School context statement

Woolooware Public School is situated in the coastal area of Sydney’s southern beaches and has an approximate enrolment of 470 students. 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. At Woolooware 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 focused on continuous improvement and achieving excellence. The staff at Woolooware Public School are highly experienced professionals who participate in on-going learning in their endeavour to meet the needs of all students in their care.

Principal’s Message

It is with pride that I reflect on 2014 and the many, many achievements of students, staff and our families. Each member of our school community plays a significant role in ensuring the educational opportunities offered at Woolooware Public School are of the highest standard.

2014 saw the articulation of our school vision statement. This was a highly consultative process with all stakeholders contributing their ideas, dreams and aspirations for the school. The process demonstrated the strong alignment between staff, parents and students in their vision for the school. Overall there was an emphasis on fostering all aspects of students’ development in a caring and supportive environment. Fostering a positive sense of wellbeing was highly valued in addition to developing skilled learners with high levels of literacy and numeracy achievement who work creatively, collaboratively and confidently.

Overall, the vision for Woolooware Public School is to provide learning for life. That is, learning that will equip our students for their future and ignite a passion for lifelong learning.

I would like to sincerely thank parents and carers for their support of the many programs that operate in the school and for the assistance provided in so many ways. I would also like to acknowledge the on-going efforts of the P&C led by Bo Tang and recognise the enormous commitment given to ensuring the best opportunities are made available to the students at Woolooware Public School.

In 2014, the students made great gains in academic, sporting and creative pursuits. These achievements are outlined throughout this report.

Megan Kelly
Principal

P&C Report

What a busy year it has been for the P&C this year. After our successful fundraising efforts last year, we set a goal for 2014 to endeavor to raise funds to supply and install air-conditioning throughout the entire school, creating a cool and comfortable environment for our children and teachers. I am pleased to say that through the endless efforts of a small handful of dedicated parents, we managed to raise over $50,000 to achieve our 2014 goal.

Four discos, Mother’s Day and Father’s Day stalls, an air conditioning levy, trivia night, Caringbah Markets, and our recent Fitness Challenge Runathon, all collectively raised this unbelievable amount in profits. I would like to acknowledge the small team of woman who are consistently on the sidelines whether it be to wrap the hundreds of gifts for the Mother’s and Father’s day stalls, walking Cronulla mall shop to shop in search of trivia night donations or simply to help out collecting money at the discos or handing out the drinks and glow sticks on the night. We simply couldn’t pull off the events we do without your help.

2015 brings us new goals; we are hoping to build a huge shaded undercover area to provide sun protection for the children and a place to play in wet weather conditions.

This is an expensive but not unachievable goal. The P&C, with the support of the school community and teachers will endeavor to raise the funds to meet this essential need in our school grounds.

The P&C is made up of Parents and teaching staff from our Woolooware community, with a unified driving passion to provide the best facilities and equipment for our children and teachers.
Anyone is welcome to join us at our monthly P&C meetings. We operate in a non-intimidating, relaxed environment in which everyone is welcome to share their views and ideas for the School.

Bo Tang
P&C President 2014

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>185</td>
<td>191</td>
<td>209</td>
<td>221</td>
<td>218</td>
<td>236</td>
<td>255</td>
</tr>
<tr>
<td>Female</td>
<td>181</td>
<td>185</td>
<td>192</td>
<td>195</td>
<td>211</td>
<td>208</td>
<td>214</td>
</tr>
</tbody>
</table>

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.

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>3.282</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal 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>62%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>38%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
Improving teacher quality is a priority at Woolooware Public School. With the implementation of the new English syllabus and in preparation for the implementation of both the Mathematics and Science syllabuses, these became the major focus areas for professional learning. Full day sessions were planned with the local community of schools group to familiarise teachers with the changes to the content and pedagogy of the syllabuses. These sessions were followed up with weekly sessions at a school level. Teachers were provided with opportunities to observe other teacher’s practice and team teach.

Professional learning on the BOSTES Accreditation Standards was presented which followed into a professional learning session on the new Performance Management and Development Framework.

Teachers also participated in professional learning sessions on the new DEC Strategic Plan.
where the school community worked collaboratively in developing the school vision and the articulation of the school’s strategic directions for 2015-2017.

