500.00)

Process 2:   Literacy

Draws on solid research to develop and implement high quality professional learning in Literacy teaching practices.

Evaluation	Funds Expended (Resources)
Instructional Leaders provided support and guidance in developing a strong unified literacy program for K–2 classes. School purchased a large number of new reading texts for K–6 which provided a huge boost in supply of in–class and take–home readers	Instructional Leaders; P&C funding, Literacy team New Reading texts **Funding Sources:** • Socio–economic background ($10000.00) • Community based funding ($10000.00)

Process 3:   Diversity of Students

Progress towards achieving improvement measures

Process 3: Build the capacity of teachers to identify and cater for the academic and cultural needs of our diverse population of students. Refine effective learning and support systems to ensure all individuals thrive, while providing opportunities to develop the whole child.

Evaluation	Funds Expended (Resources)
EAL/D and Learning Support team members worked with teachers in planning and delivering lessons in classrooms across the school that were appropriate and accommodated the diversity of learners.	PBL team developed appropriate school based lessons for the year; team developed physical resources including reward "Puggle" cards and display case for earned Puggles; EAL/D team and support staff Learning Support Teacher **Funding Sources:** • School based ($500.00)

Next Steps

Jenni Smith to coordinate collecting 2019 maths resources, checked and organised for 2020.

Tell Them From Me Survey needs to be conducted in 2020 with students, teachers and parents to gain further data about school culture and to evaluate if students feel safe and thrive in our school environment.

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.

Improvement Measures

Evidence of growth in Common language and shared understanding between staff, students and community around learning processes

Progress towards achieving improvement measures

Process 1:   Visible Learning

Draw on evidence based research to develop and implement high quality professional learning on what is having the biggest impact on student achievement.

Evaluation	Funds Expended (Resources)
Visible Learning Team provided high quality professional learning for entire staff in twilight sessions. Students actively using language around learning goals and success criteria, particularly in literacy/numeracy. Need to choose specific goals to focus on with teacher practice. Decisions on how to observe/assess this are required. Annual Milestone 2020: End of next year – Learning Intentions/Success Criteria and Learner Qualities embedded within all programs; Shared with students – Literacy and numeracy non–negotiable By the end of next year, a feedback policy is in place through development with staff, students, parents and community members. Teachers are trialing and sharing effective feedback strategies/resources via the committee to improve student outcomes. Stage resources need to be created and consistent across K–6.	Instructional Leaders; Visible Learning Team; Development of physical resources; **Funding Sources:** • School funded ($5000.00)

Process 2:   Future Focused Learning

Ensure learning is embracing the new directions that current research is advocating with a specific emphasis on future focused pedagogies. Future focused learning opportunities will equip students across all curriculum areas and learning stages with the skills to thrive in a rapidly changing and interconnected world.

Evaluation	Funds Expended (Resources)
Future Focused team did considerable research into flexible learning spaces; planned out library development using upgraded furniture to trial space; Visit to school using similar space to new building to assess effectiveness of alternate use of spaces.	Future Focused learning Team, visits to schools with future focused classrooms, professional learning. **Funding Sources:** • School funding ($10000.00)

Progress towards achieving improvement measures

Process 3: **Professional Learning and Leadership Capacity**

Strengthen an evaluative culture and teacher practice by establishing Performance and Development Plans and classrooms observation schedules. Building staff capacity and understanding of the strategic directions of the school plan and leadership skills to ensure progress measures are driving continuous improvements.

Embed Instructional Leadership, researched informed pedagogy and the use of data to form the basis of high quality teaching and learning programs.

Evaluation	Funds Expended (Resources)
Evidence in the shape of collaborative planning documents, data days, stage meetings indicator data every 5 weeks, IL timetables. Instructional Leaders drove development of data driven teaching and learning cycles K–2 with results showing significant student growth. This has driven decision to spread the learning cycle model across the school, with plan to implement an Instructional Coach for Years 3–6 to support the learning development in higher grades.	Instructional Leaders; Professional Learning modules; modified timetabling **Funding Sources:** • School funding ($5000.00)

Next Steps

Implementation of data driven planning and delivery cycles across the school;

Continue research into future focused (contemporary) learning for all staff and look at strategies for developing future focused spaces across the whole school.

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.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Overall summary of progress

Surveys of students and parents indicated strong satisfaction around the well being of students. The community involvement demonstrated through the participation in Community Hub, P&C and Fathering Project activities are a testament to the increased involvement and engagement of our community.

Progress towards achieving improvement measures

Process 1: **Wellbeing**

Building on the solid culture of wellbeing, design and implement formal strategies to strengthen the positive interaction and supports that occur across our school. Embed systems and trauma informed practices that support positive behaviour for learning, the building of empathy and positive relationships where students are safe and supported.

