

# 2020 Annual Report

Woollooware Public School



# WOOLLOOWARE

## PUBLIC SCHOOL

3957

# Introduction

The Annual Report for 2020 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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Woollooware Public School

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## Message from the principal

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This time last year as, I don't think any of us could have even dreamt what 2020 would turn out to be. Even in term 1 as we rallied to support the victims of the January bushfires and then the floods, none of us were prepared for what lay ahead. Who would ever have imagined that we would be communicating electronically rather than all coming together for our traditional end of year event?

Early in March we were starting to get into the groove for 2020: Our wonderful new kindergarten cohort had started to settle into their routines and everyone else was becoming comfortable in their new classes. A team of staff led the school through the process known as External Validation. This is where we reflect on how we are travelling, measured against the School Excellence Framework. This was a rigorous process that helped to highlight areas where we are excelling as well as areas for future focus. The team of external validators were extremely complementary of our amazing school.

It was only a few weeks after this that our world began to change - literally. Every member of our community - students, staff and parents responded as if this was something we had prepared for over many months, and almost overnight embraced the challenge of 'learning from home'. We all had to lean so much, so quickly and even though there were some hiccups along the way, I am so proud of the job we all did, and the way we managed the challenge.

This year I read a book called 'The Resilience Project' by Hugh van Cuylenburg. Hugh talks about an event that changed his life. He commenced his career as a teacher in an elite Melbourne school but later circumstances led to him having the opportunity to travel and eventually volunteer and teach in a small rural school in the far north of India. He entered this experience thinking that HE would be making a difference by being there, but never realised the profound impact it would have on him personally. He was blown away by how people who, by our standards, had very little they could call their own: no running water, no electricity, no beds could be so genuinely happy. He quickly realised that their happiness came not from 'things' but simply through practicing **gratitude**, **empathy** and **mindfulness**. These people in India would each day focus on what they had (family, connection, community) rather than what they didn't have or what they had missed out on. They genuinely thought of others and put themselves in the shoes of the people around them so they could understand them and they took time each day to clear their minds and focus inwardly. He noticed that this alone helped these people to be amongst the happiest he had met.

Practicing Gratitude, Empathy and Mindfulness has really helped me personally this year.

Despite the enormous challenges we have faced throughout 2020, I am so proud of the way all of our students have continued to shine thought the many endeavours they have pursued. Again, we had many of our traditional events changed, but our students have always bounced back and embraced the opportunities that they have been able to engage in. More than ever, I have been touched by how grateful and appreciative our students have been of what they have been able to do, rather than dwelling on the things that have been different - well done Woollooware! A highlight of each day this year for me has been having the opportunity to stand on Wills Road most mornings and welcome people to school. I get such a buzz out of the warm "Good morning Mr Ezzy"s I get each day and I have found that this sets me up for a fabulous day.

There are two groups that I particularly want to acknowledge: Firstly our kindergarten class of 2020. What a year they have had - the excitement of starting Big School followed by new adjustments and changes and then back to the old, only without the safety net of carers and loved ones coming into school. This group of amazing young people have absolutely blown me away with their positive attitude and resilience. I know that they will have fantastic stories to share with their own children and grandchildren about their first year of school!

To Year 6- I am extremely proud of you and all that you have achieved and look proudly at the fine young men and women you have become. It was such a privilege and a pleasure spending time in with you at camp this year. Seeing you all push yourselves beyond your comfort zones, encourage and support one another and also rely on each other showed me that you are extremely well prepared for the adventures that lie ahead. As you move off to high school and beyond, remember the lessons that you have learnt during your primary school journey. I don't mean just in the classroom, but more importantly from the relationships you've had and the challenges you've faced.

2021 is the new year that we are all eagerly anticipating. It will be a year of new challenges but I am sure also many new rewards.

*Jason Ezzy (Principal)*

## School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
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>* An evaluation of the Story Dogs Program completed by the Story Dog's Coordinator.</li><li>* An evaluation survey of the Wellbeing group topic- Gratitude.</li><li>* Referral process for social/emotional groups for 2021 conducted.</li><li>*Due to COVID19 content priorities had to be made. Therefore the Digital citizenship and Esafety program will be implemented in 2021.</li><li>*An evaluation of the social skills group for Kindergarten and Year 1.</li><li>* Evaluation will be looked at closely to verify where the needs are and which programs should continue, discontinue or be revamped/extended.</li><li>* *IEPs and PLPs updated.</li><li>* The Gratitude wellbeing program was successful and deemed to be taught each term over the year.</li><li>* An area whereby a designated space to be utilised for children requiring a break from the playground.. Possibly reflection room double upped for calmness. Children and staff will be informed as to who will be included to have this respite.</li></ul>	<ul style="list-style-type: none"><li>* LST timetables</li><li>* Surveys</li><li>* IEPs and PLPs</li><li>* Interrelate program booked for 2021</li><li>* Stage 1 teachers identified students who would benefit from a resilience program in 2021.</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)
<ul style="list-style-type: none"><li>- All signs are up and being used</li><li>- Teachers to explicitly teach recess processes for K-2. Sport leaders to</li></ul>	

## Progress towards achieving improvement measures

potentially run a lunch time/recess activity program. Goodbuddy have large bags of 'playground' activities. K-2 kit and 3-6 kit. Possibly ask P&C for funding.