All professional learning sessions were recorded on MyPL@DET and addressed mandatory and compliance training expectations.

### Beginning Teachers

In 2014, Woolooware had 4 beginning teachers (1 permanent, 1 temporary and 2 casual teachers). In line with opportunities introduced with \textit{Great Teaching, Inspired Learning}, beginning teachers were supported by reducing their responsibilities and with the provision of additional release time. Mentoring opportunities came through professional dialogue during stage and supervision meetings, observations of other teacher’s classroom practice and program reviews. All beginning teachers participated in professional learning sessions both internally and externally.

Additional opportunities for beginning teacher to build their capacity included involvement with and coordination of the Schools Spectacular, Live Life Well@School, Public Speaking and Science.

All beginning teachers have been trained in tracking their professional learning hours on PL@DET.

### Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>188 867.29</td>
</tr>
<tr>
<td>Global funds</td>
<td>254 735.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>195 847.98</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>365 701.72</td>
</tr>
<tr>
<td>Interest</td>
<td>7 400.52</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10 835.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 023 388.01</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>63 192.76</td>
</tr>
<tr>
<td>Excursions</td>
<td>88 120.87</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>203 584.33</td>
</tr>
<tr>
<td>Library</td>
<td>9 761.95</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>15 237.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>150 231.47</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>72 336.20</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>139 175.83</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>44 658.46</td>
</tr>
<tr>
<td>Maintenance</td>
<td>16 949.85</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10 796.88</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>814 046.20</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>209 341.81</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Our achievements include:

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy

(including Reading, Writing, Spelling and Grammar and Punctuation)

In Year 3, 61 students sat the National Assessment Program (NAP) in literacy (reading, writing, spelling, grammar and punctuation). There were 29 boys and 32 girls, with 12 students identified as ESL/LBOTE and no students identified as indigenous.

Reading

67.2% of Year 3 students were in the top two skill bands (bands 5 and 6) in reading compared to 55.4% in our region and 49.3 % in NSW.  29.8% of year 3 students were in bands 3 and 4 in reading compared to 35% in our region and 37.2% in NSW.

Writing

72% of Year 3 students were in the top two skill bands (bands 5 and 6) in writing compared to 52.4 % in our region and 47.8 % in NSW. 20% of year 3 students were in bands 3 and 4 in writing
compared to 39.1% in our region and 41.8% in NSW.

Spelling

70.6% of Year 3 students were in the top two skill bands (bands 5 and 6 in spelling compared to 56.1% in our region and 50.8% in NSW.  25% of year 3 students were in bands 3 and 4 in spelling compared to 33% in our region and 34.5% in NSW.

Grammar and Punctuation

60.3% of Year 3 students were in the top two skills bands (bands 5 and 6) in grammar and punctuation compared to 60.5% in our region and 55.1% in NSW.  33.8% of year 3 students were in bands 3 and 4 in grammar and punctuation compared to 31.9% in our region and 34.7% in NSW.

NAPLAN Year 3 - Numeracy

Numeracy
Data, Measurement, Space and Geometry

29.8% of Year 3 students were in the top two skill bands in data, measurement and geometry compared to 42.3% in our region and 43.3% in NSW. 13.4% of year 3 students were in bands 3 and 4 compared to 23.3% in our region and 44.4% in NSW.

Number, Patterns and Algebra

79.3% of Year 3 students were in the top two skill bands (bands 5 and 6) in number, patterns and algebra compared to 39.3% in our region and 36.5% in NSW. 44.8% of year 3 students were in bands 3 and 4 compared to 50% in our region and 47.8% in NSW.

NAPLAN Year 5 - Literacy

(including Reading, Writing, Spelling and Grammar and Punctuation)

Literacy Year 5

In 2014, 64 students in year 5 sat the National Assessment Program (NAP) in literacy (reading, writing, spelling, grammar and punctuation). There were 29 boys and 32 girls with 12 students identified as ESL/LBOTE and no students identified as indigenous. One student was absent.