Evaluation	Funds Expended (Resources)
Student and staff understanding, support and empathy has been developed through PBL lessons. PBL SET data showed strong understanding of PBL values from students and staff (93%). Also developed through the range of programs and initiatives outlined here. Students engaged strongly with Puggles reward system and its resulting Rewards activity day. Playground incidents were minimal.	PBL team developed appropriate school based lessons for the year; team developed physical resources including reward "Puggle" cards and display case for earned Puggles; **Funding Sources:** • School funding ($10000.00)

Process 2: **Community Engagement**

Build on our relationships and broadening the connections with a much wider cross section of our community, including our COS, network school partners and institutional partners.

Evaluation	Funds Expended (Resources)
School held a number of very successful events through the year. Of particular note was the Fathering Project events (Paper Planes and Breakfast with Dads) which had an enormous response. Community Hub has been an outstanding success in welcoming non–English background mothers into the school providing English language lessons as well as other learning and social opportunities. The P&C ran a number of very successful social and fund raising events.	Community Hub; Parents and Citizens' group; Webpage, newsletter and Skoolbag App; Community events Fathering Project group **Funding Sources:** • School funding ($15000.00)

Process 3: **Feedback**

Progress towards achieving improvement measures

Process 3: Continue to develop staff skills in giving and receiving feedback. to enable them to refine their practice. Explicit teaching of feedback will be taught to students to enable children to understand where they are in their individual learning journey and what they need to do next to progress.

Evaluation	Funds Expended (Resources)
Staff actively engaged in professional learning around feedback. Delivery of feedback strategies to students was undertaken with some outstanding results in Stage 3 where students actively used peer feedback in their learning, particularly in their writing strand.	Professional learning session by James Nottingham; Sessions by executive team; Development of a teaching framework for feedback to be delivered to students. **Funding Sources:** • School funding ($5000.00)

Next Steps

For 2020, staff will continue to look at developing a positive school culture based around effective teaching practice and also effective learning processes. Feedback will continue to be a priority.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Release of teachers to liaise with parents in developing PLPs; Use of School Learning Support Officers to support Aboriginal students in their learning **Funding Sources:** • Aboriginal background loading ($5 681.00)	All Aboriginal students and families maintained close relationships with the school through their teachers and support staff. They showed consistent growth in their literacy and numeracy results.
English language proficiency	EAL/D teachers, Ethnic School Learning Support Officers, various on–line and physical resources. **Funding Sources:** • English language proficiency ($157 921.00)	2019 saw a huge growth in learning for all EAL/D students as we implemented a class–based team teaching approach to developing English language proficiency. It has meant that teachers are much more aware of their students' needs, and the development of the Community Hub has meant that communication with non–English speaking families has improved dramatically.
Low level adjustment for disability	Learning Support teacher, School Learning Support Officers, Stewart House placements On–line and physical resources **Funding Sources:** • Low level adjustment for disability ($140 629.00)	Learning Support team met weekly throughout the year with supporting students with a wide range of needs. Two students attended Stewart House with outstanding results.
Quality Teaching, Successful Students (QTSS)	Casual staff. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($85 266.00)	Stage planning days held for all teaching staff to review data and inform future planning for students.
Support for beginning teachers	Use of in–school mentors; Beginning Teacher Conference **Funding Sources:** • Support for beginning teachers ($4 269.00) • School funding ($9 000.00)	The two beginning teachers were guided throughout the year by in–school mentors, and were confidently planning and delivering quality lessons by Term 4.
Targeted student support for refugees and new arrivals	EAL/D teachers, Support teachers funded through New Arrival Program, ethnic SLSOs, STARTTS (NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors) **Funding Sources:** • Targeted student support for refugees and new arrivals ($19 345.00)	System was developed where all new enrolments are interviewed by an executive member and for New Arrivals/ Refugees a member of the EAL/D team with interpreters where necessary. Appropriate supports including intensive one to one tuition through to group support in class are provided for all new arrival and refugee students. STARTTS counsellors work in the school to support refugee students affected by trauma.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	256	243	254	266
Girls	197	216	225	244

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.7	93.4	93.5	93.2
1	95.5	95	92.3	93.6
2	94	94.9	93.5	91.8
3	94.5	94.6	95.1	93.9
4	92.9	92.7	93.9	90.9
5	95.7	94.7	95	93.8
6	95.2	94	92.9	94.3
All Years	94.9	94.3	93.7	93.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.4
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	505,698
Revenue	4,468,556
Appropriation	4,287,674
Sale of Goods and Services	7,457
Grants and contributions	167,005
Investment income	1,820
Other revenue	4,600
Expenses	-4,648,989
Employee related	-4,146,120
Operating expenses	-502,869
Surplus / deficit for the year	-180,432

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	30,106
Equity Total	334,454
Equity - Aboriginal	5,681
Equity - Socio-economic	30,224
Equity - Language	157,921
Equity - Disability	140,629
Base Total	3,183,277
Base - Per Capita	112,392
Base - Location	0
Base - Other	3,070,886
Other Total	300,863
Grand Total	3,848,700

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
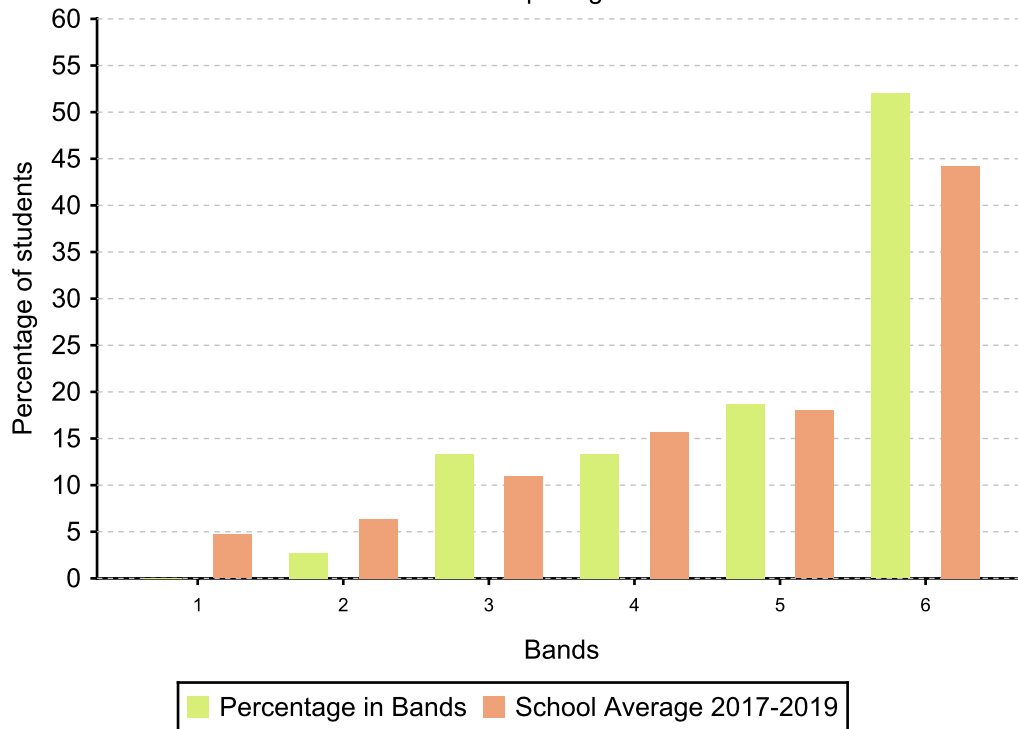
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
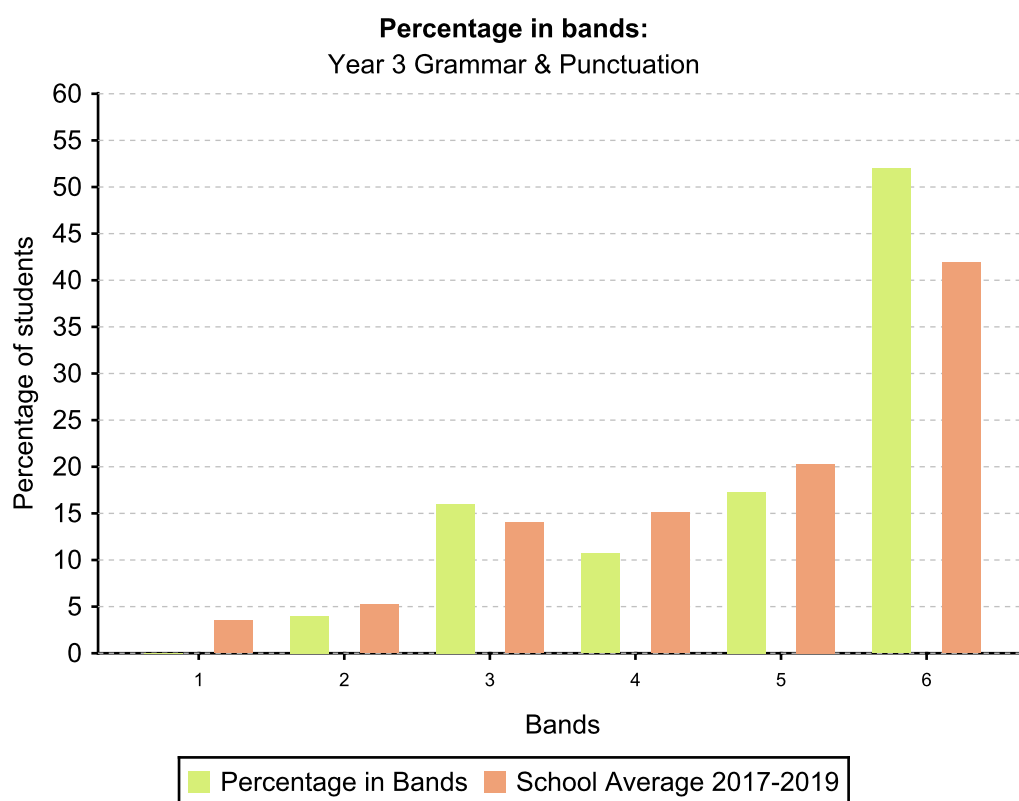
Band	1	2	3	4	5	6
Percentage of students	0.0	4.0	16.0	10.7	17.3	52.0
School avg 2017-2019	3.5	5.2	14	15.1	20.3	41.9

Percentage in bands:
Year 3 Reading
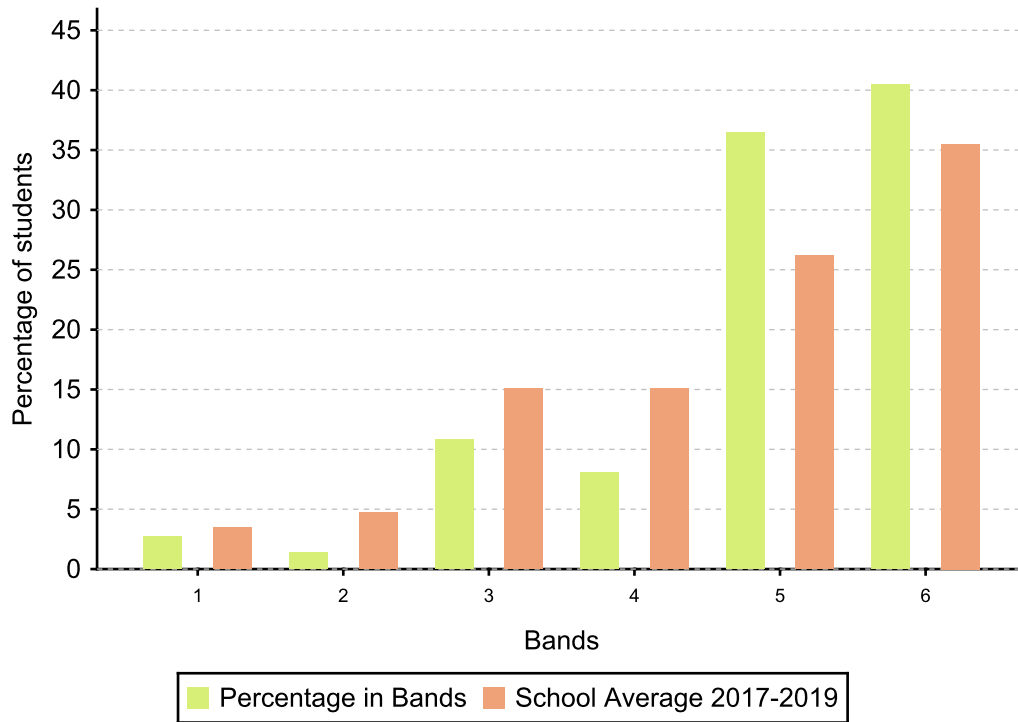
Band	1	2	3	4	5	6
Percentage of students	2.7	1.4	10.8	8.1	36.5	40.5
School avg 2017-2019	3.5	4.7	15.1	15.1	26.2	35.5

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	2.7	13.3	13.3	18.7	52.0
School avg 2017-2019	4.7	6.4	11	15.7	18	44.2

Percentage in bands:
Year 3 Writing
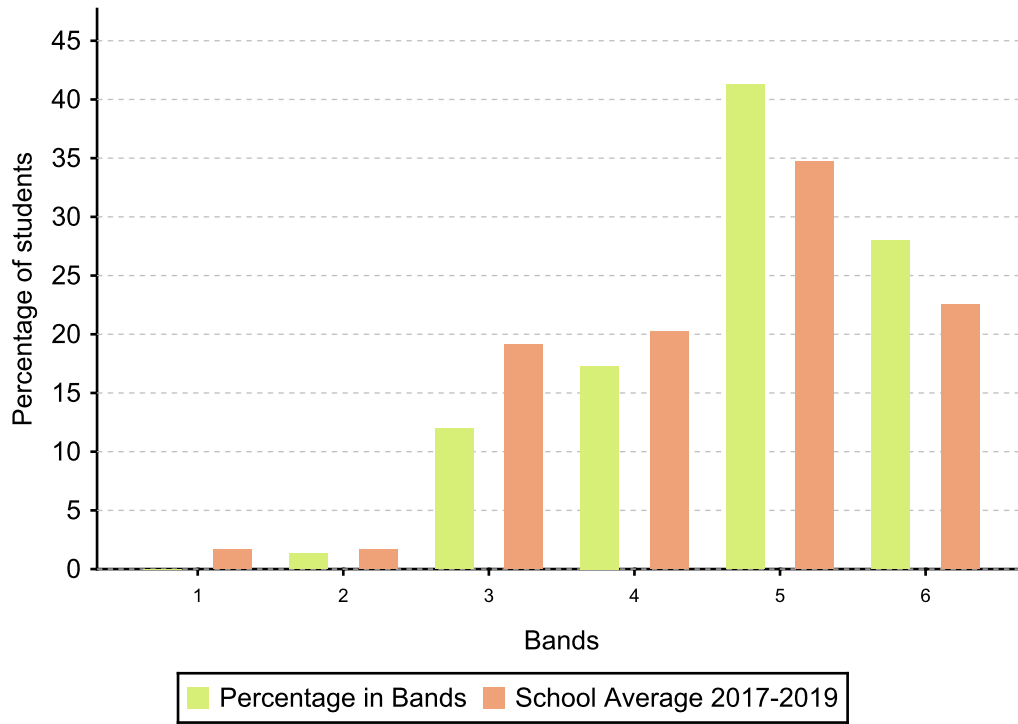
Band	1	2	3	4	5	6
Percentage of students	0.0	1.3	12.0	17.3	41.3	28.0
School avg 2017-2019	1.7	1.7	19.1	20.2	34.7	22.5

Percentage in bands:
Year 5 Grammar & Punctuation
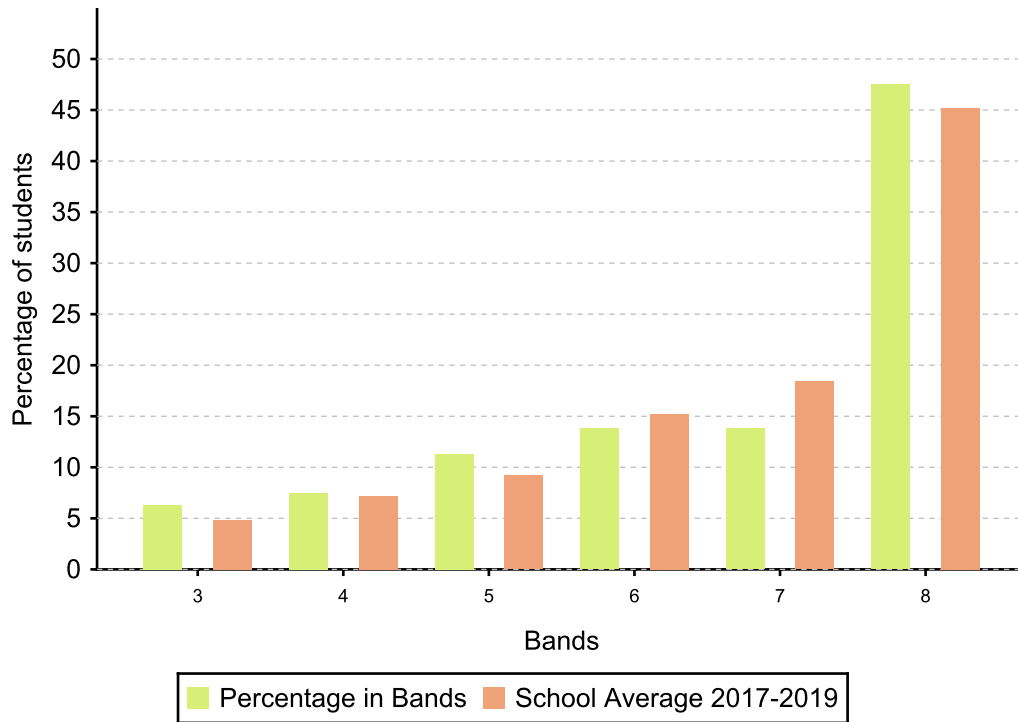
Band	3	4	5	6	7	8
Percentage of students	6.3	7.5	11.3	13.8	13.8	47.5
School avg 2017-2019	4.8	7.2	9.2	15.2	18.4	45.2

Percentage in bands:
Year 5 Reading
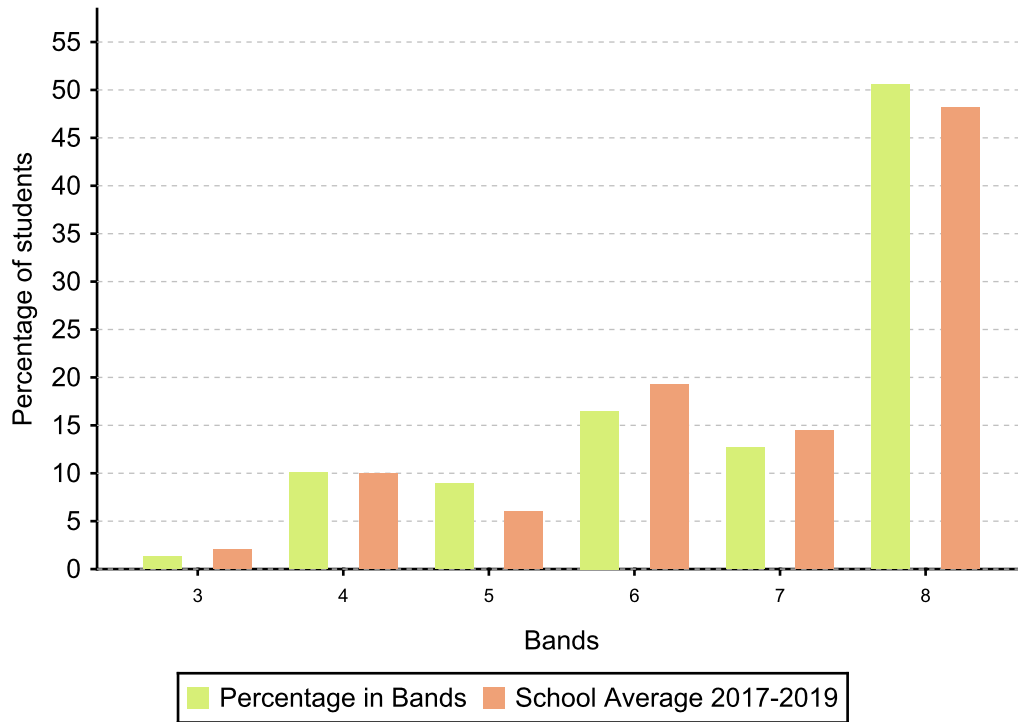
Band	3	4	5	6	7	8
Percentage of students	1.3	10.1	8.9	16.5	12.7	50.6
School avg 2017-2019	2	10	6	19.3	14.5	48.2

Percentage in bands:
Year 5 Spelling
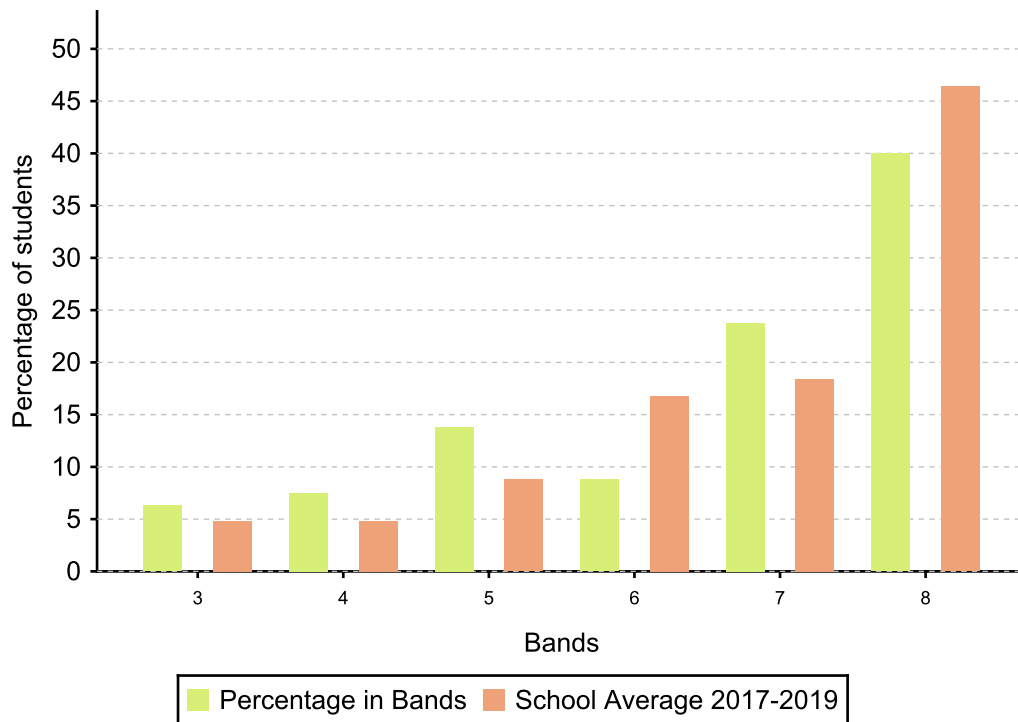
Band	3	4	5	6	7	8
Percentage of students	6.3	7.5	13.8	8.8	23.8	40.0
School avg 2017-2019	4.8	4.8	8.8	16.8	18.4	46.4

Percentage in bands:
Year 5 Writing
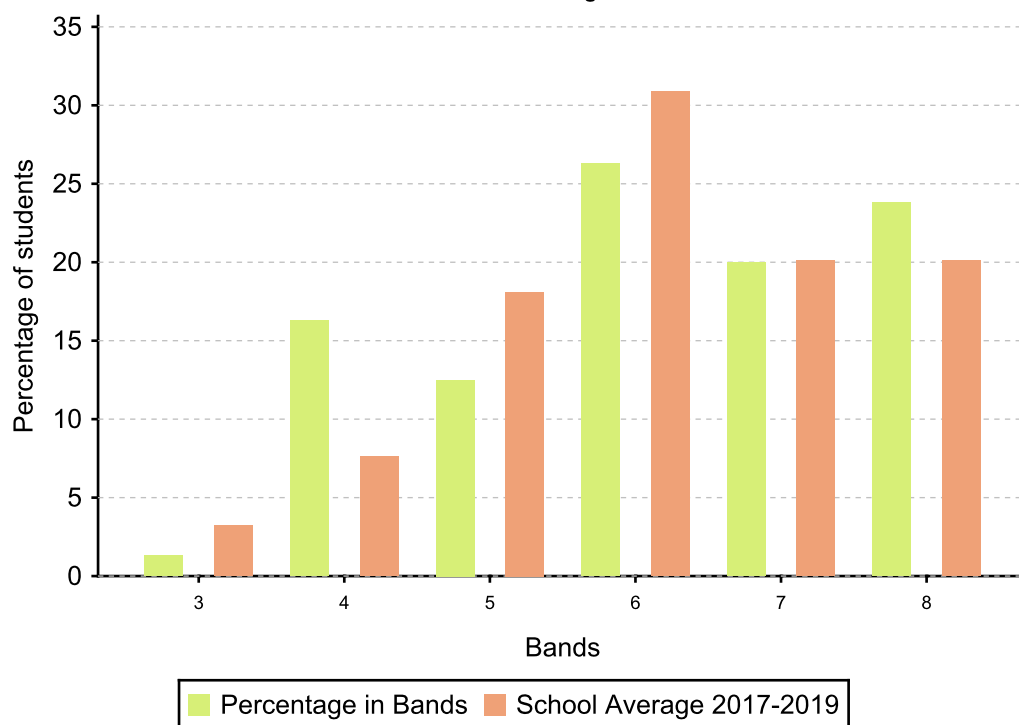
Band	3	4	5	6	7	8
Percentage of students	1.3	16.3	12.5	26.3	20.0	23.8
School avg 2017-2019	3.2	7.6	18.1	30.9	20.1	20.1

Percentage in bands:
Year 3 Numeracy
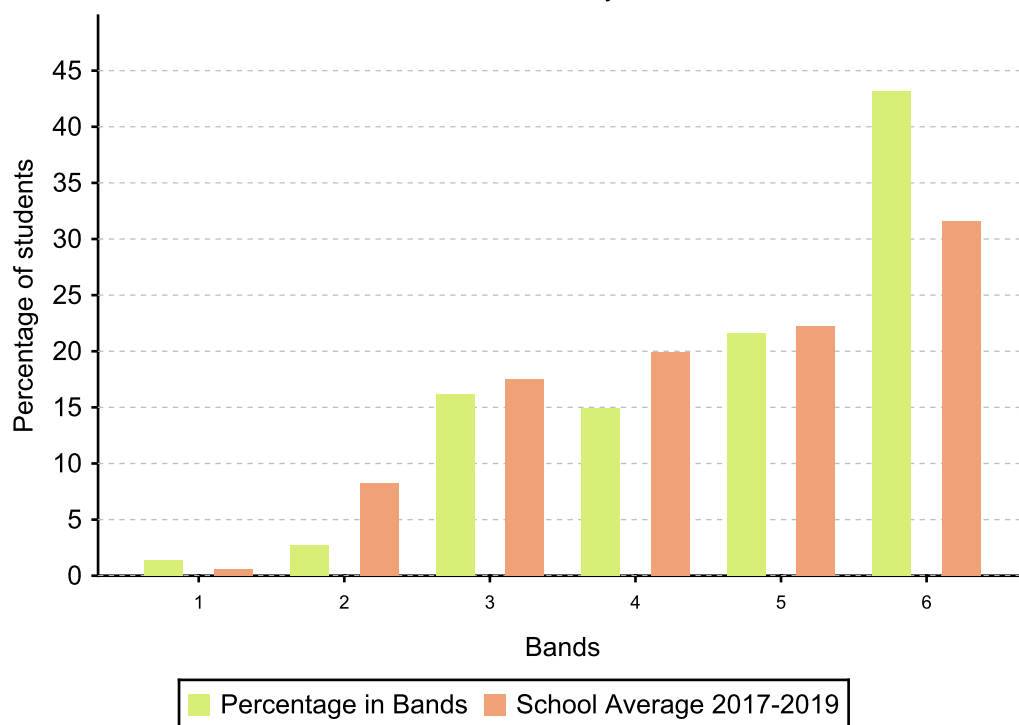
Band	1	2	3	4	5	6
Percentage of students	1.4	2.7	16.2	14.9	21.6	43.2
School avg 2017-2019	0.6	8.2	17.5	19.9	22.2	31.6

