

# Woonona East Public School

## Annual Report



2017



4296

## Introduction

The Annual Report for **2017** 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.

Bernadette Stephens

Relieving Principal

## School contact details

Woonona East Public School

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## School background

### School vision statement

**Our children** learn in a secure, happy environment that encourages them to become confident and successful lifelong learners. They access an integrated curriculum that meets individual needs and talents while promoting the skills, attitudes and behaviours that will assist them to live and work successfully in the 21st century.

**Our teachers** develop positive and caring relationships with students. They know their students well and adjust their teaching to ensure that individual needs and talents are catered for within supportive, engaging and academically rigorous classrooms. Timely assessment and feedback processes encourage students to play an active role in their own learning. Teachers are life-long learners and continually update and sharpen their skills through professional development.

**Our school** is a safe, inclusive environment focused on developing confident and creative individuals with the knowledge, skills, understandings and values to establish and maintain healthy, satisfying lives. Children are supported to develop the skills to be respectful of themselves and others, responsible school citizens and resilient individuals.

**Our community** is a valued partner in the education of our children. Open communication channels support mutually respectful partnerships between the students, staff, parents and community.

### School context

Woonona East Public School currently supports 247 students in ten primarily stage-based classes. The school has three assistant principals and is supported by a librarian and learning support teacher. There is a mix of male and female, permanent and temporary teaching staff.

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. Parents report that their children enjoy school and that there is a positive, happy and 'community' atmosphere at school.

We offer an engaging and varied curriculum. A strong Learning Support Team coordinates support programs across the school and academic programs are supplemented by a range of sporting and cultural activities.

Our students perform at State level and above in National Testing demonstrating a gradual upward trend in mean scores across most areas of the NAPLAN assessments.

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

Woonona East Public School proudly celebrated its 50th Anniversary in 2014.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that we are sustaining and growing in all three elements of Teaching, Leading and Learning.

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/sef-evidence-guide>

## Strategic Direction 1

Successful learners, confident and creative individuals, and informed citizens

### Purpose

A whole school approach to the study of the Australian Curriculum will ensure that our students engage with sequential and systematic progressions of learning in English, Mathematics, Science and Technology, History and Geography, equipping them to be successful learners, confident and creative individuals and informed citizens.

Our students will build strong foundations in the core skills of literacy and numeracy so that they can apply these flexibly, creatively and confidently in a 21stCentury learning context incorporating information and communication technologies.

### Overall summary of progress

In 2017 teachers have worked collaboratively to develop an integrated scope and sequence incorporating English, Science, History and Geography to ensure our students engage with sequential and systematic progressions of learning.

Students access to technology for learning has improved by implementing a BYOD program in Stage 3 and by expanding the ipad program in Stage 1 and 2.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Our Aboriginal students are monitored, tracked and supported to maximise their learning potential and academic growth.	\$15779 Aboriginal background loading	All Aboriginal students are tracked and monitored, with appropriate learning interventions and support provided to students.  Personal Learning Plans were developed/updated for all Aboriginal students.
90% of K–2 students achieve the anticipated minimum reading level for their grade by Week 40.	QTSS (\$8380)  Funds are being used to support coaching in the Faces in the Data Project as described in Strategic Direction 2.	L3 pedagogy successfully differentiated learning for all students K–2 and 90% of students K–2 achieved the minimum reading level for their grade by week 40. Students below grade level have been referred to the Learning Support Team and interventions put in place.
Match or better the percentage of Yr 3 and Yr 5 students at Proficiency in Reading, Writing and Numeracy against our Statistically Similar Schools Group with an emphasis on increasing the number of students in the top Band by 4%.	QTSS (\$8380)  Funds are being used to support coaching in the Faces on the Data Project as described in Strategic Direction 2.	Teachers in years 3–6 have worked collaboratively to ensure that students are grouped for differentiated instruction based on the Continuum clusters as recorded in PLAN software. NAPLAN results for Reading were well above the State and we also did well in Numeracy in years 3 and 5. Writing results in NAPLAN for grades 3 and 5 were disappointing and internal assessments indicate that students have made progress in this area. For more detail see NAPLAN graphs.
Our highest achievers are identified and provided with opportunities to maximise their learning potential.	Also part of the QTSS funds above.	Identification of student needs in Faces on the Data Project has ensured that all students are challenged at their level of need. Personal learning goals for every child has ensured that every student knows how they are going and where they are heading next.