31.1% of Year 5 students were in the top two skill bands (bands 7 and 8) in reading compared to 39.4% in our region and 35.2% in NSW. 57.4% of Year 5 students were in bands 5 and 6 in reading compared to 49.1% in our region and 47% in NSW.

Reading

Writing
9.9% of Year 5 students were in the top two skill bands in writing compared to 20.3% in our region and 17.6% in NSW. 81.9% of Year 5 students were in bands 5 and 6 compared to 66.2% in our region and 65% in NSW.

**Spelling**

55.7% of Year 5 students were in the top two skill bands (bands 7 and 8) in spelling compared to 49.1% in our region and 42.8% in NSW. 42.6% of Year 5 students were in bands 5 and 6 compared to 43% in our region and 43.9% in NSW.

**Grammar and Punctuation**

41% of Year 5 students were in the top two skill bands (bands 7 and 8) in grammar and punctuation compared to 50.5% in our region and 44.5% in NSW. 47.5% of Year 5 students were in bands 5 and 6 compared to 38.4% in our region and 38.9% in NSW.

**NAPLAN Year 5 - Numeracy**

**Numeracy**

19.7% of Year 5 students were in the top two skill bands (bands 7 and 8) in numeracy compared to 32.3% in our region and 28.5% in NSW. 34.4% of Year 5 students were in bands 5 and 6 compared to 54.7% in our region and 52.7% in NSW.
Data, Measurement, Space and Geometry

9.9% of Year 5 students were in the top two skill bands (bands 7 and 8) in data, measurement, space and geometry compared to 26.7% in our region and 23.5% in NSW. 73.8% of Year 5 students were in bands 5 and 6 compared to 59.3% in our region and 56.7% in NSW.

Number, Patterns and Algebra

34.4% of Year 5 students were in the top two skill bands (bands 7 and 8) in number, patterns and algebra compared to 35.8% in our region and 31.2% in NSW. 34.4% of Year 5 students were in bands 5 and 6 compared to 45.6% in our region and 43.9% in NSW.

Other 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 2014 students participated in the following performance opportunities:

- Junior Girls Dance Ensemble, Senior Girls Dance Ensemble and Boys Hip Hop Group performed in the Sydney Region Dance Festival.
- Junior Girls Dance Ensemble and Boys Hip Hop Group performed in the Sutherland Shire Schools Music Festival.
- Senior Girls Dance Group performed in the Dance Extravaganza of the Sutherland Shire Schools Music Festival.
- Year 2 Choir and Year 6 Choir performed in the Sutherland Shire Schools Music Festival.
- Year 4 and Year 5 students performed in the Primary Arena Choir at the Schools Spectacular.
- Year 4, 5 and Year 6 students performed in the Combined Dance at the Schools Spectacular.
- Two Year 6 students were selected as members of the State Dance Ensemble.
- One Year 6 student was selected as a member of the Sydney Region Band.

In 2014 our school’s band program continued to develop under the leadership of Mrs. Nugent and Mrs. Simpson and provided increased opportunities for all members of our Training Band and Performing Band to participate in instrumental tutorials, workshops, rehearsals and concert performances.

Band members once again joined with students from Oyster Bay Public School, Lilli Pilli Public School and Caringbah North Public School for Band Camp at Stanwell Tops. Members of the Performing Band attended the two-day camp and enjoyed rehearsing and performing with band students from the other schools. 2014 saw the bands perform well at Bandfest, both receiving gold awards. The Band Showcase Evening was the culmination of the 2014 Band program providing all band members with solo, ensemble and band performance opportunities for an audience of family and friends.

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 ‘LINK’.

Marie Wilson
Arts Coordinator

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. Oz Tag and volleyball) and our swimming program. A large number of our children elected to attend a program at Sutherland Leisure Centre. Learn to Swim, Flippaball, Life Saving and Fitness in the gym proved popular choices. The school sport program was reviewed by Miss Johnson and now offers a broad range of engaging options for those students who are not participating in the PSSA program. 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 included in tabloid sport sessions on Fridays. The Year 2 children were involved in an Intensive Swimming Program at Sans Souci Pool under the direction of Miss Chew and three other trained swimming teachers from the DEC. During Term 3, children in Years K-5 participated in the school’s gymnastics program. Woolooware teams also participated in Touch Football, Cricket and Waterpolo Gala days.

