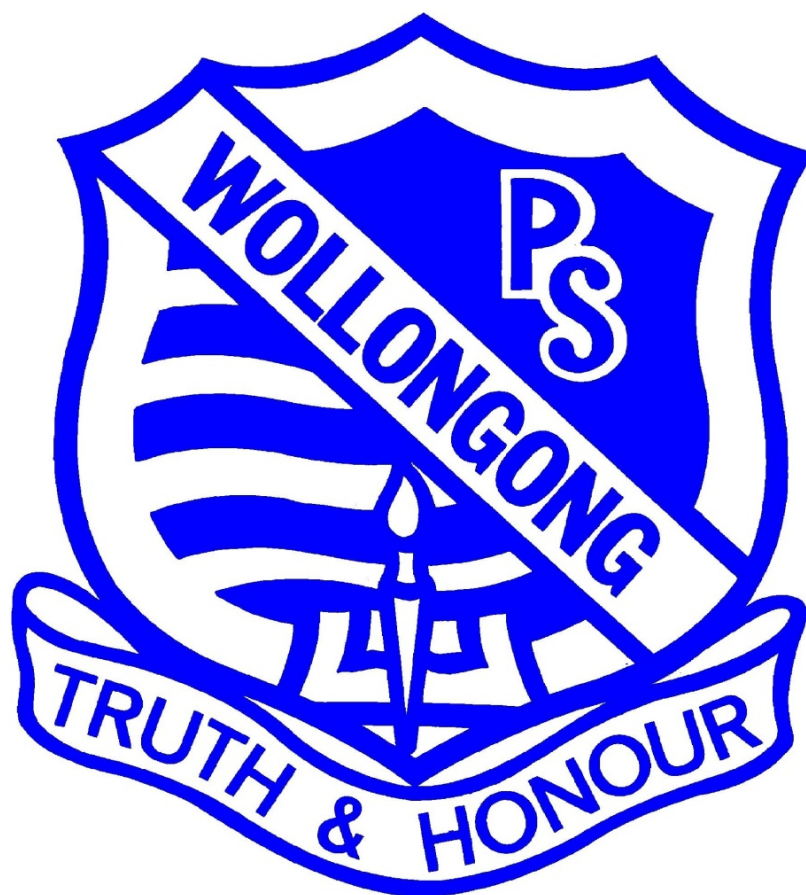


2020 Annual Report

Wollongong Public School



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Introduction

The Annual Report for 2020 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

2020 was, without doubt, the most challenging year that our country has faced in decades. The impact on our school has been enormous, because not only did we have to adjust to Remote Learning and all the safe health practices that COVID-19 demanded, but, given our school community draws families from all over the world, our school community was impacted early, with a significant number of families caught overseas and needing to quarantine before they could return.

Our school team's response to the challenges was nothing short of amazing, with the switch to remote learning completed in a matter of days. The support from parents in ensuring that their children had access to devices and kept in regular contact with their teachers was critical in the success of that process. At Wollongong PS, we pride ourselves on welcoming and supporting every student, and through their work in checking in on the health and well being of every student our staff members certainly upheld that value.

Despite the challenges, 2020 was an outstanding year for the school in terms of educational growth. We expanded our Instructional Leader program so that all K-2 classes were supported and in the period after remote learning, and Instructional Coach worked with 3-6 classes in supporting teachers and students.

Wollongong PS continues to be a dynamic, diverse and exciting learning community and I look forward to continuing on our learning journey in 2021.

Harold Cosier

Principal

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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	Sustaining and Growing
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.

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)
<p>NAPLAN results not available this year to demonstrate comparable growth for this goal.</p> <p>Whole school scope and sequence- all stages are working off their own adapted versions of the NEALS Scope and sequence- adapted to meet the needs of each stage.</p>	<p>Funding was used to support the purchase of extension Maths texts for Opportunity Classes, release for SENA testing (half day per teacher) and planning days for every teacher each term.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$6665.00)• Professional learning (\$4863.00)• Socio-economic background (\$40000.00)

