

Woonona East Public School

Annual Report



2018



4296

Introduction

The Annual Report for **2018** is provided to the community of Woonona East 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.

Ms Emily Corcoran

Principal

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Message from the school community

We have had another productive year in the P&C with our motivated and hard working parents. We have lost two parents who have been integral in our fundraising and gardening sub committees, but have also enjoyed the new faces of many new families and new members. There have been some big changes with farewelling not only our Principal Sharon Little who has been with the school for more than 9 years, but our Acting Principal, Bernadette Stevens. We are pleased to have had the pleasure to have worked with both of these women and appreciate all they have done to help our school achieve.

The consistent work of our parent volunteers have been recognised with the WEPS canteen being named the 'Healthiest Canteen in the Illawarra'. We held a successful working bee with lots of parents helping to improve our gardens and play areas for our kids and introduced our first WEPS Welcome BBQ in early 2019 to help the families and teachers get together and grow as a school community.

Throughout 2018, the P&C have continued their support of the Ethics Program, the local Playgroup, Southern Stars, Choral Festival, year 6 mugs, hat and paint shirts for the new children, PSSA and the End of Year Award. There has been a change in focus to our fundraising and we have made a great start towards the nature playground area and the edible gardening program as well as installation of our outdoor communication boards.

Our 2019 goals are continuing as we work together with our new principal Emily Corcoran. We are continuing to work towards our outdoor nature play area and edible garden program, air conditioners for the classroom and helping build the profile of the school by increasing our involvement in the community.

Thank you to everyone who has contributed to our growing school community. We are looking forward to another successful year in 2019.

Carla and Monique.

School background

School vision statement

At Woonona East Public School, every child is known, valued and cared for. We believe that the responsibility of a school is to help every child exceed the potential they see in themselves. They should emerge from school as critical, reflective and life long learners.

School context

Woonona East Public School serves a coastal suburban community north of Wollongong. We currently support 190 students in eight classes. The school has two assistant principals and is supported by a librarian, creative arts teacher, early interventionist and learning support teacher.

The dedicated teaching staff engage in regular purposeful and in-depth professional learning, enabling them to provide a challenging and engaging curriculum for students. Emphasis is placed upon the development of sound English and mathematics skills in combination with student wellbeing programs. We highly value experiences in the creative and performing arts including the school band, choir, dance and public speaking programs.

Woonona East is a committed member of the Woonona Community of Schools which includes Woonona Public School, Russell Vale Public School and Woonona High School.

Parents value their involvement in the school and there is a strong and supportive P&C Association.

Our three core values of respect, responsibility and resilience and our vision, jointly developed with our school community, guide our practice.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, our school is delivering in the areas of wellbeing, curriculum, student performance measures, reporting and assessment. We are sustaining and growing in the area of learning culture..

In the domain of Teaching, our school is working towards delivering in the area of data skills and use. We are delivering in the areas of professional standards, learning and development. We are sustaining and growing in the area of effective classroom practice.

In the domain of Leading, our school is delivering in the areas of educational leadership and management practices and processes. We are sustaining and growing in the area of school planning, implementation and reporting and school resources.

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/sef-evidence-guide>

Strategic Direction 1

Exceptional and High Quality Teaching

Purpose

At Woonona East we want to ensure we are exceeding one year's growth for every year of learning. This is the case for every student, teacher and leader. We know that student learning is underpinned in excellent schools by high quality teaching and a close monitoring of student growth and progress data. We will continue to develop a culture of continuous improvement responsive to the needs of the students. Professional learning will be responsive to ongoing data analysis and school evaluation.

Overall summary of progress

In 2018, the staff at Woonona East Public School focused on visible learning to assist with both Strategic Directions 1 and 2. The quality of teaching improves dramatically when teachers are consistently monitoring the academic growth of their students and teaching at their point of need. All staff committed to using a WAGOLL (What A Good One Looks Like), which is a system used to demonstrate high expectations to students for all learning tasks. Students responded well to these clear models of quality tasks. The staff also identified the need to further develop their teaching expertise through engaging in professional learning in the area of STEM (Science, Technology, Engineering and Mathematics). This professional learning allowed all students to engage in highly motivating lessons. It also improved the quality of the innovative teaching in all classrooms, K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of teachers engaging in regular learning cycles, ensuring their programming and planning is highly differentiated in literacy and numeracy, rich in diagnostic and formative assessment.	Teaching cycle meetings were scheduled as whole day sessions. Numerous meetings occurred per term.	1/2 day professional learning in the successful use of the literacy and numeracy learning progressions.
STEM lessons are taught K–6, increasing student engagement. Data indicates improvement in students' creative thinking and problem solving skills.	Professional Learning – \$1200 New science kits – \$450	STEM mentoring sessions were initiated with STEM RFF program.
Evidence of improved teaching practice through the Personal Development (PDP) process and lesson observations for feedback on the impact of their teaching on student results. Professional learning will reflect the needs of the students and be data informed.	QTSS – \$8000	FACES on data collegial sessions. Learning cycle collegial sessions.