Following are notable achievements of our students during 2014:

- One girl was selected in the Sydney East Girls’ Soccer team
- Two boys were selected in the Sydney East Rugby Union team
- Two boys were selected in the Sydney East Touch Football team
- One boy was selected in the Sydney East Tennis squad
- Three children competed at the Sydney East Swimming Carnival
- Four children competed at the Sydney East Cross Country Carnival
- Three children competed at the Sydney East Athletics Carnival
- Two boys were selected in the Sydney East Softball team
- Two boys were selected in the Sydney East Rugby League team
- One girl was selected in the Sydney East Hockey team
- One boy was the Under 11’s Zone Swimming champion.

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 boys’ Soccer team were runners up in the Cronulla Zone competition.

The continuation of girls’ soccer, AFL and basketball into the Cronulla Zone PSSA competition in Term 1 provided extra opportunities for students to try a variety of sports at a non-competitive level. As there were no finals for these sports, the focus was on the development of skills and having fun.

Gifted and Talented Programs

In 2014, gifted and talented programs were delivered for stages one to three. The programs were designed and taught by staff members with specific interest and expertise. Students were nominated by staff based upon their aptitude, interest and ability within specialist areas. A Year 2 to Year 6 science program was implemented with the focus being on:

- Teaching students how to run a fair experiment
- Supporting a move from structured to open-ended experiences in science and technology
- Supporting students to collaborate in groups and to select areas of personal interest for scientific investigations

2014 was the first year Woolooware Public School implemented a debating program. Two groups from Stage 2 were selected and were part of the Premier’s Debating Challenge.

Additionally, students in Stage 2 and 3 were selected to participate in ‘By The Sea’, a Community of Schools initiative which caters for gifted and talented students. The program which
was designed to extend the students in content and skills under three main subjects: The Arts (English, culture), science (history and concepts) and mathematics.

Alison Chew  
G&T Coordinator

Public Speaking

As part of the Southern Sydney Schools Public Speaking Competition, students from Stage 1 to Stage 3, planned, practiced and presented a series of short speeches in class. Each class subsequently chose two representatives to participate in the Woolooware Public School Public Speaking Finals, held on the 14th August. The maturity, confidence and verbal communication skills on display were extremely impressive, leaving our judges with some very tough decisions. After much deliberation, Amiera F (Stage 1), Thaye R (Stage 2) and Chloe T (Stage 3) emerged as the eventual stage champions. Each one of our winners went on to represent our school most admirably at the Eastern Zone Public Speaking Final, which was held at Cronulla Public School on the 28th August.

Stewart Mailer  
Public Speaking Coordinator

Significant programs and initiatives — Policy and equity funding

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. We have provided all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages.

National Sorry Day and Reconciliation Week provided opportunities to discuss contemporary issues relevant to the Aboriginal community.

An Indigenous garden, designed and co-created by students was established in 2011 and provides a learning and recreational space for students in the playground. Further enhancements to this garden were made with support from the Kurnell 20/20 initiative. During 2014 the garden was maintained and added to with groups of children contributing.

2014 has seen the development of Personalised Learning Plans for Indigenous students to ensure the individual needs of Aboriginal and Torres Strait Islander students are met.

As part of the Kids Matter initiative at Woolooware, Indigenous students participated in a mentoring program. The main aim of this valuable time has been to develop social skills and self-esteem.

During Education Week students were entertained and educated by Aboriginal elder Walangari. Walangari immersed students into Indigenous history and culture through story telling, art, didgeridoo playing and dance. Students developed a new understanding of the rich and ancient traditions of Australia’s first people.

Multicultural education and anti-racism

Living in a culturally diverse society, Woolooware Public School ensures that teaching programs develop a greater understanding of the contributions made to Australian identity by people from different backgrounds. 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 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.

Stage 2 studied “Religions of the World” focusing on various religions practiced worldwide today and the effects of religious beliefs on present day culture. As part of the Stage 3 “Global
Connections” unit, the students explored the interconnections and interdependence between Australia and other countries.