### Next Steps

The results of the process indicated in the domain of Learning in the School Excellence Framework in the element of Curriculum and Learning we are at the Sustaining and Growing stage. Next steps to feature in the 2018–20 plan will be:

- Develop familiarity with the new Learning Progressions
- Ongoing professional learning in literacy, numeracy and other key learning areas
- Technology use supported with appropriate professional learning
- Problem solving and critical and creative thinking skills are explored through STEM lessons K–6.

## Strategic Direction 2

### Data-Driven Differentiated Teaching and Learning

#### Purpose

What is not measured cannot be improved.

An agreed and documented whole school approach will ensure that teachers are equipped with the tools, skills and knowledge to collect, interpret and apply valid, reliable and consistent student learning data to drive their teaching practice.

Quality assessment practices will assist teachers to differentiate the curriculum for a range of students, to ensure relevancy and challenge for every student, to highlight to parents what students know and can do in relation to the Syllabus standards and to demonstrate the learning growth that has been achieved.

#### Overall summary of progress

In 2017 teachers engaged in professional learning and regular collaborative meetings to develop an agreed and documented approach to collect, analyse and interpret student learning data. Quality assessment practises were used to assist teachers to differentiate the curriculum for a range of students and provide appropriate levels of challenge for every student.

A school wide language of Visible Learning has meant that students are better able to articulate what they know about learning, what they need to learn next and what they need to do to get there.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100%of teachers confidently use student PLaN data to track student progress in Literacy and Numeracy. All students are tracked.	Teacher Professional Learning Funds \$30433 made up of:  \$13 673 Professional Learning allocation  \$18479 RAM used to top up QTSS funds (\$16, 760)	Whole School data wall has been set up and all students K–6 are tracked. All teachers have a shared responsibility for every students progress along the Literacy and Numeracy continuums. This has put the 'faces on the data' and encouraged professional dialogue around ways to explicitly teach skills to students to ensure progress for every student.
100%of teachers confidently implement differentiated Literacy and Numeracy tasks based on student PLaN data and Syllabus requirements.	As above	In 3 weekly cycles teachers participated in Faces on the Data coaching meetings to plan differentiated lessons for all students in their classrooms. Formative and summative assessment tasks are used for pre and post tests to analyse the impact of teaching and learning programs. Explicit teaching and learning is planned after analysing data based on student needs.
Teachers have a sound understanding of Visible Learning pedagogy and are implementing a range of strategies effectively to support student learning via the school Action Plan.	As above	All staff are using learning intentions and success criteria as a minimum in all key learning areas. Every classroom has 'Bump it up Walls' for literacy and numeracy. Children can articulate their personal learning goals and know how they are going, what they need to learn and how they can achieve their goals.
Clear standards will be developed to determine the allocation of grades A–E initially in English and Mathematics and then in the other Key Learning Areas when reporting to parents.	As above	Work is continuing in this area as teachers engage with new syllabus documents. Agreed upon assessment tasks and rubrics have been developed by teachers to get consistent teacher judgement. This has taken longer than expected and will be a goal that will continue into the new



### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Clear standards will be developed to determine the allocation of grades A–E initially in English and Mathematics and then in the other Key Learning Areas when reporting to parents.		school plan in 2018.

