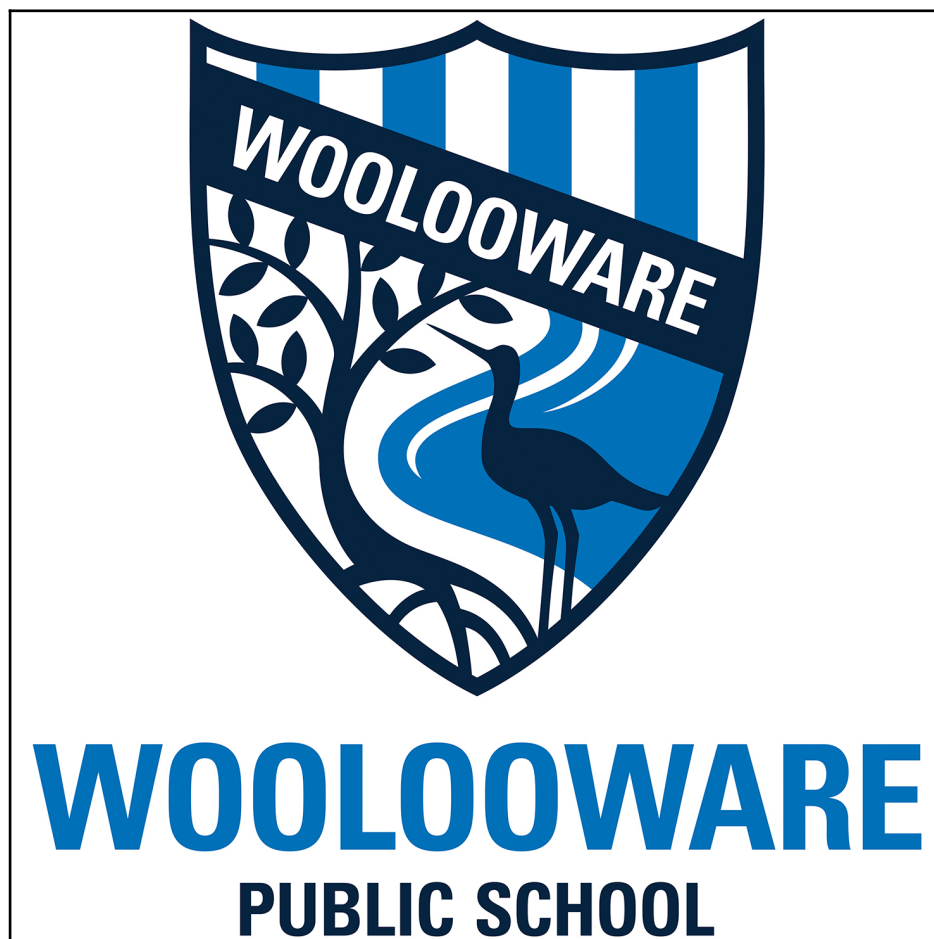


# Woollooware Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Woollooware Public School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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## School background

### School vision statement

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

### School context

Woollooware Public School has a student population of approximately 495. It is situated in the coastal area of Sydney's southern beaches. Established in 1951, it provides learning for life in a caring, safe and supportive environment.

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

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

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

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

## Self-assessment and school achievement

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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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

### Positive Wellbeing

#### Purpose

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

#### Improvement Measures

Improved levels of student wellbeing and engagement.

Decrease incidence of LST referrals for emotional wellbeing.

Consistent and improved use of language and expectations for PBL.

#### Progress towards achieving improvement measures

##### Process 1: The Whole Child

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>* All Wellbeing Care group programs saved to the server.</li><li>* Sentral program updated with new LST programs and children have been identified as to the program/duration and occurrence.</li><li>* School attendance policy reviewed and Professional Development session conducted.</li><li>* IEPs and PLPs updated.</li><li>* Referral process for social/emotional groups for 2020 conducted.</li></ul>	<ul style="list-style-type: none"><li>* LST timetables</li><li>* Sentral</li><li>* IEPs and PLPs</li><li>* Surveys</li></ul>

##### Process 2: Positive Behaviour for Learning (PBL)

Implement a whole school behaviour program that addresses the diverse academic and social needs of every student to encourage success. It also will provide a framework for the school and its community to collectively support the wellbeing of every student.