In Term 1 a group of Japanese students visited Year 5 students. During their time they engaged in conservation comparing lifestyles and sharing creative art practices.

The Musica Viva performance by Teranga specialised in the music from Senegal. These lessons provided opportunities to identify traditional West African instruments, explore repeating rhythm patterns, appreciate alternative musical styles and move in response to music.

In celebration of Education Week students were immersed into a day of multiculturalism. Cultural diversity was celebrated by delving into performances from different cultures including Rhythm of Africa, Chinese Dance, Cool Capoeira - Brazilian dance, Mongolian throat singing and traditional Aboriginal culture.

Aboriginal background

Woolooware Public School implements the Department’s Aboriginal education policy by meeting the specific and individualised needs of all Aboriginal students through the collaborative preparation and implementation of personalised learning plans. These plans differentiate the curriculum to engage students and achieve the best outcomes possible. The Learning Support Team works with teachers, parents and when appropriate, students, to develop plans with clear, shared and aspirational learning goals to improve Aboriginal students’ outcomes in social, academic and extra-curricular areas. Aboriginal students have been paired with mentors from within the local community to further build their confidence and foster their connection with their Indigenous culture. This has guaranteed that Aboriginal students’ outcomes have matched the outcomes of other students on their cohort

Socio-economic background

A personalised learning approach is used to meet the diverse and individual needs of all students, including those from low socio-economic backgrounds. These plans set clear, aspirational goals and ensure additional support is targeted to maximize the learning outcomes of these students.

Evidence is clear that students who have positive wellbeing are more successful, engaged learners. This therefore, is a key strategy in supporting students from low socio-economic backgrounds. The Kids Matter initiative has facilitated the evaluation of current practices and implementation of a comprehensive whole school approach to supporting the healthy wellbeing of students. A positive and inclusive school culture has been enhanced and strategies to increase parent engagement have been implemented. These include a welcome morning tea, BBQ to celebrate the start of the new school year, parent workshops and a parent resource centre with resources about parenting, supporting students in all facets of their development including academic, social, emotional and behavioural and books to read with children addressing social and emotional issues.

Kids Hope Mentors have also been appointed to work with selected students in both learning and social and emotional (SEL) support. Additional funds were accessed to employ a Student Learning Support Officer to work with students in the playground by facilitating activities and assisting students to develop friendship and social skills.

Social and emotional learning programs have been introduced into Personal Development and Health units which explicitly and systematically teach SEL skills to students.

Learning and Support

Students with additional learning needs are identified by class teachers and personalised learning plans are developed in consultation with parents and carers. Overall school needs are
identified and resources prioritised to target the needs of groups of students. In 2014, funds were used to implement Running With Reading, a support program in reading for students in Years 1 and 2 and the Rainbow Reading Program for students in Years 3-6. Additionally, Student Learning Support Officers were employed to deliver an intensive literacy support program for Kindergarten students in Term 4 in readiness for their transition to year 1.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Focus group meeting
- Online surveys
- Group discussion

School planning 2012-2014:

School priority 1

English

Outcomes from 2012–2014

- Increase the percentage of Year 5 students in writing in bands 7&8 from 18.6% to 22.9%.

- Increase the percentage of Year 5 students in reading in band 8 from 10.00% to 15.7%

- Increase the percentage of students achieving expected growth in reading in Year 5 from 48.5% to 55%.

Evidence of achievement of outcomes in 2014:

- All staff participated in professional learning sessions on the new English Syllabus. This involved attending community of schools professional learning sessions where stage groups unpacked each stage statement and explored the outcomes and content.

- Developed stage and cross stage units and resources with community of schools. This included the creation of stage assessments and writing rubrics that reflect the English Syllabus and Literacy Continuum. These units are saved on a central storage server, Microsoft One Drive.

- Executive team reviewed NAPLAN data and identified areas of strength and areas to be addressed. Strategies to address these areas were included in class teaching and learning programs.

- All students literacy and numeracy progress tracked on PLAN. Data was utilised to guide classroom programs, curriculum differentiation and to cater for students’ individual needs and strengths.

- Stage teams shared and reviewed current assessment practices and student work samples to ensure consistency in teacher judgment.