### Next Steps

The results of the process indicated in the domain of Teaching in the School Excellence Framework in the elements of Data Skills and Use the school is operating at the Sustaining and Growing stage. Next steps to feature in the 2018–20 plan will be:

- Further develop staff expertise in the interpretation and use of data
- Continue to incorporate Visible Learning strategies throughout the school
- Ongoing professional development in formative and summative assessment strategies
- Teachers will work collaboratively to make consistent teachers judgements and plan for teaching and learning



## Strategic Direction 3

### Active, Engaged Teachers and Leaders

#### Purpose

Ongoing improvement in student outcomes requires the continuous development of skilled, effective and professional teachers and school leaders.

The Performance and Development Framework will be strategically linked to the policies, aims and strategic directions of the school and reflected in the school plan priorities.

Professional goal setting, personal reflection, shared teaching practice and descriptive feedback will contribute to the development of a positive and collaborative performance and development culture in the school.

#### Overall summary of progress

All teachers and school executive participated fully in the Performance and Development (PDP) process leading to continuous improvement in professional practice and high levels of engagement in their profession. In 2017 a culture of collaboration and continuous professional development has been developed at Woonona East Public school with coaching and mentoring becoming integral features of the PDP process for all staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching and executive staff have individual Professional Development Plans linked to the school's Strategic Directions.	Teacher Professional Learning Funds  2 release days approx \$2000	All teachers have had PDP meetings completed with leaders. The PDPs have been linked with the Professional Standards for Teaching, the Quality Teaching Framework, and the School Plan. Teachers have said that they value having the time to work with their supervisor to develop professional learning goals. These meetings have guided focus areas for lesson observations and feedback on the effectiveness of their teaching and learning.
100% of staff are provided with relevant and meaningful feedback about their teaching and leadership capabilities.	Nil additional funding	Lesson observations have been conducted and staff then provide relevant and meaningful feedback about their teaching. In 2018 further professional learning in effective lesson observations to improve teaching and learning will be a focus.
Existing student welfare programs at WEPS are effectively integrated into the Wellbeing Framework.	3 x release days approx \$3000	The PBL team have regular meetings to discuss student welfare data logged in Sentral. In 2017 the PBL team drafted the new Anti-Bullying Policy and it will be implemented after consultation with staff and parents in term one 2018.
The school has successfully transitioned to the new LMBR financial and student management platform.	Nil additional funding	The SAM and SAO have transitioned to the new LMBR system. In 2018 teachers will begin using ebs4 and other tools that LMBR offers.

#### Next Steps

Next steps to feature in the 2018–20 plan will be:

- Personal Development Plans for teachers will provide evidence of improvement in practice through lesson observations and processes for feedback
- The culture of collaboration will have teachers sharing their knowledge with others through staff meetings, ensuring greater consistency from class to class.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$15 7790	Funds have been used appropriately to support the learning of Aboriginal students and internal and external measures for assessment indicate that all Aboriginal students are making progress commensurate with their non Aboriginal peers in literacy and numeracy.
<b>English language proficiency</b>	\$6164	Funding is being used as part of the Learning Support Program in 2017. Targeted English as a Second Language students participate in weekly lessons to support their learning and ESL needs.
<b>Low level adjustment for disability</b>	\$88 3880	Funding is being used as part of the Learning Support Program in 2017. Targeted students are being supported in class with programs such as Multi Lit to support their learning needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$16 760	Funds have been used to support teacher release and coaching in the Faces on The Data project as described in Strategic Direction 2.
<b>Socio-economic background</b>	\$18479	Funds have been used to support all professional learning activities and to support Putting Faces on the Data. This has ensured that all students progress is tracked and any students not making progress are identified and support and interventions are implemented.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	131	138	124	125
Girls	108	109	98	94

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	93.8	94.6	95.9
1	97.9	93.7	92.8	94.2
2	96.5	94.2	93	91.7
3	96.1	96.4	95.9	95.2
4	96.4	95	92.7	95.9
5	96.7	92.2	94.7	93
6	96.1	94.7	91.4	94.6
All Years	96.6	94.3	93.6	94.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Reports on student attendance are generated weekly. Students with unexplained absences receive follow up. Students with high non-attendance are reported to the Home School Liaison Officer and/or FACS who provide intervention. Many families at Woonona East take extended periods of leave to go on family holidays and this is reflected in the absence data.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	6.94
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	0

\*Full Time Equivalent

No teachers identify as Aboriginal in 2017.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

### Professional learning and teacher accreditation

Woonona East Public School currently has no new teachers working towards accreditation. All staff have been made aware of the requirements for mandatory accreditation in 2018.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	97,330
<b>Revenue</b>	1,969,255
Appropriation	1,879,011
Sale of Goods and Services	11,623
Grants and Contributions	77,705
Gain and Loss	0
Other Revenue	0
Investment Income	916
<b>Expenses</b>	-1,875,324
Recurrent Expenses	-1,837,324
Employee Related	-1,680,741
Operating Expenses	-156,583
Capital Expenses	-38,000
Employee Related	0
Operating Expenses	-38,000
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	93,931
<b>Balance Carried Forward</b>	191,261

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,627,463
Base Per Capita	33,927
Base Location	0
Other Base	1,593,535
<b>Equity Total</b>	121,900
Equity Aboriginal	15,779
Equity Socio economic	18,479
Equity Language	6,164
Equity Disability	81,477
<b>Targeted Total</b>	88,387
<b>Other Total</b>	21,135
<b>Grand Total</b>	1,858,885

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.

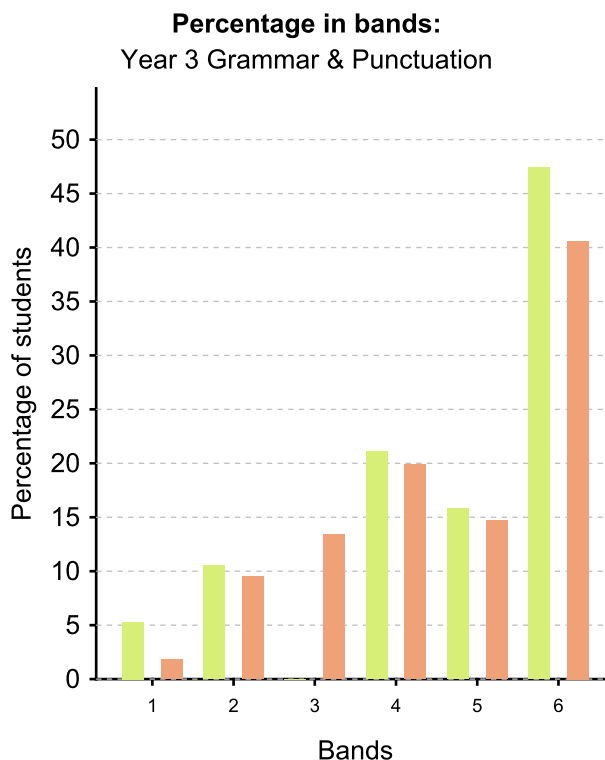
## School performance

### 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.

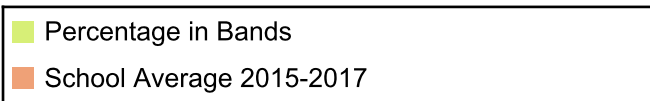
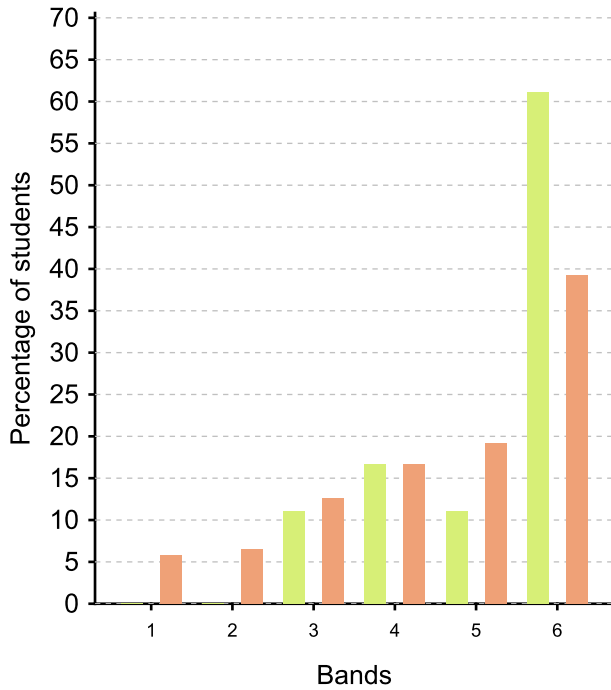
19 Year 3 students completed NAPLAN in 2017, with 72% of students performing in the top 2 bands for reading compared to 52% in the State. In Year 3, 60% of students were in the top 2 bands for Grammar and Punctuation. In writing 11 (58%) out of 19 students achieved at or above the National Minimum Standard. In Spelling 12 (63%) students out of 19 achieved in band 4 or above. Spelling results were below the State and will be a target area for 2018.

