

Woollahra Public School

2019 Annual Report



7442

Introduction

The Annual Report for 2019 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.

School contact details

Woollahra Public School

Forth St

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, were self-directed learners and fostered critical thinking skills. Our students excelled in their academic, cultural and sporting achievements across the school. A consistent focus on improving literacy and numeracy outcomes was supported by excellent 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 2019 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. Creative and critical thinking strategies were embedded in all classrooms through a school-wide philosophy program. A focus on positive mental health for the whole school community 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 2020 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 2020.

Nicole Molloy – Principal

Message from the school community

2019 has been another successful and exciting year for our school community. We had a very busy P&C events calendar, including many new events that proved very popular. We held our traditional Welcome Disco and Mother's Day celebrations, as well as a new fundraiser for Father's Day in our W logo caps that we can continue to sell at various events going forward. We also hosted two Election Day barbecues at the school that raised funds in line with a major event due to the hard work of our parent volunteers. This year we had two very well attended parent events, starting with a smaller and simpler cocktail night at The London, where new and old parents could come together in a relaxed social setting earlier in the calendar year. We then hosted an extremely successful and fun parents' cocktail night. At the end of Term 3, we had our Family Match Day at Easts Rugby Club, featuring 10 student and parent sports matches, participating professional sporting organisations and WPS students running free on the amazing pitch and green spaces surrounding the venue.

In total, we raised an amazing \$149 000 this year. This is a fantastic result and exceeds our target of \$120 000. A major contributor was our parent-run Uniform Shop, led by Emma Bates and Yocelyn Yonathan and their team of dedicated volunteers. In addition to this, we also applied for and received in this calendar year \$15 000 worth of NSW Community Building Partnership grants and have applied for further grants for 2020.

With these strong results in fundraising, we have again invested heavily into important resources and programs for the school. In total we have pledged over \$220 000 back into the school this year, which included the Playground Project, technology, library refurbishment, the Festival of Creativity, the Grow Your Mind program, the Solar Buddie initiative and school fencing. None of this fundraising, these initiatives or investment in the school would be possible without our dedicated group of parents who donate their time and resources to our events and meetings

Next year we will likely have a significant turnover in the P&C Executive Team due to long terms of service ending and other family commitments and travel. All organisations greatly benefit from new ideas, initiatives and energy, so I encourage any of our school community members that would like to serve and give back to the school and consider a position. It really is a rewarding way to give your time and resources to one of the most important foundations of our local communities – public education.

Ellie Hourigan – 2019 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

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

- Students will consistently achieve or exceed, a year of growth for a year of learning as measured by comprehensive literacy and numeracy assessments.
- Value added-growth on rating scales as collected by the School Capability Assessment – Visible Learning Project. (Baseline data collected in 2018).
- Improved teacher survey data on formative assessment knowledge, skills, understanding and use.
- Improved measures of parent satisfaction related to school assessment and reporting strategies.
- Feedback from targeted teacher professional learning evaluations measuring teacher learning and engagement demonstrates improvement.

Progress towards achieving improvement measures

Process 1: Visible Learning Strategy

- Development of a whole school assessment and student tracking plan.
- K–6 student reporting review
- Introduce the principles and culture of Formative Assessment
- Implementation of the Visible Learning Professional Learning program in collaboration with partner schools.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• A whole school focus on our Visible Learning project continued in 2019. This comprised professional learning workshops for all staff, leadership development and workshops for our school impact coaches. Work on Impact Cycle 1 included a focus on learning dispositions, consultation and establishment of focus dispositions specifically for Woollahra and building school community awareness. Some work was completed on formative assessment practices with a focus on learning intentions and success criteria. Formative assessment will be a core focus in 2020. The school worked closely with partner schools Rainbow Street PS and Coogee PS in 2019, resulting in highly productive and beneficial collaboration and collective efficacy across the three schools.• Stage teams developed and refined assessment plans with a focus on a balanced approach across formative and summative assessment as well as improving the quality of assessments.• A team completed professional learning on the Department of Education learning progressions and tracking software (PLAN2). The team then delivered workshops for all staff to develop familiarity with the progressions and training in use of the software to track learning progress.• The mid and end of year student reports were further refined to ensure learning descriptors for each Key Learning Area were clear. Work was completed on improving the quality of written comments, the section on work habits and commitment to learning was adjusted to reflect our established learner qualities and the student self-reflection sections were improved.	<p>Visible Learning – \$8750 (professional learning, teacher release, co-teaching release and resources)</p> <p>Learning Progressions – \$1800 (professional learning)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$10550.00)