- Remind teachers about hat policy

- Uniform passes need to be evaluated and teachers to be reminded.

## 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)
Planned activities have commenced and early data indicates increased confidence and skill in these areas.	<ul style="list-style-type: none"><li>• Planning days</li><li>• Professional Learning Schedule</li><li>• Writing Rubric</li><li>• Writing Samples</li><li>• Excel recording sheet</li><li>• PLAN2</li><li>• Heggarty Phonemic Awareness</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>• Professional learning time (weeks 5 and 10) allocated to CTJ, data tracking/PLAN2.</li><li>• Data protocol-analysis and evaluation held with all stage teams in week 10.</li><li>• Teachers are using the excel spreadsheets and rubrics.</li><li>• Data shows growth.</li><li>• ES1 intervention groups programmed for and implemented.</li><li>• Professional dialogue was fostered in stage teams around the planning and expectations of students. High expectations were set.</li><li>• Metalanguage connected to writing (parts of speech, figurative language).</li><li>• Future Directions- English Scope and Sequence reduced and connected to the syllabus and yearly overviews, set clearer expectations around mid-year/end-of-year outcomes, modify rubrics to state mid-year/ end of the stage, Initilait PL K-3, Sound Waves 3-6</li></ul>	<ul style="list-style-type: none"><li>• IL Timetable</li><li>• Writing rubric</li><li>• Professional Learning Schedule</li><li>• PLAN 2</li><li>• Stage Meeting time</li><li>• Decodable readers</li><li>• Jolly Phonics Program</li><li>• LAP Program</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)
Both projects are underway and will be completed and launched in early 2021	• Engage support from the Kurnell 'Men's Shed' for construction and installation

<b>Key Initiatives</b>	<b>Resources (annual)</b>	<b>Impact achieved this year</b>
<b>Aboriginal background loading</b>	\$6,447.00	Writing of personalised learning plans for indigenous students.  Participation in network indigenous days.
<b>English language proficiency</b>	\$12,104.00	Students from a language background other than English were supported in small groups by experienced staff according to need.
<b>Low level adjustment for disability</b>	\$121,117.00	Students were supported through extensive learning and support programs organised by the Learning and Support Teacher and supported by the Learning and Support team. In class support was provided for students requiring individualised support but not reaching the threshold for Individual Funding Support.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$91,992.00	Instructional leader, collaborating with staff to embed quality practice.
<b>Socio-economic background</b>	\$26,321.00	Funds were used to ensure that every student had equitable opportunities to fully access the curriculum.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	272	257	270	267
Girls	225	227	238	232

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	94.7	92.7	96.4
1	94.9	93.5	93.1	94.8
2	95.3	93.9	92.1	95.4
3	93.8	93.2	93.5	93.7
4	94.3	94	91.8	95.8
5	93.4	93.3	91.5	94.4
6	93.6	93.6	92.4	92.6
All Years	94.5	93.7	92.4	94.7
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)	19.48
Literacy and Numeracy Intervention	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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	682,293
<b>Revenue</b>	5,054,835
Appropriation	4,248,014
Sale of Goods and Services	174,167
Grants and contributions	627,536
Investment income	1,768
Other revenue	3,350
<b>Expenses</b>	-4,805,029
Employee related	-3,986,108
Operating expenses	-818,920
<b>Surplus / deficit for the year</b>	249,806
<b>Closing Balance</b>	932,099

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	32,782
<b>Equity Total</b>	166,124
Equity - Aboriginal	6,581
Equity - Socio-economic	26,321
Equity - Language	12,104
Equity - Disability	121,117
<b>Base Total</b>	3,570,578
Base - Per Capita	122,176
Base - Location	0
Base - Other	3,448,402
<b>Other Total</b>	336,010
<b>Grand Total</b>	4,105,494

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

Due to the global COVID-19 pandemic and constant changes to routine and organisation, the 'Tell Them From Me' survey was not used in 2020. Instead, local surveys and feedback opportunities were used.

### Learning At Home Survey

In April and May families in NSW were encouraged to stay at home as much as possible to help minimise the spread of the COVID-19 virus. During this time Woollooware Public School provided 'Learning at Home' modules for our students and families to engage in. Upon their return to full-time on-campus learning, students and parents were surveyed about their experiences with *Learning At Home*. Some of the results of these are indicated below:

- 79% of families indicated that students stayed on task while learning at home
- 60% of families indicated that students were able to work independently while learning at home
- 84% of families indicated that students completed their activities in reading while learning at home
- 86% of families indicated that students completed their activities in maths while learning at home
- 83% of families indicated that students completed their activities in writing while learning at home
- 88% of families indicated that students finished off most of their work while learning at home
- 93% of families indicated that students used good manners while learning at home

Woollooware staff were surveyed about their reflections and learning during this time and all indicated that they found challenges but also found ways to overcome them. All staff indicated that while there were challenges, they learnt new skills and techniques during this time, many of these will be implemented in future teaching programs.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.