In Year 5, 30 students sat the NAPLAN assessment in 2017. 72% of year 5 students are at proficiency in Reading which is well above the State at 52%. 63% of students were at proficiency for Grammar and punctuation which is in line with the State. Year 5 results in writing were disappointing with only 36% in the top two bands. This will be a focus for 2018 and beyond.

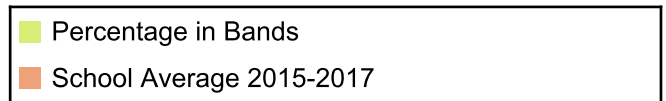
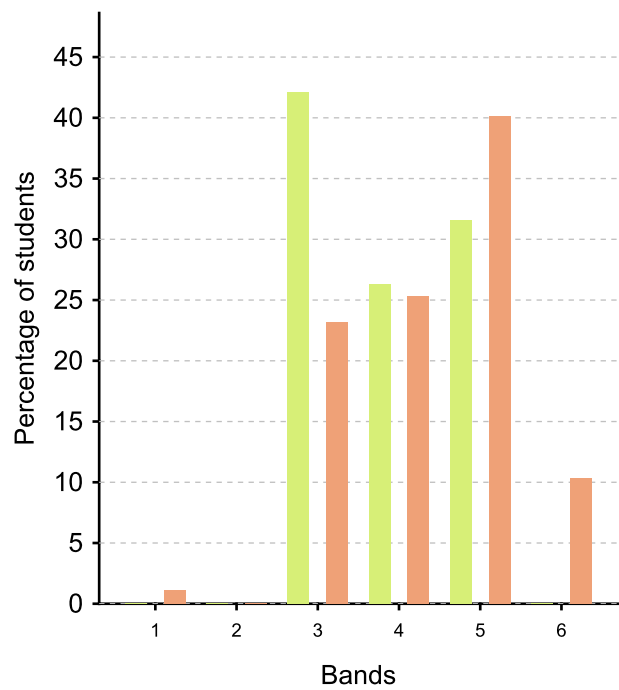


Percentage in Bands  
School Average 2015-2017

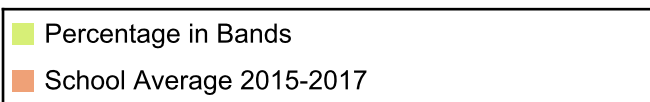
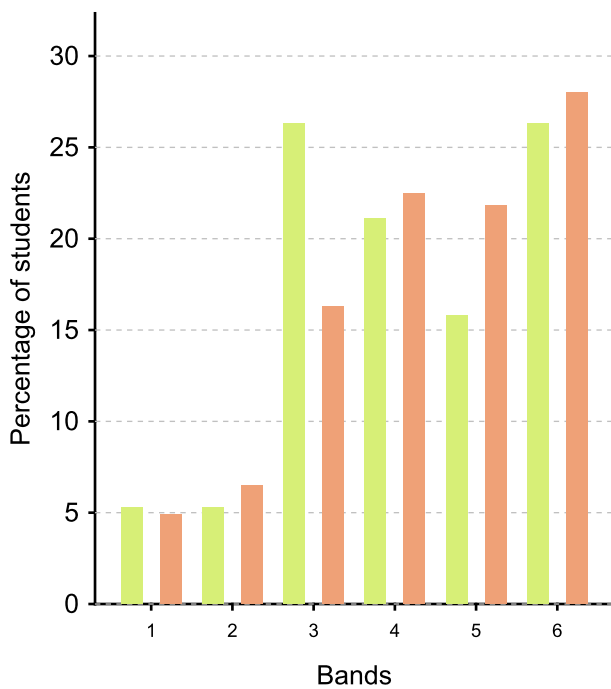
**Percentage in bands:**  
Year 3 Reading