Process 2: Literacy and Numeracy Strategy

- Development of a K–6 plan for improving student learning outcomes in writing.
- Review of K–6 strategies used for explicit teaching of reading and textual concepts.
- Implementation of Count Me in Too and Targeting Early Numeracy strategies K–2. Development of a plan for improving practice in 3–6 numeracy.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> The establishment of the Woollahra PS Writing Project saw a team of teachers work to develop improved practices in assessing writing with quality assessment tasks, analysing a moderating student progress, tracking student progress utilising the learning progressions and delivering a series of professional learning workshops for all staff. Our 2020 focus will be on improving pedagogical approaches to the teaching of writing, continuing to track progress, development of quality personalised learning goals in the area of writing and differentiation of writing learning experiences Stage teams continued to develop quality learning plans in reading with a focus on embedding and authentically teaching textual concepts. The focus in 2020 will be to develop a scope and sequence for teaching these concepts and improvement in the explicit teaching of higher order and inferential comprehension strategies. The Kindergarten and Stage 1 teams completed professional learning in the Targeting Early Numeracy program. This project also included a co-teaching program to refine teaching practice, development of resources for all classes and more systematic tracking of student learning. 	<p>Funding Sources:</p> <ul style="list-style-type: none"> Professional Learning (\$8000.00) Support for beginning teachers (\$2000.00)

Process 3: Targeted Professional Learning Strategy

- Development of a comprehensive professional learning plan to include:
- Targeted professional learning related to school and stage priorities.
- Performance & Development Plan/Accreditation
- Quality Teaching Rounds implementation
- Early Career Teachers Support
- Leadership Development Program.
- Professional Learning Community and Personal Learning Projects

Evaluation	Funds Expended (Resources)
<p>The school continued in 2019 to prioritise a comprehensive professional learning program to meet the varying needs of all staff and support the achievement of school improvement priorities. The plan comprised:</p> <ul style="list-style-type: none"> targeted workshops and projects such as Visible Learning, Grow Your Mind and Targeted Early Numeracy and the Writing Project; co-teaching and mentoring models with a focus on early career teachers, the Grow Your Mind wellbeing program; whole school implementation of Philosophy for Children and School Drama other priorities such as DoE mandatory training, quality teaching, learning support and leadership development. 	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$25000.00) Quality Teaching, Successful Students (QTSS) (\$20000.00) Professional Learning (\$35000.00) Philosophy for Children – School Funded (\$20000.00) Grow Your Mind – School Funded (\$25000.00)



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.

Improvement Measures

Increase in the school mean across the eight drivers of student learning (*Tell them From Me* Teacher Survey).

Increased understanding and use of STEM strategies, inquiry based learning and digital technologies to enhance the general capabilities of creative and critical thinking.

Consistent implementation of School Drama and Philosophy for Children programs K–6 with positive evidence of improved student learning and engagement.

Strengthened systems, processes and learning programs in gifted education and implementation of a broader range of enrichment programs across the 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.

Progress towards achieving improvement measures

Process 1: STEM and Inquiry Based Learning Strategy

- STEM/Inquiry Based Learning Project
- Digital Technologies Project
- Redesigning Learning Spaces Project

Evaluation	Funds Expended (Resources)
A team of teachers from all stages in the school developed and implemented a STEM/Inquiry Based Learning Project in 2019. This focused on planning rich units of learning with a focus on inquiry, design thinking and a range of technological tools. The project included professional learning for teachers with STEM experts from the Department of Education, lesson study approaches, co-teaching and purchase of resources to support STEM learning in the classroom. The Digital Technologies project saw purchase of technology equipment, professional learning for teachers and enhanced use of technology in classrooms. The Redesigning Learning Spaces Project saw further development of outdoor learning spaces including installation of solar panels, establishment of outdoor learning spaces and the creation of outdoor art. Purchase of flexible furniture enabled indoor learning spaces to be used more creatively.	Funding Sources: <ul style="list-style-type: none">• STEM and digital technology resources (\$45000.00)• Teacher Professional Learning (\$6000.00)• The Playground Project and Flexible Learning Spaces (\$75000.00)

Process 2: Creative and Critical Thinking Strategy

- Gifted Education and Enrichment Project
- Continued implementation of the School Drama Project with a focus on creative and critical thinking.
- Implementation of a Philosophy for Children program
- Review of curriculum implementation across all Key Learning Areas with a focus on conceptual planning.

