2010 Annual School Report
Woolooware Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

Woolooware Public School takes pride in being a welcoming and friendly school and holds a very strong reputation in the local community. 2010 has seen many successes in all areas including academic, sporting and the performing arts. These results are evidence that the range of programs offered to students at Woolooware Public School meet the diverse interests and abilities of its students.

Our strong focus on and commitment to quality teaching has seen continued improvement in student learning outcomes. The teachers at Woolooware Public School undertake significant training in all subject areas and this is reflected in their class programs.

This year has seen a major upgrade in our school facilities including the building of a new administration block and two new classrooms. Work has begun on new student toilets and these will be complete for the beginning of the 2011 school year. In addition to the building program, significant funds have been used to upgrade technology throughout the school. This has included the installation of an Interactive Classroom, interactive whiteboards installed in all but two classrooms (the final two will be installed in 2011) and a computer lab of 30 laptop computers.

The continued success of Woolooware Public School is due to the dedicated efforts of the whole school community. Our P&C Association is a strong and vital part of the school that fundraises to provide our school with valuable resources that support quality teaching and learning. The support and drive of the P&C was behind many fundraising activities. I wish to acknowledge the role played by the P&C and the commitment of these parents in making improvements for students.

With a dedicated and committed staff, and supportive and involved parents, the students at Woolooware Public School will continue to make outstanding achievements in the coming year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Megan Kelly
Principal

P & C message

2010 has yet again been another successful year for the P & C. Throughout the year, the P & C held events including an Outdoor Movie Night, Walkathon, Election Day BBQ and Cake Stall, Disco and other fundraising events. Recently the P & C established the New Computer Lab fitted out with 30 new laptops. The P & C also provided interactive whiteboards for the classrooms – bringing our level of education into the 21st century! We also recently purchased an outdoor giant chess set which will provide plenty of new and exciting learning experiences.

Due to major construction over the past 14 months in the school grounds, the P & C was unable to hold its annual Village Fair this year, but it’s full steam ahead for our Rock & Roll Village Fair Festival in May 2011. Stallholders are queuing and parents are already busy organising.

The P & C wish to thank parents who volunteer their time to help in the canteen each week. Without our volunteers, the school would not be able to provide such a service. The P & C have recently provided funds for the purchase of a new oven, notice board and a few extra items needed in our canteen.

The P & C wish to thank Year 5 parents who each year put many, many hours in to make the Year 6 Farewell such an exciting night. A lot of planning and preparation goes into a night like this, and every year the children have a fantastic and memorable evening.

WOOSH – we have many parent volunteers that contribute their time to the successful running of Woolooware Public School Out Of School Hours program. Thank you for your efforts & time.

The P & C meets on the first Monday of every month to discuss how we can help to improve
our student’s education & environment. Without a P & C many schools would not have the benefits of such wonderful resources.

The P & C would like to thank Megan Kelly (Principal), Melanie Thomas (Secretary), Sigrid Goerges (Treasurer), Julie Redden (Vice President), Sonja Finnigan (Vice President), Tania Camkin (Village Fair Coordinator), Lara Crossle (Disco Coordinator and Fundraising), Jo Pratt (Uniform Shop Coordinator), Kristi Ann Cane (Canteen Treasurer), Nikki Hayes (Canteen Coordinator), Heather Lindsay (WOOSH President), Dennis Phipps (General Assistant), and to all the parents, grandparents and staff who contribute to our school, and help make our P & C successful. Thank you.

It’s through your hard work, dedication and commitment that the children of Woolooware Public School receive such rewards. It makes their ‘home away from home’ such a wonderful place to be each and every day.

Mrs Joanne Brown
P&C President

Student representative’s message

We are very glad and privileged to have the honour of being school captains for 2010. Without the support of the teachers and parents we would not be here today so we say thank you.

Throughout this year the school has been constructing new buildings and the soon to be student toilets. Year 6 was privileged to use the new classrooms and they are fabulous.

