Woolooware Public School
Annual School Report

2012
Messages

Principal’s message
Woolooware Public School continues to provide a wide and varied range of academic, social and cultural experiences for our students. Our school continues to focus on the development of the whole child. Strong and effective student wellbeing programs permeate all school programs. Our school has an inclusive environment where students feel that they belong, are cared for and are encouraged in every way to achieve their potential. A strong commitment to providing quality learning opportunities is evident. Our staff demonstrates its high level of commitment and support for student learning and welfare, through extensive professional learning programs undertaken throughout the year.

I would like to thank our hard working school community who supports the students and staff in a wide variety of ways through their participation in school programs and activities, P&C, fund raising, canteen, uniform shop and various other programs.

Details of many highlights are included in this report and I hope that you enjoy reading about your children’s and our school’s achievements.

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.

Megan Kelly
Principal

Student representative’s message
Being elected as school captains for 2012 was a fantastic honour and we would like to say a big thank you to everyone for the memorable opportunities this gave us.

The students of Woolooware Public School have been lucky to go on some excellent excursions this year. Kindergarten visited Taronga Zoo, Year 6 went to Morisset for a week long camp, Year 5 had an awesome time in Canberra and the whole school went on excursions to places like Hazlehurst art gallery, the Reading Wave Picnic and Flash Mob and a visit to Cronulla Library.

This year our school received many fantastic new features such as a new big black fence, some new laptops for the Year 6 classrooms and some new flagpoles to proudly fly our Australian and Aboriginal flags.

The Student Representative Council this year held many fundraisers and have implemented some fantastic ways for reducing bullying which includes the Friendship Tree and the Playground Patrol to help anyone in need.

On behalf of Year 6 we would like to thank the staff and school for our wonderful years at Woolooware Public School. We have had so many great times that we will never forget.

Samuel Nash and Ellie Esquilant
School Captains

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

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<td>Female</td>
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Student attendance profile

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<td>94.9</td>
<td>96.0</td>
<td>95.6</td>
<td>95.4</td>
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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.

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>
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<tbody>
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<td>Principal</td>
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<td>Assistant Principals</td>
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<tr>
<td>Classroom Teachers</td>
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<td>Learning Assistance Support Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>General Assistant</td>
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<tr>
<td><strong>Total</strong></td>
<td>21.622</td>
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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.

Staff retention

During 2012, Mrs. Penelope Lyons retired from Woolooware Public School. Mrs. Kim Smith will fill this vacancy from the beginning of the 2013 school year. Mr. Stewart Mailer will fill Mrs. Taryn Frohmader’s vacancy.

Teacher qualifications

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

Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>66%</td>
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<tr>
<td>Postgraduate</td>
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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>
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<th>Date of financial summary</th>
<th>30/11/2012</th>
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<tr>
<td>Income</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>835248.94</td>
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</table>

Expenditure

| Teaching & learning        | 30136.38  |
| Key learning areas         | 81381.15  |
| Extracurricular dissections| 160799.96 |
| Library                    | 19321.77  |
| Training & development     | 5442.63   |
| Tied funds                 | 84032.03  |
| Casual relief teachers     | 64096.76  |
| Administration & office    | 68740.40  |
| School-operated canteen    | 0.00      |
| Utilities                  | 37401.30  |
| Maintenance                | 55987.48  |
| Trust accounts             | 9207.79   |
| Capital programs           | 54962.31  |
| **Total expenditure**      | 671509.96 |
| **Balance carried forward**| 163738.98 |

We wish to thank our school community for supporting the voluntary school contribution payments. $13,950 was received from families in 2012 and was used to purchase additional resources for students in literacy, numeracy and technology.
A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

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 2012 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.
- Year 2 Choir and Year 6 Choir performed in the Sutherland Shire Schools Music Festival.
- Year 5 and Year 6 students performed in the Arena Primary Choir at the Schools Spectacular.
- Year 5 and Year 6 students performed in the Combined Dance at the Schools Spectacular.
- Sharni selected as member of NSW Public Schools Training Dance Ensemble.
- Luke selected as member of NSW Public Schools Primary Drama Ensemble
- Amelia, Jesse and Clayton selected as members of the Sydney Region Band.
- Amelia and Clayton selected as members of Sydney Region Middle School Ensemble.

In 2012 our school’s band program strengthened 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 and Grays Point 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. 2012 saw the bands perform exceptionally well at Bandfest, both being awarded Gold awards. The Band Showcase Evening was the culmination of the 2012 Band program providing all band members with solo, ensemble and band performance opportunities for an audience of family and friends. The band and its supporters worked to raise funds and the Performing Band now wears their band uniform, including bright, jazzy vests, with pride!