Process 2: Literacy

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

Evaluation	Funds Expended (Resources)
<p>Teachers are implementing quality Literacy programs based on a whole school scope and sequence and assessment data is consistently collected and supports learning across the whole school. PLAN data entry is updated for all stages to track student progress through the National Literacy progressions. Literacy planning is aligned to the Textual Concepts and Learning processes K-6. Instructional Leaders continue to support K-2 in Literacy and 3-6 teachers are supported through an Instructional Coach with a focus on reading (reciprocal reading). Further support is provided through a Literacy and Numeracy Advisor K-4.</p>	<p>Funding used to support Spiral Days (K-2) and Data Day(3-6) each term, professional learning for whole staff in Visible Learning, purchase of Rich Texts, Comprehension boxes, Semester 1 phonics slides to compliment Sound Waves program and Sound Waves professional learning, Home Reading blue folders and PM eReader App.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$24729.00)• Targeted support for refugees and new arrivals (\$31899.00)

Progress towards achieving improvement measures

Teachers are implementing quality Literacy programs based on a whole school scope and sequence and assessment data is consistently collected and supports learning across the whole school. PLAN data entry is updated for all stages to track student progress through the National Literacy progressions. Literacy planning is aligned to the Textual Concepts and Learning processes K-6. Instructional Leaders continue to support K-2 in Literacy and 3-6 teachers are supported through an Instructional Coach with a focus on reading (reciprocal reading). Further support is provided through a Literacy and Numeracy Advisor K-4.

- Literacy and numeracy (\$8566.00)
- Quality Teaching, Successful Students (QTSS) (\$42617.00)

Process 3: Diversity of Students

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)
<p>Collaborative planning and programming for Literacy and Numeracy and other KLAS</p> <p>Support and specialist staff are all following the same program. Much easier for EALD staff to come in a support the teaching and learning.</p> <p>Collaborative planning sessions with staff ensure consistency and supportive approach to teaching and learning. Confidence felt by all staff that we are working as a team to teach students. Multicultural focus is embedded throughout our school wide practices- Rich texts embed this knowledge as well as multicultural public speaking.</p>	<p>Funds used to support literacy and numeracy programs. Most ex-curricular programs cancelled due to COVID.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$7376.00)• English language proficiency (\$247484.00)• (\$0.00)

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)
<p>a) Since completing our school-wide spiral teachers can see the impact VL strategies have on student learning.</p> <p>b) Visible Learning conference mid Term 4.</p> <p>Whole staff has undertaken visible learning professional learning; I</p> <p>Instructional Leaders have provided professional learning and support in planning and delivering a Stage based whole school literacy program</p>	<p>Group of staff attended CORWIN group conference on visible learning; Development of a range of Visible Learning resources including handbook; Professional Learning sessions provided by Visible Learning team;</p> <p>Professional Learning around the Science of Reading provided to teachers by Instructional Leaders;</p> <p>Stage Spiral Days (K-2) and Data Days (3-6) provided to all classroom teachers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$30328.00)• Quality Teaching, Successful Students (QTSS) (\$40000.00)

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)
<p>Due to integration into regular staff meetings and PD the staff had developed an understanding of how these 4Cs could be utilised. Most teachers have embraced these strategies and are building them into their lesson planning. teacher dialogue is occurring and teachers are sharing what it looks like in best practice.</p> <p>Posters are displayed in the rooms and students are familiar with the 4C</p>	<p>4Cs training for Future Focused team members</p> <p>Furniture purchases for library to trial school wide options</p> <p>Liaising with COS schools re</p>

Progress towards achieving improvement measures

strategies. Students' engagement during these strategies is high, all eager to share their thoughts.

The FFL committee has linked this to the Visible Learning pedagogy, the school's Spiral of Enquiry and the General Capabilities to ensure that is perceived as an integral component of our current practice rather than an add-on.

strategies/experiences in developing future focus for our school.

Funding Sources:

- Professional learning (\$8000.00)

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)
<p>Teachers developed a standard Stage-based approach to their PDPs and were supported in designing and meeting their goals by the school leadership team.</p> <p>Beginning teachers were given targeted support in their development.</p>	<p>Professional Standards and Performance and Development proforma</p> <p>Leadership team developed and ran professional learning around requirements and expectations around PDPs, accreditation and career development, along with specific support for Beginning Teachers</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$5000.00)

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.