- A scope and sequence for the ‘Super 6’ comprehension strategies was created and implemented. This involved each strategy being targeted in classrooms over a period of two weeks. During this time teachers explicitly taught each strategy. Resource packages were provided to teachers containing an overview of each strategy and activity ideas.

- Quality literature was purchased for all grades to support new English units.

- Technological tools and resources including ebooks, iPads, desktop computers and interactive whiteboards were integrated into English programs thereby increasing student engagement.

School priority 2

Mathematics

Outcomes from 2012–2014

- Increase the percentage of students achieving expected growth in numeracy in Year 7 from 26.3% to 31.6%.

Evidence of achievement of outcomes in 2014:

- 38.5% of students achieved expected growth in year 7 numeracy. This was an
improvement from 26.3% and exceeded the target of 31.6%.

- Delivered extensive professional learning opportunities focused on the NSW Mathematics Syllabus for the Australian Curriculum. This included: Your School and the Mathematics K-10 Syllabus; Understanding the New Syllabus; What’s New: Measurement and geometry; What’s New: Statistics and probability; What’s New: Number and algebra; Embedding learning across the curriculum; Working Mathematically – Reasoning and Adjusting Units of Work. This also included a combined staff development day delivered by a consultant with the local community of schools network.

- Developed deeper knowledge and understanding of the content in the numeracy continuum through whole school professional learning sessions, stage discussions, collaboratively developed assessment tasks and analysis of student work samples.

- Six teachers participated in a project in mathematics which focused on developing a deeper understanding of the content in the syllabus, using assessment effectively to identify student progress and differentiating learning to meet individual needs. As a result of the collaboration of all members of this project team, Woolooware Public School has access to units of work for every content area in the Mathematics syllabus which includes teaching and learning strategies which cover a range of abilities and pre and post assessment tasks.

- Stage teams collaborated to produce a scope and sequence for the systematic teaching of mathematics K-6.

School priority 3
Quality Teaching
Outcomes from 2012–2014

- Monitor and collect evidence that students are involved in assessing their own learning.

- Collect evidence of increased expectations for student achievement in English.

Evidence of achievement of outcomes in 2014:

- Workshops delivered in self and peer assessment in the classroom and effective feedback. The workshops included pre-meeting tasks, the collection of data by teachers, sharing of ideas and goal setting for improvement in the implementation of the strategies.

- Teachers observed colleagues using these strategies in classrooms and shared strategies that worked in their classrooms.

- Units of work included assessment for learning strategies.

- For at least three lessons per day, teachers explicitly stated learning intentions for lessons with the WILF strategy – ‘What I’m looking for’.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. They were asked to reflect on the programs and practices that are highly valued.

A summary of their responses are presented below.

Staff

- A warm, welcoming school characterised by strong relationships.

- Highly supportive student wellbeing initiatives.

- Providing strong programs which address all aspects of a student’s academic, social, emotional and physical development.

- Providing a broad range of extra-curricular programs.

- Highly effective targeted support for students with additional needs.
• Strong emphasis placed on professional learning.

Parents
• Good communication between teachers and parents.
• Strong literacy programs across the school and particularly in K-2. A love of reading is fostered. Students requiring additional support are identified early and their needs are met. Reading groups are differentiated and activities are purposeful. Deeper levels of comprehension are being demonstrated by students at home. Children are talking with parents about big ideas and concepts in texts. Parent involvement in classrooms during reading groups is valued.
• Students are encouraged to research, investigate and form their own opinions.
• Opportunities provided for enrichment.
• Language classes.
• Transition into Kindergarten and from Year 6 to Year 7 is smooth.
• Social and emotional support is provided by every teacher. Kids Matter, the Buddy Balcony and buddy system all help students feel like they belong. The ‘Woolooware Way’ is integrated into all areas.

Students
• PSSA and the improvements made to school sport which provides additional options.
• Additional opportunities including dance, choir, debating and zone PSSA representation.
• Technology.
• The ‘Woolooware Way’ and the way everyone cares for each other.

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.

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John Ayre – Assistant Principal
Alison Chew – Assistant Principal
Kate Cleary – Assistant Principal
Marie Wilson – Assistant Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.