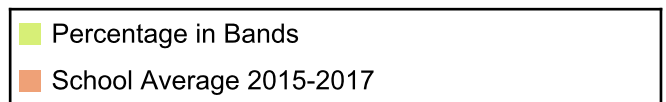
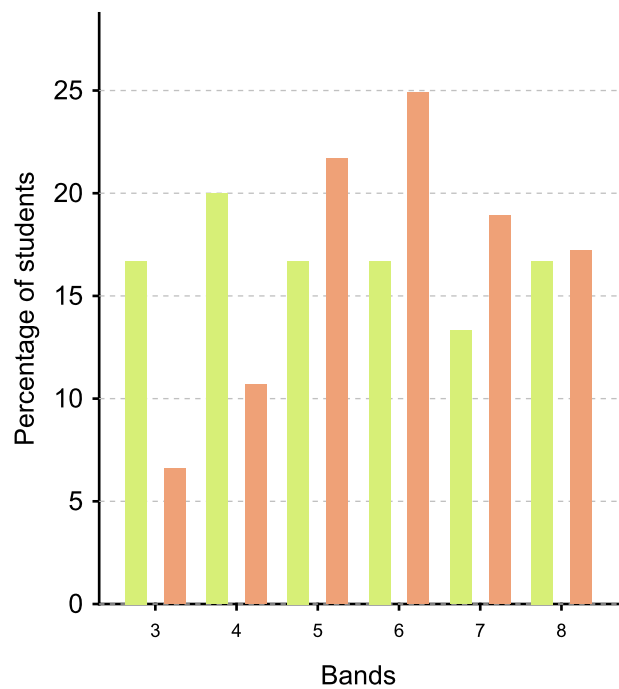
**Percentage in bands:**  
Year 3 Writing



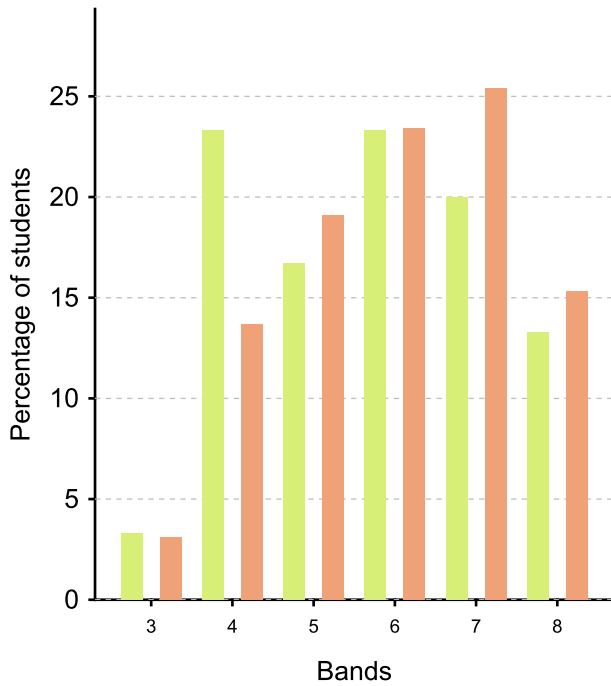
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 5 Grammar & Punctuation