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)
<p>PBL implementation across the school effectively achieved through staff led professional learning, development of lesson plans based on student/staff identified need.</p> <p>Data collected through PBL indicated very positive behaviours being exhibited in the playground.</p>	<p>As professional learning and resource development was all provided in house funding required was minimal with release time for preparation the only significant cost.</p> <p>In-class resources (posters, reward cards etc) were developed.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$2000.00)

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)
<p>TTFM data is showing a positive response about our school from families.</p> <p>The Community Hub was able to continue supporting families by arranging off-site outdoor activities and zoom meetings which garnered enormous positive feedback as the isolation being felt by many was addressed.</p> <p>All classroom teachers developed communication and engagement strategies using on-line technology to maintain and build the connections that previously existed.</p>	<p>As almost all contact with community was conducted via technology, very little funding was expended in addressing this strategy.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 3: Feedback

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)
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Progress towards achieving improvement measures

While the development of feedback processes was interrupted by the COVID lockdown, staff continued in their professional learning around this on-line and where possible in buddy classrooms.

All teachers began implementing the use of student feedback in their classrooms.

Resourcing was used to release teachers for lesson observations and feedback sessions

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$5000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Equity Funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$7 376.00) 	<p>Aboriginal Education was promoted and supported throughout 2020. Aboriginal students were targeted for in-class support by the School Learning Support Officer and class teachers. NAIDOC celebrations were moved to Term 4 and students interacted with a local elder..</p>
English language proficiency	<p>EAL/D Teachers, New Arrivals Program funded teacher, English Language Proficiency funding.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$269 361.00) • (\$0.00) 	<p>EAL/D Teachers provided support for students in-class, in withdrawal groups and on-line throughout the year. Staff used EAL/D scales and class assessment tools to track their growth and ensure that, despite the challenges of COVID, they still progressed appropriately.</p>
Low level adjustment for disability	<p>Learning and Support Teacher 1.0</p> <p>School Learning and Support Officer 1.0</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$143 876.00) • Integration funding support (\$0.00) 	<p>Learning Support Teacher worked with SLSO K-6 in supporting students referred by the Learning Support Team. The LS Teacher and SLSO also supported literacy delivery and were active in promoting well being contacts throughout the COVID lockdown..</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$87 617.00) 	<p>QTSS funding was used to support the employment of Instructional Leaders in K-2 who worked in all K-2 classes in planning implementing and modelling best practice in literacy and numeracy delivery. Assessments showed a significant positive impact on student engagement and learning.</p>
Support for beginning teachers	<p>Beginning Teacher Funding.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$40 626.00) 	<p>Funding was used to provide weekly mentoring for all beginning teachers by an experienced teacher, as well as access to appropriate professional learning. They were also provided with significant in-class support by the Instructional Leaders as well as being provided with additional planning time.</p>
Targeted student support for refugees and new arrivals	<p>Teacher 0.4</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$43 360.00) 	<p>Teacher employed under NAP funding worked in-class and in targeted groups to support refugee and newly arrived students throughout the year.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	243	254	266	273
Girls	216	225	244	247

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.4	93.5	93.2	91.7
1	95	92.3	93.6	91.9
2	94.9	93.5	91.8	92.1
3	94.6	95.1	93.9	91.2
4	92.7	93.9	90.9	90.8
5	94.7	95	93.8	91.2
6	94	92.9	94.3	89.1
All Years	94.3	93.7	93.3	91.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower 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
Assistant Principal(s)	4
Classroom Teacher(s)	20.58
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	2
School Administration and Support Staff	3.96

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	325,266
Revenue	4,831,460
Appropriation	4,697,199
Sale of Goods and Services	5,119
Grants and contributions	125,752
Investment income	553
Other revenue	2,838
Expenses	-5,072,577
Employee related	-4,663,329
Operating expenses	-409,247
Surplus / deficit for the year	-241,117
Closing Balance	84,149

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.

	2020 Approved SBA (\$)
Targeted Total	12,735
Equity Total	452,639
Equity - Aboriginal	7,376
Equity - Socio-economic	32,027
Equity - Language	269,361
Equity - Disability	143,876
Base Total	3,697,099
Base - Per Capita	122,657
Base - Location	0
Base - Other	3,574,442
Other Total	302,649
Grand Total	4,465,122

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

COVID restrictions meant that our regular contact with parents was limited, but during the year school staff maintained regular contact with all members of our parent community. During the lockdown period, the school made contact with every family via phone or through internet platforms, checking on the well-being of students and family members. Feedback during this period was very positive, with families strongly endorsing our learning practices but also our care for them.

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.