The students of Woolooware Public School have had some great excursions this year like Kindergarten going to Taronga Zoo, Year 2 going to Sans Souci Pool for swimming lessons and Year 6 going to camp at Broken Bay. These are just a few of the great experiences we have had.

This year our Student Representative Council held several fundraisers such as Meerkat Day to raise funds for the meerkats we sponsor at Taronga Zoo, Yellow Day to raise funds for Kids with Cancer, cake sales and many more.

High School is a big step forward and we will be the little fish in the big sea. We will miss you all and we will always remember our time at Woolooware Public School.

Kirsten convoy and Sam Wyllie
Student Leaders

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td><strong>Male</strong></td>
<td>170</td>
<td>184</td>
<td>185</td>
<td>191</td>
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<td><strong>Female</strong></td>
<td>189</td>
<td>189</td>
<td>181</td>
<td>185</td>
<td>192</td>
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Enrolments at Woolooware Public have been steadily increasing with an enrolment of 400 students at the end of 2010. This saw the formation of a 16th class in 2010 and an additional class will also be established at the beginning of 2011.

Student attendance profile
Management of non-attendance

Student non-attendance is followed up systematically with written correspondence and phone calls. Students whose attendance is causing concern are referred to the Home School Liaison Officer for additional support.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</thead>
<tbody>
<tr>
<td>K BLUE</td>
<td>K</td>
<td>16</td>
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</tr>
<tr>
<td>K GREEN</td>
<td>K</td>
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</tr>
<tr>
<td>K RED</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1 W</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 F</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2 A</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2 M</td>
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</tr>
<tr>
<td>3 P</td>
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<td>6 H</td>
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<tr>
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<td>26</td>
</tr>
<tr>
<td>1 / 2P</td>
<td>1</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>1 / 2P</td>
<td>2</td>
<td>10</td>
<td>24</td>
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Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.422</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>20.022</td>
</tr>
</tbody>
</table>

At the end of 2009, Mrs. Sandra Hewett retired and was replaced by Mr. Jon Wiltshire. Increased enrolments saw the establishment of a 16th class and the appointment of Mrs. Kelly Ciraldo to the teaching staff in 2010.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There is currently one Indigenous member of the Woolooware Public School staff.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>79%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>21%</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

We wish to thank our school community for supporting the voluntary school contribution payments. $14,972.00 was received from families in 2010 and was used to purchase additional resources for students.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Achievements

Arts

Performing and Creative Arts Programs are recognised as strengths of our school and are characterised by strong parental support and encouragement and by exemplary teaching. A range of extra curricula activities is on offer to our students. In 2010 students participated in the following performance groups:

- Junior Girls Dance Ensemble and Senior Girls Dance Ensemble: Sydney Region Dance Festival;
- Year 2 Choir and Year 6 Choir: Sutherland Shire Schools Music Festival;
- Year 4 Choir: Primary Choral Concert.
- Year 5 and Year 6 students: Arena Primary Choir, Schools Spectacular.

In 2010 our school’s band program provided opportunity for all members of our Training Band and Performing Band to participate in instrumental tutorials, workshops, rehearsals and concert performances.

Due to the success of the school band camp in 2009, students once again joined with students from Oyster Bay Public School and Como Public School. Members of WPS Performing Band attended a two-day camp at Stanwell Tops and enjoyed rehearsing and performing with band students from schools across the Sutherland Shire. Our Band Showcase Evening was the culmination of our 2010 Band program providing all band members with solo, ensemble and band performance opportunities for an audience of family and friends.

The WPS Performing band joined Cronulla HS and Cronulla South PS for a band workshop in preparation for a combined performance at the Carols on the Green evening which was held at Cronulla High School.

2010 was the second year of our ‘Night of Stars’. Once again every student in the school performed showcasing the talents and abilities of every child.