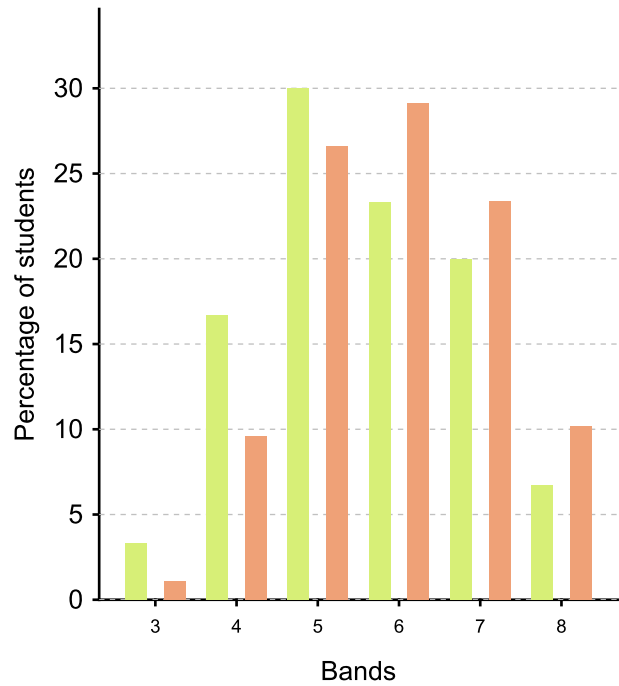


**Percentage in bands:**  
Year 5 Reading



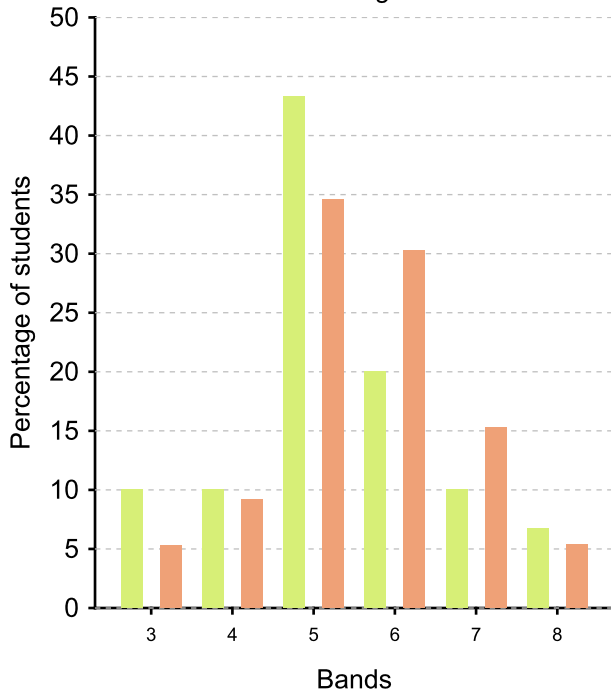
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing

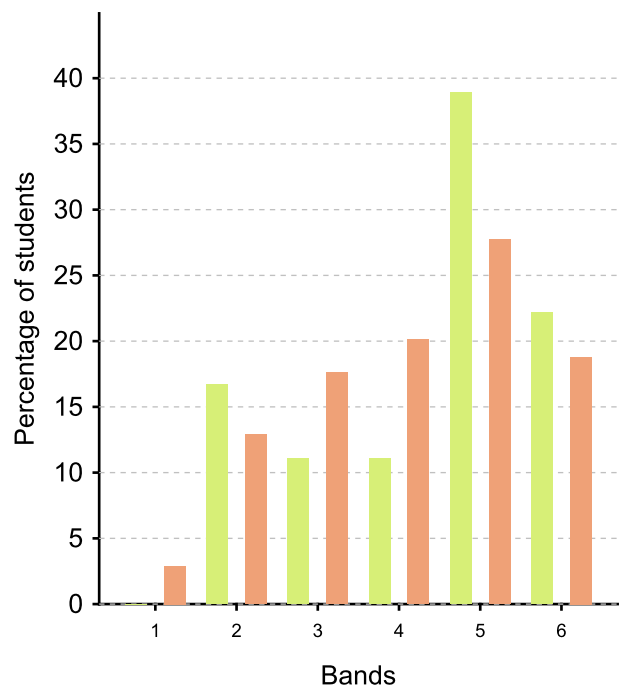


Percentage in Bands  
School Average 2015-2017

In numeracy year 3 students were well above the State with 61% of students in the top 2 bands compared with 43% in the State.