Next Steps

- Focus on high quality literacy and numeracy instruction
- Provide more coding and STEM opportunities for students
- Kindergarten teachers trained in L3
- Ongoing professional learning in L3 for Stage 1 teachers
- English leadership team involved in Jann Farmer Hailey Professional Learning (PL)
- Semester 1 staff PL sessions dedicated to high quality English and mathematics instruction

Strategic Direction 2

Knowing Thy Impact – Focus on Student Growth and Progress

Purpose

At Woonona East we place students at the centre of what we do in teaching and learning, making data today become instruction tomorrow. Leaders and teachers work together to honour each student's learning needs, readiness and interests through thoughtful planning, targeted flexible instruction, and strategic assessment in order to maximise each student's learning potential and achievement. Teachers regularly work collaboratively to make consistent, evidence based judgement and moderation of assessments and learning progressions. Teachers will regularly monitor student academic growth and progress as well as monitoring academic achievement. There will be a strong focus on adding significant value to all students' education in our school and therefore, a close focus on monitoring value added data.

Overall summary of progress

All teaching staff were given time to work in collegial teams throughout the year. Teams monitored student academic progress in both English and mathematics. Teachers chose specific students who were not making academic shift and created targeted learning programs to ensure they were having an educational impact. Progress on such programs was reported to all staff in scheduled meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase our school's value added data, as determined from external measures, primarily the NAPLAN assessment.	Teacher Professional Learning – \$20,700 in 2018 (targeting areas identified through school data analysis)	Regular meetings scheduled for NAPLAN analysis and monitoring of student academic progress. Bump it up walls introduced whole school.
All teachers will use PLAN2 to track student progress in literacy and numeracy using the data to inform teaching and ensure progress for every student.	Best Start PL – \$650 PLAN2 – \$1400	One Kindergarten teacher trained in ALAN (PLAN2). Half a day PL for all staff in use of PLAN2. Two classroom teachers engaged in formal PLAN2 training.
Increased evidence of teachers using diagnostic, formative and summative assessment strategies including pre and post assessments, to identify student need and have evidence of progress for every student.	Visible learning PL – \$4000	All staff engaged in visible learning professional development and teaching cycle meetings to monitor formative assessment.
Increased proportion of students achieving expected growth in literacy and numeracy, as measured by internal and external measures.	\$5000 QTSS funds used for casual teacher relief.	FACES on data days were scheduled each term.

Next Steps

- Begin using PAT assessments in all classes Years 2–6, including AGAT test for all high potential and high achieving students
- English and mathematics team leaders closely monitor student academic results and individual student growth
- Learning and Support Team work closely with teachers to monitor student progress and intervene for all necessary students
- Creation of Early Interventionist role

Strategic Direction 3

Connect, Succeed, Thrive and Learn; Maximising Student Engagement

Purpose

At Woonona East, we will build meaningful relationships with Aboriginal families, communities, elders and the local Aboriginal Education Consultative Group, to merge high quality teaching and cultural practices in Aboriginal education for all students. We also acknowledge the critical role of families in their child's learning. We encourage all families and community members to contribute to the life of the school. We will work hard to build effective partnerships in learning with parents and students so that students have a sense of belonging and are motivated to deliver their best and continually improve.

Overall summary of progress

Throughout 2018, the students and staff at Woonona East Public School were involved in a range of PBL (Positive Behaviour for Learning) processes, such as having regular "check ins" in whole school assemblies. Our PBL coordinator, Mrs Luci Zulumovich, continued to attend formal PBL training sessions and mentor all staff in the PBL philosophies. The staff and students continued their strong commitment to Aboriginal Education in the school and prioritised outstanding Aboriginal programs for our students, such as the program 'Talking Country' being run for all students, K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students have a positive sense of belonging; feeling known, valued and cared for by both staff and fellow students.	MAPA training – \$250 PBL Training – \$2000 Anti bullying PL – \$1000	Identified staff were trained in MAPA (Management of Action or Potential Aggression) so that all students would be supported and catered for in all aspects of their school life. This assisted the staff to keep all students feeling safe, valued and understood. All students K–6 have continued to embed school values both inside and outside of the classroom. All students engaged in regular anti-bullying and peer support sessions that built the culture of mutual respect amongst students. 67% of parents/carers surveyed in the School Self Evaluations survey indicated that they agree that the wellbeing and behaviour is managed well at the school.
Ensure the our school's rich Aboriginal culture is at the heart of our decision making and continue to improve the quality of Aboriginal Education at Woonona East Public School.	School playground grant matched by school contribution – \$10,000 School vegie garden grant supplemented with school contribution – \$1000	Successful P&C grants for both new and improved vegie garden and new playground.
Increased evidence of family and community members contributing to projects and activities in the school, building effective partnerships in learning to improve student outcomes.	– Aboriginal mural by Zac Bennett (Saltwater Dreamtime) \$1,500 – Talking Country \$5000	Aboriginal elders Nathan and Linda came into WEPS and delivered a range of classroom activities for 'Talking Country' program. Students then attended an excursion to further their learning, which was also hosted by Nathan and Linda.
Provide high quality school transition processes, both pre-school to Kindergarten and Year 6 to Year 7. This will ensure our	Additional SLSO support for Kindergarten orientation sessions – \$300	Kindergarten orientation and Year 6 transition sessions scheduled for Semester 2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
students are set up for success when arriving at our school and when moving on to high school.		Kindergarten orientation and Year 6 transition sessions scheduled for Semester 2.

Next Steps

- Refine PBL plan to ensure it is responsive to current needs in students
- Increased parent/carers satisfaction with whole school wellbeing and behaviour management
- Professional learning for staff in student wellbeing (3C Consultancy)
- All staff participate in MAPA training
- Further develop opportunities and programs in the area of Aboriginal Education
- Creation of Koori Club for our Aboriginal students
- Principal engage in Connecting to Country workshop
- Greater involvement with NIAECG and Aboriginal elders
- Halogen Leaders Day for 2019 student leadership team

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$21,132	<p>Funds were used to allow all students to attend an authentic Aboriginal Education excursion at Killalea State Park.</p> <p>Aboriginal students with an identified need for further academic assistance received learning support to assist them in their academic progress.</p> <p>An Aboriginal mural was created in the school, celebrating Aboriginal art and culture.</p>
Low level adjustment for disability	\$94,784	<p>SLSO support was utilised so that the individual learning needs of our students was enhanced. Some students were withdrawn for additional support.</p> <p>Professional learning was provided for teachers to enhance their ability to track student progress.</p>
Quality Teaching, Successful Students (QTSS)	\$38,001	<p>An additional teacher was employed to support the Learning and Support team. This teacher worked with all students in a group context.</p>
Socio-economic background	\$20,383	<p>An additional SLSO was employed to target particular students who required support in either their learning or behaviour.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	138	124	125	111
Girls	109	98	94	77

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	94.6	95.9	95.2
1	93.7	92.8	94.2	94.7
2	94.2	93	91.7	94.5
3	96.4	95.9	95.2	91.5
4	95	92.7	95.9	94
5	92.2	94.7	93	94.6
6	94.7	91.4	94.6	92.3
All Years	94.3	93.6	94.3	93.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Encouraging regular attendance is a core school responsibility. Class rolls are marked daily and monitored regularly by class teachers. The Learning Support Team monitors the attendance of students. If a concern is identified, the team works with the student, parent/carer and class teacher to improve attendance. Parents/carers are regularly contacted and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Officer is sought when it is required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Currently there are no staff who identify as Aboriginal at Woonona East Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

Accreditation:

In 2018, all teaching staff at Woonona East Public School were accredited at the proficient teacher level.

Professional Learning:

In 2018, staff at Woonona East Public School participated in the following professional learning:

- FACES on data mentoring sessions
- Visible learning and formative assessment
- Targeting Early Numeracy (TEN) in school mentoring sessions
- STEM (Science, Technology, Engineering and Mathematics)

Staff also participated in professional development in collegial groups, through networks such as:

- NSW Primary Principals' Regional and State conferences
- Wollongong North Principal Network meetings
- School Administration Manager Network meetings

- Learning Management Business Reform (LMBR) training
- English and mathematics executive team meetings

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	191,261
Revenue	1,889,667
Appropriation	1,812,481
Sale of Goods and Services	8,631
Grants and Contributions	67,068
Gain and Loss	0
Other Revenue	0
Investment Income	1,487
Expenses	-1,864,565
Recurrent Expenses	-1,864,565
Employee Related	-1,653,456
Operating Expenses	-211,109
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	25,103
Balance Carried Forward	216,364

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. A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

A significant amount of funding was directed towards professional learning initiatives for staff, to ensure all teachers receive ample opportunities to enhance their capabilities, knowledge and understanding of the ever-evolving curriculum and assessment practices associated with quality teaching and learning programs.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	1,485,327
Base Per Capita	42,348
Base Location	0
Other Base	1,442,979
Equity Total	140,822
Equity Aboriginal	21,132
Equity Socio economic	20,383
Equity Language	4,522
Equity Disability	94,784
Targeted Total	75,522
Other Total	41,097
Grand Total	1,742,768

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A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting 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 take into consideration the different test formats and are discouraged during these transition years.

In our Year 3 cohort in 2018:

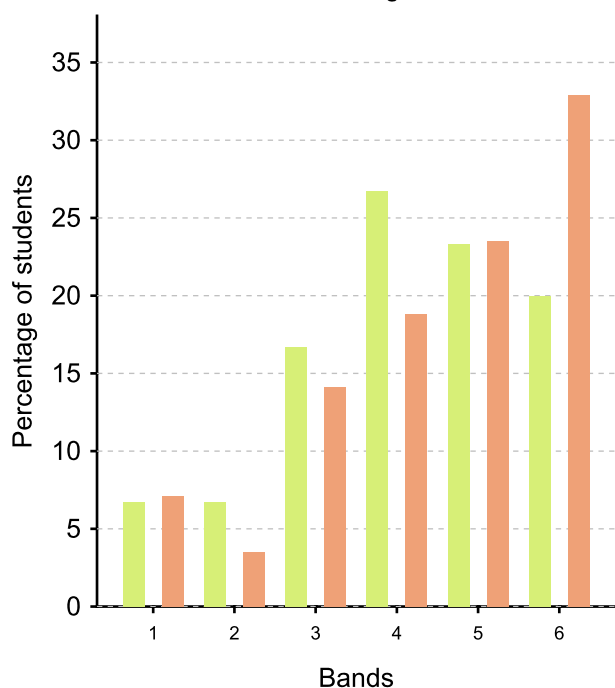
- 43% of students were in the top two bands in reading
- 40% of students were in the top two bands in writing

- 50% of students were in the top two bands in grammar and punctuation
- 33% of students were in the top two bands in spelling

In our Year 5 cohort in 2018:

- 19% of students were in the top two bands in reading
- 14% of students were in the top two bands in writing
- 41% of students were in the top two bands in grammar and punctuation
- 22% of students were in the top two bands in spelling

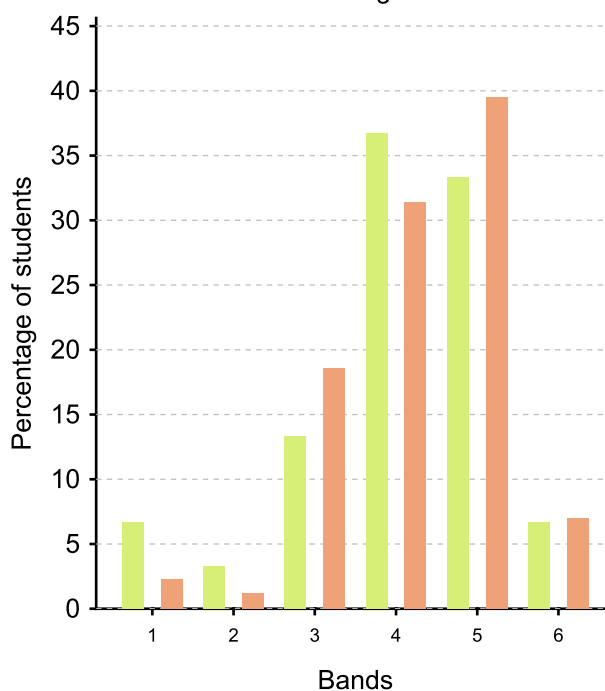
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	6.7	6.7	16.7	26.7	23.3	20.0
School avg 2016-2018	7.1	3.5	14.1	18.8	23.5	32.9

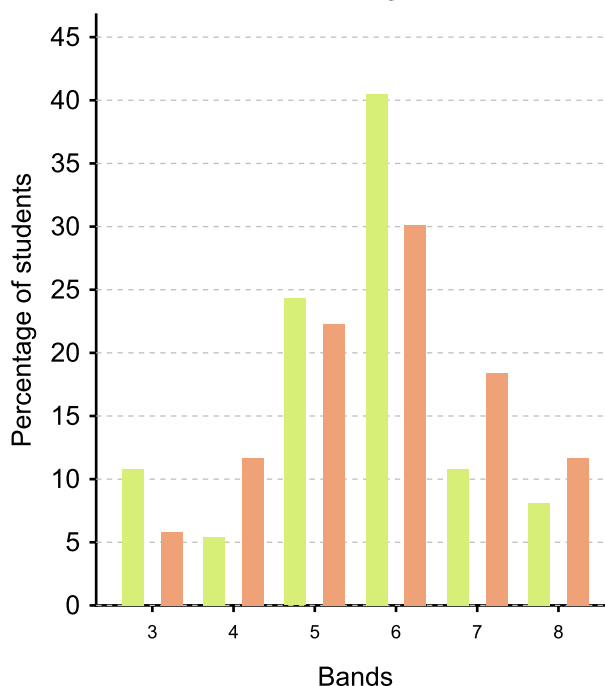
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	6.7	3.3	13.3	36.7	33.3	6.7
School avg 2016-2018	2.3	1.2	18.6	31.4	39.5	7

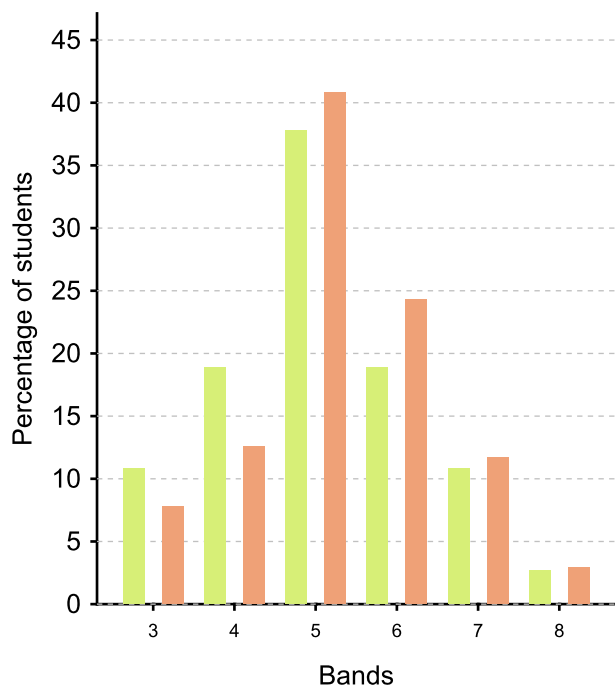
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	10.8	5.4	24.3	40.5	10.8	8.1
School avg 2016-2018	5.8	11.7	22.3	30.1	18.4	11.7

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	10.8	18.9	37.8	18.9	10.8	2.7
School avg 2016-2018	7.8	12.6	40.8	24.3	11.7	2.9

In our Year 3 cohort in 2018:

- 37% of students were in the top two bands in numeracy

In our Year 5 cohort in 2018:

- 24% of students were in the top two bands in numeracy

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The State Priorities also include a 30 per cent increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 2019.

Year 3

The percentage of ATSI students in the top two bands for reading in 2018 was 0%. The percentage of ATSI students in the top two bands for numeracy in 2018 was 0%.

Year 5

The percentage of ATSI students in the top two bands for reading in 2018 was 0%. The percentage of ATSI students in the top two bands for numeracy in 2018 was 0%.

Policy requirements

Aboriginal education

Woonona East Public School values, respects and appreciates Aboriginal culture and student identity as an intrinsic part of the school's culture. The Aboriginal flag is flown each day and Acknowledgement of Country is performed at every school assembly. In 2018, our Stage 2 students participated in the Reconciliation Walk, an inclusive event held at Bellambi Public School each year. All students participated in 'Talking Country' classroom activities and excursion.

Multicultural and anti-racism education

In 2018, eleven of Woonona East Public School students spoke a language other than English and came from seven different language backgrounds. We ensure students are engaged in inclusive teaching and learning practices which recognise and value the diverse backgrounds and cultures of our students. Our school community promotes an open and tolerant attitude to different cultures and religions. With a welcoming school community, quality staff and caring students, Woonona East Public School provides a safe and supportive learning environment for all students. We embrace many opportunities to celebrate and value our diversity, promoting inclusivity and connection.