All students from Kindergarten to Year 6 have participated in the Musica Viva Program, giving them the opportunity to experience and be engaged in live professional music performances.
Year 6 student Alexandra, and Year 5 student Jessica were selected for the Sydney Region Middle School Dance Camp. Alexandra went on to be selected for the NSW State Junior Ensemble. This was an outstanding achievement.

All students from K-6 were involved in the Rawart Visual Arts Program in which they participated in lessons with a specialist teacher creating individual artworks using clay, recycled materials, coloured crayons, charcoal and paint. These lessons were highly successful and produced some outstanding works such as 3D Crazy Critters, Spiders and Groovy Moving Mobiles.

Gifted and talented students in the arts from our school were selected for the Sydney Region CREATE South workshop and performance program which culminated in the quality integrated dance, drama, choir, band and visual production of ‘Sheerluck Holmes’.

**Sport**

75% of Year 3 to 6 students competed in the Cronulla Zone PSSA summer and winter competitions. Students not involved in PSSA sport could choose between our school-based sport program (modified games e.g. OzTag and volleyball) and our swimming program. A large number of our children elected to attend the program at Sutherland Leisure Centre. Learn to Swim, Flippaball, Life Saving and Fitness in the gym proved popular choices. During the week class sessions were conducted using the Fundamental Movement Skills Program, which was highly beneficial in the development of the students’ key skills. Kindergarten, Year 1 and Year 2 students also have Fundamental Movement Skills sessions, as well as a rotational games activity session on Fridays. The Year 2 children were involved in an intensive swimming program at Sans Souci Pool under the direction of Mr Morgan and three other trained swimming teachers from the DET. Year 6 participated in a surf awareness program at North Cronulla Beach, gaining valuable skills and knowledge on surf safety and beach awareness. During Term 3, children in Years K-6 participated in the school’s gymnastics program. All students from K-6 participated in the Premier’s Sporting Challenge in Term 3 coordinated by Ms Sonia Johnson.

Following are notable achievements of our students during 2010:

- Ethan, Year 6: Cronulla Zone and Sydney East Rugby League, Zone and Sydney East Touch Football, Sydney East and State Rugby Union, Zone and Sydney East Athletics representative;
- Stevie, Year 6: Cronulla Zone, Sydney East and State Soccer; Zone, Sydney East and State Athletics representative;
- Drai, Year 6: Zone Rugby League and Rugby Union representative;
- William, Year 6: Cronulla Zone Touch Football;
- Lili, Year 5: Cronulla Zone, Sydney East and State Athletics;
- Chet, Year 5 and Rhys, Year 6: Cronulla Zone and Sydney East Athletics
- Kirsten, Year 6: Zone Netball representative;
- Ryan, Year 6: Cronulla Zone and Sydney East Basketball;
- Mikayla and Olivia, Year 6: Cronulla Zone and Sydney East Softball;
- Gabrielle, Year 3, Austin and Daniel, Year 4: Zone and Sydney East Swimming;
- Bronte, Hailey, Tara, Year 6, and Taleisha, Year 5: Zone, Sydney East and State Swimming;
- Tara, Year 6: Zone, Sydney East and State Swimming.

Once again, due to the high level of interest shown by the students, Woolooware was able to enter extra teams into the local PSSA competition for both cricket and soccer. Our boys and girls played enthusiastically and represented the school creditably. Year 3 and 4 students who make up most of the junior teams gained invaluable experience in this competition. Our Junior A and Senior A teams competed strongly while our B Teams provided extra opportunities, particularly for many girls, to compete at interschool level. The soccer teams were made up of almost 50% girls. Several of the school’s sporting teams experienced success in the Cronulla Zone PSSA competitions this year. The Senior Rugby League Team were Champions in the PSSA for the second year running. Our Junior A and Senior A netball teams reached the semi finals in Division 2. The Senior A netball team
proceeded to the Finals where they became Premiers for 2010. Our softball teams both finished the season strongly. Our Senior Softball team was awarded Joint Premiers in 2010.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 3 grammar and punctuation