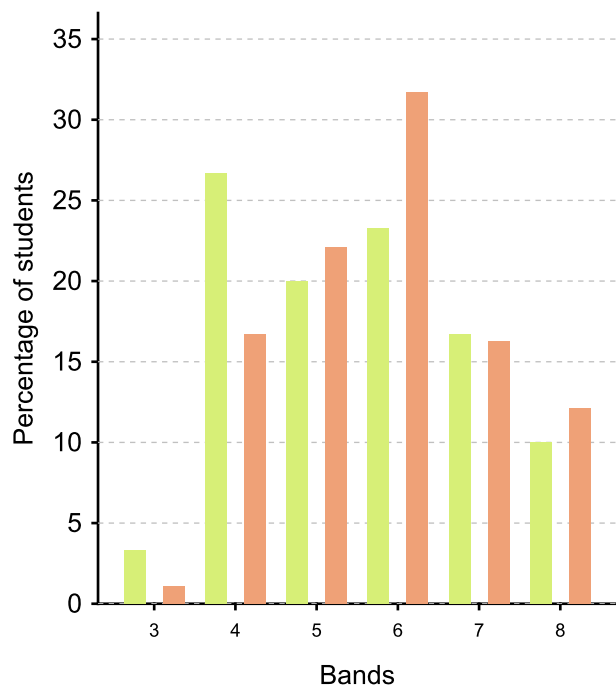
Year 5 students also performed well with 61% of students at proficiency compared with 43% in the State.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



## Policy requirements

### Aboriginal education

Personal Learning Plans were developed in conjunction with our Aboriginal students and their parents in Term 1 and reviewed mid-year. Our Aboriginal students were closely tracked and support provided by the learning support Team to assist with their learning as required.

In 2017, 4 students sat the year 3 NAPLAN assessment and none sat the year 5 NAPLAN assessment. All Aboriginal students in the school are identified and their learning progress is monitored to ensure achievement commensurate with their non-aboriginal peers. All Aboriginal funding is put towards additional Learning support funds to support students and their individual learning needs.

### Multicultural and anti-racism education

Culturally inclusive activities are embedded in all units of work within the K–6 scope and Sequence. This fosters students understanding of cultural diversity within our multicultural society.

Students in years 2 to 6 participated in the Multicultural Perspectives Public Speaking Competition again this year, in conjunction with the Department of Education Arts Council.

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 2017, 4 students who identified as Aboriginal sat the Year 3 NAPLAN and no Aboriginal students sat the year 5 NAPLAN Assessment. Given the small size of the cohort privacy and personal information policies prevent detailed explanation. However, all 4 Aboriginal children in year 3 achieved in the top 2 bands for Reading.

## Parent/caregiver, student, teacher satisfaction

Throughout 2017 Woonona East Public School utilised the Tell Them From Me survey provided by the Department.

The partners in learning parent survey report responses indicated that parents feel welcome at the school. They feel well informed and feel that Woonona East is an inclusive school. In the area of 'parents support learning at home' we are slightly below the average compared to other schools. In the 2018 plan there will be strategies implemented so that children are better able to articulate to their parents how they are doing at school and parents will be able to discuss this with their child. The survey indicates that parents' expectations for homework are being met and they feel that the school supports learning for their children and children who need extra support. Parent participation in school activities and committees is low and in 2018 the school will strive to develop more positive partnerships with a wider section of the parent community.