Evaluation	Funds Expended (Resources)
Significant progress was achieved K–6 for the school's Creative and Critical Thinking Strategy including: <ul style="list-style-type: none">• The establishment of an Opportunity Class/Gifted and High Potential community of practice network with Hurstville PS and Caringbah North PS. This involved connecting teachers across the schools to share practice,	Funding Sources: <ul style="list-style-type: none">• Professional Learning – Gifted and High Potential Education (\$3750.00)• School Drama Project (\$4285.00)• Philosophy for Children –

Progress towards achieving improvement measures

school visits and preliminary work with the 2019 Department of Education Gifted and High Potential policy.

- The school maintained its partnership with Sydney Theatre Company and the University of Sydney as part of the School Drama project. This involved teachers working for a term at a time with teaching artists to engage students with quality literature through drama. Emphasis was on creative and critical thinking responses to literature and complex ideas.
- The Philosophy for Children project was implemented K–6 in 2019, driven by two specialist teachers who provided explicit professional learning for teachers, developed resources, co-taught lessons in every classroom and facilitated philosophy enrichment groups for high achieving students.
- A two week Festival of Thinking and Creativity ran K–6 over a two week period with a focus on students engaging with artists and specialists, learning through creative and critical thinking modes and engaging with innovative learning experiences such as photographic light painting, specialist music workshops, writing and visual arts workshops and STEM workshops. Levels of student engagement were extremely high throughout the festival. Staff and community feedback was very positive.
- Establishment of a writer's enrichment group for passionate and high achieving writers in Stage 2 and 3. These students worked on a weekly basis with a teacher focused on specialist writing experiences and attended the NSW Sydney Writers' Festival.

employment of specialist teachers (\$35000.00)

- Festival of Creativity and Thinking (\$15000.00)
- Writers' Enrichment Program (\$4000.00)

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.

Improvement Measures

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.

Staff understanding of current practice in fostering high levels of student wellbeing and strategies to support this is strengthened.

Tell Them From Me survey results indicate improvements on measures of student wellbeing and engagement.

The range and quality of parent, local community and wider community partnerships is strengthened.

There is an increased understanding, recognition and appreciation of Aboriginal and Torres Strait Islander histories and cultures.

Progress towards achieving improvement measures

Process 1: Student Wellbeing Strategy

- Review of school wellbeing procedures and creation of a student wellbeing guide.
- Implementation of Positive Behaviour for Learning principles and strategies.
- Positive education project and development of Tier 1 and 2 proactive wellbeing strategies.
- Digital citizenship initiative

Evaluation	Funds Expended (Resources)
Fostering high levels of wellbeing community wide as been a significant focus for the school in 2019. Outcomes have included: <ul style="list-style-type: none">• Employment of a specialist wellbeing teacher to deliver professional learning, co-teach and implement specific wellbeing strategies focused on brain awareness, emotional regulation, growth mindset, character strengths and mental health. This implementation occurred for all students K–6.• Development of resources to support explicit wellbeing strategies.• Engagement of the parent community with wellbeing programs and strategies through parent workshops and communication.• Establishment of Positive Behaviour for Learning matrix of expectations.• Implementation of cyber safety and digital citizenship programs for all students with term focus days for Stage 3 students.	Funding Sources: <ul style="list-style-type: none">• Professional Learning and Community Funds for specialist wellbeing teacher and resources (\$25000.00)

Process 2: Community Partnerships Strategy

- Aboriginal Education Strategy – learning programs, cultural awareness and development of learning spaces.
- Community Engagement Strategy – parent partnerships and engagement, links with local community, links with industry and the tertiary sector.

Evaluation	Funds Expended (Resources)
Community partnerships continued to be a major focus for the school through the fostering of established partnerships with Sydney Theatre Company, University of Sydney, local school networks, an artist in residence project and visiting professionals in a range of academic and artistic fields. The school continue to strengthen strong partnerships with the parent community and began planning a partnership with our feeder secondary school Inner Sydney High School which will open in 2020.	Funding Sources: <ul style="list-style-type: none">• Festival of Creativity and Thinking (\$15000.00)• School Drama Project (\$4285.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$971.00) 	The school had an improved focus in strengthening cultural awareness focused on Aboriginal and Torres Strait Islander cultures and histories. This included professional learning for senior leaders and initial work in the development of a Reconciliation Action Plan. The school had one Aboriginal student who was supported to access a range of learning opportunities with this funding with a focus on literacy and numeracy.
English language proficiency	Flexible Funding \$34 096 Staffing FTE 1.2 (6 days per week) Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$161 170.00) 	Students requiring English Language proficiency support were provided with targeted learning programs and in-class support based on their level of English language proficiency. All students achieved or exceeded expected growth targets in literacy.
Low level adjustment for disability	Flexible Funding \$43 544 Staffing – Teacher FTE 0.5 (2.5 days per week) Additional School Funding – FTE 0.65 Learning and Support Teacher; FTE 3.0 School Learning Support Officers Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$96 912.00) 	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. Funds enabled the school to strengthen processes and personalised learning and support provisions for targeted students.
Quality Teaching, Successful Students (QTSS)	Staffing FTE 1.3 Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$142 199.00) 	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	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$1 861.00) 	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	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$42 449.00) 	In 2019, 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			
	2016	2017	2018	2019
Boys	399	388	384	404
Girls	377	389	386	363