Percentage of students in bands:
Year 3 numeracy

Percentage of students in bands:
Year 5 reading

Percentage of students in bands:
Year 5 writing
Numeracy – NAPLAN Year 5

Progress in literacy

Average progress in reading between Year 3 and Year 5

School  SSG  State DET
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal education

Woolooware Public School is committed to enhancing our students’ knowledge and understanding of indigenous Australia by including Aboriginal perspectives in all Key Learning Areas. In the classroom, students have been exposed to aspects of Aboriginal culture and history in English, Human Society and Its Environment, Creative and Practical Arts and Science. A strong focus is placed on the values of understanding differences, tolerance and inclusion.

*National Sorry Day and Reconciliation Week* provided opportunities to discuss contemporary issues relevant to the Aboriginal community. The contribution of our indigenous population was discussed as part of our *Harmony Day* celebrations in Term 2.

#### Multicultural education

Living in a culturally diverse society, Woolooware Public School ensures that our teaching programs develop a greater understanding of the contributions made to our Australian identity by people from different backgrounds. All teaching practices acknowledge and celebrate cultural
diversity. Student Welfare programs and practices promote a learning and work environment that is free from racism and discrimination based on cultural difference. Diversity is both respected and celebrated.

Appropriate aspects in the Human Society and its Environment (HSIE) units taught in each Stage develop our students’ knowledge and attitudes in this perspective. As approximately only 10% of our students at Woolooware Public School have a different cultural background, this is an especially important and necessary focus.

Respect and responsibility
Positive relationships are underpinned by mutual respect and individual responsibility. Staff, students and parents continue to demonstrate their commitment to these shared values. Woolooware Public School promotes and expects high standards of personal behaviour, encompassing courtesy, kindness, respect for people and their property, the environment and the rights of others. Citizenship is rewarded and acknowledged each week with a special award given to two students from Kindergarten to Year 6.

The Student Council continued to meet regularly during 2010. Each class has two elected representatives who meet together with our School Captains, Samuel and Bianca and Mrs Jan Arentz and Mrs Ros Dawkins who are the teachers overseeing this body. The Student Councillors bring issues to the meetings on behalf of their peers and have made recommendations to improve conditions within the school, e.g. extra waste bins in the playground and a central location for lost property. Our students have also shown their responsibility as part of the wider community through their support of charities and special organisations. This is now our ninth year as sponsors of the Taronga Zoo meerkats, an annual commitment of which we are proud. Other charities the student council has supported this year include Sydney Children's Hospital and Earth Hour for which we raised $1000.

2010 saw a major review of the school’s Discipline Policy. This policy is the framework which guides the management of student behaviour. The policy is built upon a rights and responsibilities framework which encourages students to take responsibility for their own behaviour and guides them in making more responsible behavioural choices. Aspects of this policy including new school rules were implemented this year and the full policy will be implemented during 2011.

Progress on 2010 targets
Target 1
90% of students achieving or exceeding regional averages in grammar in NAPLAN results
Our achievements include:

- Stage teachers reviewed NAPLAN data in grammar and identified areas of strength and areas to be addressed. Strategies to address these areas were included in class teaching and learning programs.
- ‘A Sentence A Day’ program implemented K-6 which explicitly and systematically teaches sentence level grammar.
- Whole school scope and sequence for grammar implemented which focuses on the four purposes for writing.
- 90% of Year 3 students exceeded regional averages in NAPLAN in grammar and punctuation.
- 71% of students from Woolooware PS achieving in the top 3 bands in grammar and punctuation compared with 70% of students in Sydney Region and 63% of Year 5 students across the State.

Target 2
90% of students achieving or exceeding regional averages in numeracy in NAPLAN results
Our achievements include:

- Stage teachers reviewed NAPLAN data in numeracy and identified areas of strength and areas to be addressed. Strategies to address these areas were included in class teaching and learning programs.
- Participation in Community of Schools self-selection professional learning project focusing on numeracy, led to the design of learning tasks that featured thinking mathematically, problem solving and higher order thinking skills in class teaching and learning programs. A collection of rich
assessment tasks were designed which were open ended, allowing students to demonstrate the full breadth of their knowledge and understanding.