Evaluation	Funds Expended (Resources)
<p>School calendar reflects changes to include a PL session on SDD Term 1, followed by SRC nominations and then an official PBL launch assembly to be run by SRC students (greater strengthening this tie) Scope and sequence for 2020 will remain a draft document accessible by all staff to show flexibility and allow for changes to reflect student data trends.</p> <p>Team leader officially trained as coach and formally stepped aside at completion of 2019. New team leader elected and mentoring will commence in 2020;</p> <p>First team meeting minutes reflect need for additional roles to be selected, including the data manager to assist the school in more reliable data being collected and then analysed.</p> <p>Wellbeing groups, SRC team and PBL team to continue collaboration in 2020 and work together to form strategic directions for the upcoming school plan</p>	<p>PL timetable 2020</p> <p>Google Slides document accessible to all staff</p> <p>PBL meeting minutes</p>

## Progress towards achieving improvement measures

starting 2021 to ensure that the wellbeing of the child is being adequately represented.

## Strategic Direction 2

### Quality Teaching & Learning

#### Purpose

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

#### Improvement Measures

Increased % of students in the top 2 bands of NAPLAN.

Increased added value in student growth in NAPLAN.

Increase in students able to describe what they are learning and how they know that they are successful

Teaching and learning programs are data-based, differentiated and demonstrate evidence-based pedagogies.

#### Progress towards achieving improvement measures

##### Process 1: Embedding Quality Practice

Students will 'grow the gains' and develop the skills and strategies to become active participants in their own learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All English programs saved to the server.</li><li>PAT tests completed.</li><li>PLAN2 Creating Texts-Texts Forms and Feature and Grammar-Sentence Level updated</li><li>Writing moderation CTJ sessions conducted.</li></ul>	

##### Process 2: Instructional Leadership

Teachers develop a deeper knowledge and understanding of quality teaching, learning and assessment K-6 through instructional leadership and quality professional learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>IL continued to support ES1/S1 in the areas of Number Talks, Ten and writing.</li><li>3 work samples collected showing evidence of LISC.</li><li>Benchmark levels saved on to SENTRAL.</li><li>PAT tests completed</li><li>PLAN2 Creating Texts-Texts Forms and Feature and Grammar-Sentence Level updated</li><li>Writing moderation CTJ sessions conducted.</li></ul>	<ul style="list-style-type: none"><li>IL timetable</li><li>PLAN 2</li><li>SENTRAL</li><li>SENA</li><li>PM Benchmark</li></ul>

## Strategic Direction 3

### Engaged Community

#### Purpose

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

#### Improvement Measures

Increased levels of community satisfaction and support in planning programs and co-learning opportunities.

Increased engagement, and an understanding of school policies and practices.

#### Progress towards achieving improvement measures

##### Process 1: Strengthening Community Relationships

Implement diverse programs which strengthens the connection between school and home to develop a shared understanding how students can succeed and thrive at every stage of their schooling.

Evaluation	Funds Expended (Resources)
Overall parent engagement was significantly increased through the activities carried out this year. feedback from surveys following events and activities was extremely positive. That feedback provided information which led to changes in processes. A good example of this was the creation of a Parent Calendar to assist in keeping parents informed of school events ahead of schedule. Attendance at school events was significant and in 2019 57 families responded to the Tell Them From Me Survey, a significant increase on the 27 respondents for the previous year. Enlisting the assistance of the students in the Warm Welcomer and Meet and Greet Groups as well as Year 6 to carry out the data gathering surveys led to a significant rise in the effectiveness of community engagement. This practice should continue for 2020.	\$600 used to provide morning teas and refreshments for parent and community engagement events such as Grandparents Day, Bookweek and Thank You Morning Tea



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6447.00	Writing of personalised learning plans for indigenous students.  Participation in network indigenous days.
<b>English language proficiency</b>	\$19,840.00	Students from a language background other than English were supported in small groups from experienced staff according to need.
<b>Low level adjustment for disability</b>	\$115,694.00	Students were supported through extensive learning and support programs organised by the learning and support teacher and supported by the Learning and Support team.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$86,760.00	Instructional leader, collaborating with staff to embed quality practice (0.6).  L&ST Coordinator to oversee high risk students, support their teachers and plan for success. (0.245)
<b>Socio-economic background</b>	\$18,309.00	Funds were used to ensure that every student had equitable opportunities to fully access the curriculum.
<b>Support for beginning teachers</b>	\$42,390.00	Instructional leadership support and relief from face to face teaching for beginning teachers to engage in professional learning, classroom observations and self-reflection. All beginning teachers were able to complete their NESA teacher accreditation at proficient level.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	246	272	257	270
Girls	221	225	227	238

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.3	95.8	94.7	92.7
1	95.5	94.9	93.5	93.1
2	94.9	95.3	93.9	92.1
3	95.4	93.8	93.2	93.5
4	94	94.3	94	91.8
5	93.7	93.4	93.3	91.5
6	94.7	93.6	93.6	92.4
All Years	94.9	94.5	93.7	92.4
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)	19.45
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
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, 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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	709,118
<b>Revenue</b>	4,921,883
Appropriation	4,204,127
Sale of Goods and Services	137,348
Grants and contributions	574,996
Investment income	4,612
Other revenue	800
<b>Expenses</b>	-4,948,708
Employee related	-4,020,610
Operating expenses	-928,098
<b>Surplus / deficit for the year</b>	-26,825

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	81,789
<b>Equity Total</b>	160,280
Equity - Aboriginal	6,447
Equity - Socio-economic	18,309
Equity - Language	19,830
Equity - Disability	115,694
<b>Base Total</b>	3,465,223
Base - Per Capita	113,565
Base - Location	0
Base - Other	3,351,658
<b>Other Total</b>	352,293
<b>Grand Total</b>	4,059,584

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](https://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](https://myschool.edu.au) website.

# Parent/caregiver, student, teacher satisfaction

## Tell Them From Me Survey

Students, teachers and parents were invited to participate in the Tell Them From Me survey during 2019. The survey was completed by 186 students in Years 4, 5 and 6. The survey showed that students at Woollooware Public School, when compared to NSW norms, have higher rates of participation in school sports. They also generally feel that they are motivated to learn, knowing what they are learning is relevant to their lives and that classroom instruction is well organised.

### Socio – Emotional Outcomes:

- 93% of students felt that behavior in the school was positive compared to the State norm of 83%.
- 87% of students felt they had friends at school they could trust and who encourage them to make positive choices compared to the State norm of 85%.
- 84% of students felt they tried hard to succeed in their learning compared to the State norm of 88%

### Drivers of Student Outcomes:

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

Overall, the school needs to further explore a more consistent approach to developing positive homework behaviors. It also indicates that the school should continue to address the levels of engagement and motivation of students in their learning, particularly addressing the needs of boys in learning.

## Parent Survey

The Tell Them From Me Parent Survey was completed by 49 respondents which is a consistent result with 2017 numbers. The results are scored out of 10.

- Parents feel welcome when visiting the school with 7.9 out of 10 parents feeling they can easily speak with their child's teacher compared to the State norm of 7.4.
- 6.9 out ten parents also felt that their children's progress reports were easy to understand and they were immediately informed about their children's behavior at school, whether positive or negative ( 7.2 out of 10 parents) as compared with the State norm of 6.6.
- Parents who identified as actively encourage their children to do well at school scored 6.4 out of ten as compared with the state norm of 6.3
- Parents also felt that teachers encourage their children to do their best work (7.8 out of 10) and expect homework to be done on time (7.3 out of ten) as compared to the State norm of 7.3.

It is also felt by the parents that our school supports positive behavior with 8.1 out of ten parents saying that teachers expect their children to be attentive in class and 8.9 out of ten parents feel that their children have a clear understanding about the rules for school behavior. These are compared to a 7.7 State norm.

In terms of communication 98% of parents found the School Reports useful or very useful, with 100% of parents finding informal meetings with classroom teachers as being very positive and fruitful. In terms of useful communication about School News 100% of parents identified the School Newsletter as important communication tool. 79% of parents surveyed felt the School Website was somewhat, useful or very useful while 96% of respondents felt social media was in some way useful.

## Teacher Survey

The Tell Them From Me survey was completed by 25 teachers on the eight drivers of student learning. The results are scored out of 10.

School leadership – 7.2 compared to the State norm of 7.1, Collaboration – 7.6 compared to 7.8, Setting high expectation – 8.5 and monitoring the progress of individuals – 8.7 compared to a State norm of 8.0. Data informing practice –7.6 compared to 7.8 and Teaching strategies 7.8 as compared to a state score of 7.9

The area of Collaboration was an area which was identified by staff as needing further consideration (7.1 compared to a State norm of 7.8). They identified teachers giving helpful feedback to each other about their teaching and other teachers have shared their learning goals for students with others as two key areas for future development.



# 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.