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 ‘Be Prepared’.

Gifted and Talented Programs

In 2012, enrichment classes were held for Stages One to Three. The courses were designed and delivered by staff members with specific interest and expertise. Students were nominated by staff based upon their aptitude, interest and ability within specialist areas. Stage three focused on history, stage two focused on mathematics and technology/graphics and stage one focused on creative writing.

‘By The Sea’ was a new Community of Schools initiative which catered for gifted and talented students in Stage 3. Students from Bundeena, Cronulla South, Kurnell and Woolooware Public Schools were selected to participate in 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.

Public Speaking

During Term 2, the students from Years one to six participated in Public Speaking. Two children were chosen to represent their class in the school’s public speaking competition. Then one child from each stage was chosen to represent the school at the Zone Public Speaking
Competition. Chloe [Stage 1], Abigail [Stage 2] and Lachlan [Stage 3] represented Woolooware P.S. Lachlan won the Zone Public Speaking competition and then went on to compete at a Regional level.

**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. Options included Learn to Swim, Flippaball, Life Saving and fitness in the gym. During the week class sessions are 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 had 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 Mrs. Cleary and three other trained swimming teachers from the DEC. During term 3, children in Years K-6 participated in the school’s gymnastics program.

Following are notable achievements of our students during 2012:

- Luke: selected in Zone Rugby League Team
- Michael: selected in Zone Rugby League Team
- Hannah: selected in Zone basketball Team
- Daniel M: selected in Zone AFL Team
- Daniel B: selected in Zone AFL Team
- Charlotte: selected in Zone Netball Team
- Jenna: selected in Zone Soccer Team
- Riley: selected in Zone Soccer Team
- Quincy: selected in Zone Touch Football Team
- Isaac: selected in Zone Touch Football Team
- Ruby: selected in Zone Softball Team
- Quincy: selected in Zone Softball Team
- Sharni: selected in Zone Softball Team
- Jessie: selected in Zone Softball Team
- Daniel B: selected in Zone Softball Team
- Lewis: selected in Zone Cricket Team
- Daniel: competed in the Sydney East Athletics Carnival
- Alyssa: competed in the Sydney East Cross Country Carnival
- Robbie: competed in the Sydney East Cross Country Carnival
- Ruby: selected in Sydney East Softball Team
- Quincy: selected in Sydney East Softball Team
- Sharni: selected in Sydney East Softball Team
- Adam: competed in the Sydney East Swimming Carnival
- Luke: selected in the Sydney East Rugby League team
- Robbie: competed in the State Cross Country Carnival
- Quincy: selected in the State Softball Team

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 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 Junior A Soccer Team were Premiers, both Junior and Senior Rugby League Teams made the Grand Final and the Junior B Netball Team made the Semi Final. The school AFL team had success at both the Zone and Sydney East levels and made the quarter finals at the State Carnival. The introduction of girl’s 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.

**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)

**Reading – NAPLAN Year 3**

**Numeracy – NAPLAN Year 3**

**Reading – NAPLAN Year 5**

**Numeracy – NAPLAN Year 5**
**Numeracy – NAPLAN Year 5**

<table>
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<tr>
<td>8</td>
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**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.

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 have been made throughout 2012 with support from the Kurnell 20/20 initiative.

A student from our school was acknowledged at the ‘Deadly kids Doing Well’ awards and was also given the opportunity to attend a day-long ‘Koori Kids’ workshop at a neighbouring school. This explored Aboriginal culture and provided opportunities for students to network with Aboriginal students from other schools.

**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.
Environmental Education

- Continued and enhanced the role of environment monitors from each class to manage composting of fruit scraps, worm farms and vegetable gardens.
- Participation in tree planting activities to provide additional shade in the playground.
- Continued our aim to recycle all waste paper wherever practical.
- Acknowledged and participated in Earth Hour and Clean Up Australia Day.
- Maintained a herb garden adjacent to a productive vegetable patch.
- Coordinated the ‘Woolooware Pride Day’ with the School’s P&C where interested parents participated in a working bee.
- Added five bird baths to playground to provide water sources for birds.
- Enhanced indigenous garden with the addition of plants from the Indigenous Kurnell 20/20 grant.
- Acquired, restored and located a feature boat within the indigenous garden.
- Created a garden outside Year 6 classrooms to combat erosion and issues with water run-off.
- Created a garden adjacent to the school library to address issues of flooding and trip hazards.

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 2012. Each class has two elected representatives who meet together with our School Captains 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 often make recommendations to improve conditions within the school. 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 eleventh year as sponsors of the Taronga Zoo meerkats, an annual commitment of which we are proud. We have also sponsored Calvary Hospital and Sydney Observatory.

During Term 3, 2012 our school was successful in receiving funding for the National School Chaplaincy and Student Welfare Program. This has allowed the school to employ a Chaplain to take on a Student Welfare role within the school. The role of the Chaplain has included:

- provided pastoral care and personal assistance for students, staff and parents of the school community in coordination with the school counsellor and other support staff
- assisted in the development and continuation of the school’s welfare programs
- provided an early intervention framework for addressing student welfare needs
- facilitated small group programs targeting students at risk
- supported families of students who have a diagnosis on the Autism Spectrum or other behavioural disorders
- facilitated lunch time programs such as ‘Playground Post’ and ‘Friendship Tree’ to assist students in building healthy relationships
- networked with welfare services, local churches and other agencies in the local community to provide a broad range of support services to the school community
- worked with School Learning Support Team to facilitate student wellbeing
Progress on 2012 targets

Target 1 - Literacy

- Increase the percentage of Year 3 students in reading in bands 5 and 6 by 3.5%.
- Increase the percentage of Year 5 students in reading in bands 7 and 8 by 3.6%.
- Increase the number of Year 5 students achieving expected growth in reading from 71.9% to 80%.

Our achievements include:

- Number of students in Year 3 achieving Bands 5 and 6 increased by 4.2% [51.9%] above State average.
- Number of students in Year 5 achieving Bands 6, 7 and 8 increased by 14.1% above State average.
- 61.5% of all Year 5 students achieved expected growth in reading.
- Executive team reviewed NAPLAN data in Reading 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 initiative ‘Catching the Reading Wave’ and a focus on improving student independent reading behaviour and attitudes.
- ‘CAFE’ program was introduced in K-6 which explicitly and systematically teaches comprehension, accuracy, fluency and the expansion of vocabulary.
- Professional learning undertaken by whole staff in using SMART data and resources to improve best practice in teaching reading.
- Examined the Literacy Continuum and began utilising this as a tool to assess, plan and monitor student learning in literacy.
- Literacy Assessment Framework developed in 2011 was implemented in 2012.

Target 2 – Numeracy

Our achievements include:

- Number of students achieving greater than or equal to expected growth was 74.5%, exceeding our target by 14.5%.
- 5.1% increase in number of students scoring in bands 5 and 6 in Number.
- Executive team 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.
- Implementation of grade specific assessment tasks based on resources from Assessment Resource Centre on the Board of Studies website to differentiate student achievement at each stage level.
- Additional resources for interactive whiteboards purchased to support mathematics.
- Improved student confidence in employing a broad range of problem solving strategies.
- Awareness of the Numeracy Continuum raised amongst staff in preparation for using this in 2013 to assess, plan and monitor student learning.

Target 3 – Quality Teaching

- Increase the level of quality feedback provided to students.
- Increase opportunities for students to assess their own learning.

Our achievements include:

- Current research investigated on providing explicit quality feedback to students.
- Team of teachers and Principal participated in a Sydney Region Project on Assessment K-6. This identified effective practices in assessment for learning and its place in the teaching and learning cycle. The project also developed skills in providing explicit quality feedback to students. This project will be delivered to the whole teaching staff in 2013.
- In stage teams, collaboratively developed lessons with planned opportunities for ongoing assessment.
• In stage teams, collaboratively developed lessons with planned opportunities for student self assessment.

• Increased staff understanding of the Numeracy Continuum which will be utilized in 2013 to assess, plan and monitor student learning in Mathematics.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of reading.

Reading

Background

Wooloware Public School embarked on a major initiative to improve independent reading attitudes and behaviour through the program, ‘Reading Millionaires’. This was combined with the purchase of a significant amount of literature and a planned refurbishment of the school library. Teachers also implemented the CAFE reading program to scaffold the explicit teaching of reading skills including comprehension, accuracy, fluency and the expansion of vocabulary.

Findings and conclusions

• As a result of the Reading Millionaires initiative, 65% of parents indicated that their children’s enjoyment level of reading had increased. This was supported by all teachers who observed a marked increase in the level of engagement of students in reading which they attributed to the explicit teaching of independent reading skills, the promotion of quality literature, and the intense focus on reading across the school.

• Over half of the parent responses indicated that their children are now reading for longer periods of time at home and 85% of parents felt equipped to help their child with reading.

• 85% of parents felt that students receive appropriate support and encouragement in reading.

• 85% of parents felt that the library collection of books and guided reading collection of books was adequate; however, 69% of respondents felt the classroom collection was inadequate.

Future directions

The promotion of reading as a leisure time activity will continue to be a major focus for the school. Further strategies to promote reading will continue in 2013. The CAFE program will continue to be strengthened and the school will add further books to the various collections including guided reading, home reading and class reading.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• 94% of parents agree that Wooloware Public School is friendly, tolerant and accepting. This is matched with 100% of teachers and 95% of students.

• 94% of parents believe the school is well resourced, compared to 88% of teachers and 92% of students.

• 88% of teachers agree that the school has supportive student welfare policies and 4 parent responses disagreed with this statement.

• 92% of teachers, 95% of students and 83% of parents agree that fair discipline exists in the school. 13% of parents believe that student achievements are not recognised.

• 90% of parents and 97% of teachers agree the school maintains a focus on literacy and numeracy and 88% of parents agree the school offers a wide range of extracurricular activities.

• 32% of parents feel that students have inadequate access to computers. This compares with 42% of teachers and 64% of students.

Professional learning

Professional learning is essential to ensuring ongoing improvement in student outcomes. A strong culture of continuous learning exists amongst the staff who participate in quality
professional learning opportunities. 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 2012 was participation in a joint project with a Community of Schools including Cronulla South, Bundeena, Kurnell and Woolooware Public Schools. The focus of this project was to promote reading and improve the explicit teaching of reading skills. A major component of the training focused on building the capacity of executive leaders in developing a culture of learning and continuous improvement in their stages.

Staff development days held during term 2 and term 3 focused on exploring best practice in teaching reading and the literacy and numeracy continuums.

The school leadership team participated in TLSI training, Team Leadership for School Improvement. This training was then delivered to teachers and explored topics including quality teaching, teacher leaders and planning for school improvement.

A team of four teachers participated in the Sydney Region Project, Assessment K-6. This will be delivered to the rest of the teaching staff in 2013.

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 and Best Start training. 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 planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014 - Literacy

School based and external data will indicate increased levels of literacy achievement for all students in reading, writing and talking and listening.

2013 Targets to achieve this outcome include:

- Increase the percentage of Year 3 students in writing in band 6 from 7.5% to 15.9%
- Increase the percentage of Year 5 students in writing in bands 7 and 8 from 18.2% to 23.2%
- Increase the percentage of Year 5 students in reading in band 8 from 9.1% to 13.6%

Strategies to achieve these targets include:

- Review NAPLAN data in reading and writing to identify areas of strength and areas to be addressed. Strategies to address these areas to be included in class teaching and learning programs.
- Promote the use of data to plan effective learning through the use of the Literacy Continuum to assess, plan and monitor student learning in English.
- Increase assessment for learning strategies in all teaching and learning programs.
- Awareness raising and professional learning for NSW English syllabus for the Australian curriculum and preparation for implementation in 2014.

School priority 2

Outcome for 2012–2014 - Numeracy

School based and external data will indicate increased levels of numeracy achievement for all strands of mathematics.

2013 Targets to achieve this outcome include:

- Increase the number of Year 7 students achieving expected growth in numeracy from 55.9% to 70%.
Strategies to achieve these targets include:

- Review NAPLAN data in numeracy to identify areas of strength and areas to be addressed. Strategies to address these areas to be included in class teaching and learning programs.
- Professional learning and Stage Team meetings focus on identified priority areas.
- Promote the use of data to plan effective learning through the use of the Numeracy Continuum to assess, plan and monitor student learning in mathematics.
- Increase assessment for learning strategies in all teaching and learning programs.

School priority 3 – Quality Teaching

Outcome for 2012–2014

Teachers will implement teaching strategies with high effect sizes identified in the research by John Hattie, leading to improved learning for students. These include feedback, student self-assessment and individualized instruction.

2013 Targets to achieve this outcome include:

- Increase the level of quality feedback provided to students.
- Increase opportunities for students to assess their own learning.
- Increase expectations for student achievement.

Strategies to achieve these targets include:

- Professional learning for teachers about assessment for learning practices.
- Professional learning for teachers about providing explicit feedback to students.
- Teachers identifying and communicating to student the purpose of each lesson and explicit quality criteria for the tasks they complete.

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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