- Whole school scope and sequence for Mathematics implemented which ensured continuity across the school and the inclusion of all sub strands of mathematics.
- Additional resources purchased to support mathematics including software packages for Interactive Whiteboards.

**Target 3**

80% of students gaining expected ICT skills as set out in school scope and sequence.

Our achievements include:

- On-going professional learning for teachers in integrating interactive whiteboards to engage students and enhance learning.
- Class teaching and learning programs include technology tasks that address skills and understandings specified in the school technology scope and sequence.
- All staff trained in using BlogEd and being used in authentic ways in classes K-6.
- Purchase and installation of 10 interactive whiteboards. Interactive whiteboard installations are in 14 classes with 2 classrooms to be fitted out in 2011.
- Interactive Classroom installed including interactive whiteboard and video conferencing facilities.
- New computer lab established with 30 computers.

**Target 4**

Identify and employ best practice in the sustainable management of resources particular to Woolooware Public School.

Our achievements include:

- School vision for Environmental Education defined and ready for implementation in 2011.
- Winner of ‘Worm Naming Competition’ provided prizes including a worm farm, worms and additional compost bins throughout the school.
- Improved composting procedures implemented to increase the efficiency of composting practices throughout the school.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Management and Student Welfare

**Educational and management practice**

**School Management**

**Background**

The school self evaluation team selected School Management as the focus area. 2011 will be the final year for the current school plan. The results of this evaluation will inform processes for planning for the next 3 year school plan.

Using the School Map surveys, parents, staff and students were asked to give their opinions on various aspects of planning.

**Findings and conclusions**

The results of the survey were positive with a good response rate from staff and students. However, only 28 families responded to this survey. Results indicate that school management is generally effective. Student responses varied significantly from those of staff and parents which indicate that the statements in the survey may have been difficult for students to understand or that communication of these statements to students is ineffective.

In quoting survey results, areas of strength are determined by combining the responses of almost always and usually.

Perceived strengths include:

- All members of staff and 88% of parents believe the school is continually looking at ways to improve its performance with similar numbers indicating that minor changes for improvement are made.
100% of staff and 90% of parents believe that strong student welfare practices and programs operate in the school and the discipline system is fair.

100% of staff and 92% of parents stated that the allocation of money and resources is managed effectively.

Areas for improvement include:

- 68% of students stated that the school sometimes or rarely communicates effectively with them.
- 24% of parents indicated that the school sometimes measures the success of its programs.

Future directions

- Communication to students about school management should be clearer, that is, teachers are lifelong learners who engage in professional learning and the school is always trying to improve the learning of all students.
- Parents invited to have greater input into the evaluation of school programs.

Curriculum

Bullying

Background

Incidents of bullying during 2009 led to a review of practices in this area. Data was collected from parents, students and teachers using school designed surveys.

Findings and conclusions

- 50% of parent responses indicated that their child had been bullied compared with 22% of students.
- The most common forms of bullying identified by students included name calling, hitting and kicking and exclusion. Parents indicated the most common forms of bullying focus on their child’s size and their ability to do things well.
- Students have a limited repertoire of strategies to deal with bullying.

Future directions

- Establish school-wide approach to dealing with bullying.
- Improve by-stander behaviour.
- Improve consistency in dealing with bullying incidents.
- Provide information sessions for parents to help them assist their children in dealing with incidents of bullying.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school in relation to the discipline policy as part of the student welfare practices at the school.

Parents were generally positive about the discipline policy and felt they were able to approach the school to discuss concerns. They acknowledged several supportive programs operating in the school including the Kindergarten Buddy program, Peer Support, Bounce Back-Resilience Program and Munch and Crunch. Areas for improvement included stronger consequences for students who behave inappropriately, the need for more strategies for parents to assist their children with bullying and greater consistency in teacher management of behaviour issues.