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	95.6	96.5	97.1
1	96.5	94.5	96.1	96.3
2	95	95	95.9	96.5
3	95.9	94.7	95.1	96.2
4	94.9	94.6	95.9	95.9
5	95.8	95.9	95.6	96
6	86.1	93.5	93.7	95.4
All Years	94.2	94.9	95.5	96.2
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

2019 student attendance figures were 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.

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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.93
Teacher of Reading Recovery	0.6
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

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.

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 2019 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 Vacluse Public Schools to implement Quality Teaching Rounds, a rigorous classroom observation initiative focused on all elements of the Quality Teaching Framework.

A total of **\$96 347** was invested in professional learning in 2019, funded through DoE allocated professional learning funds and school funds. Staff participated in professional learning initiatives focused on **effective pedagogical practice, Visible Learning, philosophical enquiry, 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 through the implementation of a K–6 philosophical enquiry program. Two specialist teachers worked across the school implementing the program and providing professional learning for teachers. Other major focus areas for professional learning were the Visible Learning project and the wellbeing initiative – Grow Your Mind. 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.

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 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	1,397,517
Revenue	6,617,040
Appropriation	5,966,112
Sale of Goods and Services	29,221
Grants and contributions	608,449
Investment income	12,759
Other revenue	500
Expenses	-6,459,661
Employee related	-5,365,742
Operating expenses	-1,093,919
Surplus / deficit for the year	157,379

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.

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 2020 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 loadings

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

	2019 Approved SBA (\$)
Targeted Total	135,733
Equity Total	260,913
Equity - Aboriginal	971
Equity - Socio-economic	1,861
Equity - Language	161,170
Equity - Disability	96,912
Base Total	5,025,005
Base - Per Capita	180,671
Base - Location	0
Base - Other	4,844,333
Other Total	474,066
Grand Total	5,895,717

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.



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 2019 through P&C meetings, focus groups, written feedback and surveys.

The Tell Them From Me (TTFM) Student Survey was implemented in semester one 2019 and provided data from 333 students. The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. On measures of social–emotional outcomes, school responses were strong in all areas. Results were commensurate with NSW Government norms on measures of positive sense of belonging, positive relationships and valuing of schooling outcomes. Results were above NSW Government norms on measures of positive behaviour, motivation and effort. Student perseverance levels were significantly higher than state norms across all year levels. Analysis of drivers of student outcomes indicated that results were commensurate with NSW Government norms on measures of effective learning time, academic rigour and positive student–teacher relationships. Results were above NSW Government norms on measures of learning relevance, advocacy at school, positive learning climate and expectations for success.

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.

The skills challenge analysis was a measure the extent to which students feel challenged in their English and Maths classes and feel confident of their skills in these subjects. 55% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%. 29% of students were confident of their skills but did not always find classes challenging. The NSW Govt norm for this category is 26%. 13% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%. 3% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

In 2019 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.

Overall parent and community feedback indicated high levels of satisfaction with the school's strategic directions, academic results, pedagogical approaches and the array of learning opportunities provided for all children. Strong levels of community support, teacher quality, innovation and high expectations were other areas highlighted as areas of strength. The community particularly valued the school's wellbeing approaches (Grow Your Mind) and the 2019 Festival of Creativity and Thinking. They strongly support the development of these projects in future years.

Teacher satisfaction levels continued to be high across the school. Strengths highlighted by staff included levels of collaboration amongst colleagues, access to quality professional learning and a positive school culture.



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.

During 2019, 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. Focus in 2020 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 2020. Our school Principal completed a project following on from a study tour with other Australian educational leaders to the province of British Columbia in Canada. This included working with other NSW schools to examine educational approaches to developing cultural awareness of First Nations peoples amongst our students and authentic approaches to reconciliation. Learning from this project will be utilised and shared in 2020 both in our own school and more broadly to enhance and deepen our approaches to Aboriginal education and reconciliation.

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.

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.