Percentage in bands:
Year 5 Numeracy
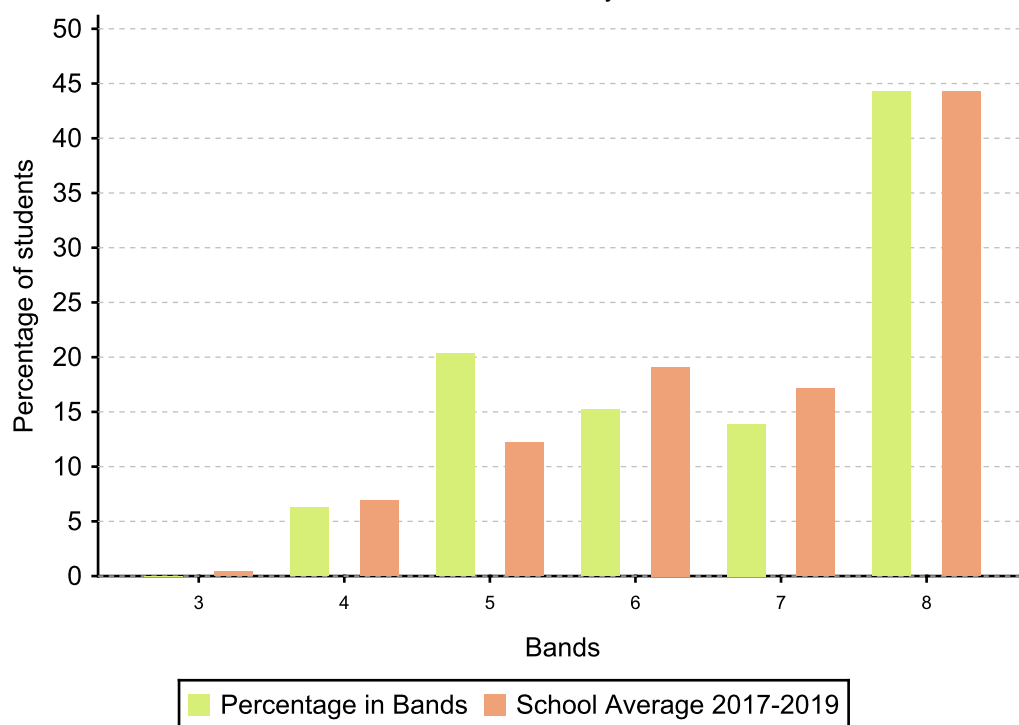
Band	3	4	5	6	7	8
Percentage of students	0.0	6.3	20.3	15.2	13.9	44.3
School avg 2017-2019	0.4	6.9	12.2	19.1	17.1	44.3

Parent/caregiver, student, teacher satisfaction

The school surveyed its community around communication with a focus on student reports and received 140 responses from approximately 300 families. Our community indicated that overall they were satisfied with the information provided in the reports, particularly in regards to the Key Learning Areas.

Responses from our English as a Second Language families indicated that around half of them were satisfied with the information provided, while half felt that we could provide more useful information. With this feedback we will be modifying our English as a Language and Dialect sections of our reports for 2020.

Teachers' responses around reporting were very positive around the information that they were able to provide for curriculum areas, but were concerned at the volume of work involved in developing each report. Teachers also felt that more information could be provided for students from a non–English speaking background.

Parent/caregiver, student, teacher satisfaction

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.