Teachers conducted a thorough evaluation of the Discipline Policy and recognised the need for clearer school rules, more structure for applying consequences and improvements for the Merit Policy and school house point system.

Students felt that specific rules were enforced in the school e.g. No Hat, No Play, uniform and bullying. They indicated a need for greater consistency amongst teachers.

These issues are being addressed in the draft of the new Discipline Policy.

Professional learning

On-going professional learning for teachers is vital for improved teaching practices and to enhance student learning outcomes. Training for teachers is directed at the key target areas for school development and also takes into account the interests of individual staff.
The major initiative for 2010 was participation in a joint project with a community of schools including Cronulla, Cronulla South, Kurnell, Bundeena and Woolooware Public Schools. The focus of this project was to identify best practice in teaching mathematics with an emphasis on thinking mathematically and problem solving. In addition to this, teachers have been trained in the use of interactive whiteboards and several teachers participated in a professional learning project developing resources for use with interactive whiteboards.

Staff development days held during term 2 and term 3 focused on exploring best practice in managing incidents of bullying and supporting students with anxiety.

An important aspect of staff professional learning occurs during regular stage planning days in which teachers collaboratively plan, reflect and improve on their teaching practices.

Mandatory professional learning including CPR and Emergency Care, anaphylaxis awareness and child protection procedures was conducted.

Early Stage 1 and Stage 1 teachers attended network meetings. Workshops were also attended in the area of music. Executive staff attended Sydney Region Professional Learning opportunities.

These professional learning opportunities have seen significant changes in classroom practices and outcomes for students.

School development 2009 – 2011

Targets for 2011

Target 1

*Increase percentage of students scoring in Bands 5 and 6 from 61% to 65% in writing in Year 3.*

Strategies to achieve this target include:

- Review student performance in NAPLAN to identify areas of need and plan teaching and learning experiences to address needs.
- Provide professional learning for staff in accessing and using SMART data and resources and best practice in teaching persuasive writing.
- Identify explicit quality criteria in writing and develop student’s abilities to self assess their learning.

Our success will be measured by:

- Increase in students scoring in bands 5 and 6 in NAPLAN in Year 3 in writing.
- Students assessing their own writing using explicit quality criteria.

Target 2

*Increase the percentage of students scoring in Band 8 from 8% to 14% in numeracy in Year 5*

Strategies to achieve this target include:

- Review student performance in NAPLAN to identify areas of need and plan teaching and learning experiences to address needs.
- Explicitly teach mental computation skills.
- Continue to develop grade assessment tasks that allow students to demonstrate a wide range of skills and understandings at various levels of achievement.

Our success will be measured by:

- Increase in students scoring in Band 8 in numeracy in year 5.
- Professional learning provided for staff through participation in community of schools mathematics project.
- Students relying less on formal recording and more on mental computation when solving mathematical problems.

Target 3

*90% of students gaining expected ICT skills as set out in the school scope and sequence.*

Strategies to achieve this target include:

- Grades identify skills from school scope and sequence to be included in units of work across a range of KLAs.
• Provide professional learning for staff in areas identified through staff survey of needs.

• Installation of new server and upgrade of hardware to allow greater access to computers by students.

Our success will be measured by:

• Teachers confidently integrating technology into teaching and learning programs.

• Student skills in using technology show improvement as indicated by school scope and sequence of skills and understandings.

Target 4

Energy and water use and waste reduced by 10%.

Strategies to achieve this target include:

• Complete and publish School Environmental Management Plan.

• Implement procedures to reduce waste and better manage resources.

• Improve grounds by developing a Dharawal garden, increasing seating in shaded areas, creating passive play activities in shaded areas and planting trees to increase shade.

Our success will be measured by:

• Waste reduced and resources better managed.

• History of Dharawal people acknowledged and celebrated and student knowledge of the local area improved.

• School grounds improved with additional shade and passive play areas.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Megan Kelly - Principal

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: