School context

Students

Enrolment numbers have continued to rise and we commenced 2013 with seventeen classes, the same as for 2012. Numbers continued to fluctuate throughout the year but remained at an average of 432 students. The school population is drawn from a wide area of the Illawarra due to the location of two opportunity classes at the school, with students travelling from Coledale in the north to Flinders in the south.

Staff

As well as a combination of experienced staff and those in their early years of teaching, the school is also a base for seven teachers and two assistant principals who support the learning of vision and hearing impaired students enrolled in various schools in the Illawarra South East Region. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

There were a number of outstanding programs implemented in Wollongong Public School during 2013. These included:

- The ongoing expansion of the Accelerated Literacy Program across Stage 3.
- Development of our student welfare and leadership programs with the continuation of our very popular Year 6 ‘Peace-keepers’ initiative and the school ‘You Can Do It’ program.
- The purchase and deployment of a further 26 ipads for use in Stage Two classes.
- The expansion of wireless networking throughout the entire school site.
- The installation of a high quality, managed sound system for our hall to enhance the quality of our performing arts programs and school concerts. This was funded by our P&C.
- Continued development of our performing arts program, with the school’s involvement in the Choral festival and Southern Stars, as well as the continued growth and enthusiasm of a very talented Ukulele group and band.
- The introduction of Robotics classes on Wednesday afternoons in the school library.

Principal’s message

Wollongong Public School is located in the Wollongong CBD and as such, is an integral link in the chain of this rapidly growing and diverse community. With a growing population of over 432 students, Wollongong Public School is committed to a learning environment that is continually striving for high academic achievement through quality teaching and strong welfare programs.

We provide a rigorous academic curriculum along with a wide spectrum of opportunities and experiences that aim to develop the whole child. The school enthusiastically provides programs in dance, sport, choir, music, visual arts, chess, public speaking, debating and leadership.

The school prides itself on its inclusive learning environment and the way it celebrates and focuses on the benefits cultural diversity brings.

The school offers carefully tailored support to meet the individual needs of all students. Our very active learning support team meets weekly to ensure our teaching and learning resources are being equitably and professionally matched to respond to student needs.

Wollongong Public School promotes community involvement in many programs, and relationships with parents are valued and promoted in our school planning. A very active, supportive P&C is testament to the willingness of parents to engage in the life of the school. I would like to thank the school community who supported the students and staff in a wide variety of ways through their participation in school programs and activities, P&C, fundraising, canteen, uniform shop, home reading, sport carnivals, costuming, concerts and various other committees and initiatives.

This report is a snapshot of our performance over the year and it highlights some wonderful results as well as areas we need to improve in.

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.

Graham Butt (Relieving Principal)
P & C President’s Message

It seemed this year was the year to provide some cooling relief around the school. The first order of the year saw the P&C paying for the supply & installation of a new air conditioner for the school library. All students use the library, both in class hours and during lunch times, so the air conditioner was a welcome relief during the hot & stuffy days. The school canteen also received an air conditioner, paid for & installed with P&C funds. Our volunteers work all day in the canteen and with oven and the cooktop running it can be an exhausting task. The air conditioner will make the job of providing nutrition to the students a little more pleasant.

March saw our first fundraising event with a Trivia night run at the Master Builders Club. It was a great night and well patronised by parents, friends, relatives & teachers. Well over a hundred people turned out for this event and the night raised just under $2000 to be spent on funding important up & coming school needs.

The AGM was held in March and due to the small number of regular attendees there were no new nominations for executive positions and the existing President & treasurer were returned to continue the year. Our Secretary was sorely missed while she was on “maternity leave” and to date this position has still not been filled.

Our tireless fundraising co-ordinator continued in her role, although the limited number of regular members on the ground meant running a smaller number of fund raising events during the year. Despite this the P&C were able to successfully run a number of BBQs at school concerts, a Mother’s Day & Father’s Day stall and a chocolate drive. Together this year the P&C were able to raise about $19000. From this, as well as retained funds, we have invested around $22000 in the school.

This year saw considerable strain on the classroom resources as the school continued to grow, outstripping capital investment in infrastructure. A plan was proposed by the Education Department to carve up an open learning area into two classrooms. This was not a popular decision within the school community and an invitation was extended to the local state member to visit the school and discuss the situation. The P&C would like to thank Ms Noreen Hay for her generous time and valued contribution in visiting our school. Out of this meeting a petition was raised with the Education Department to forgo the planned division of the open learning area and instead consider relocating the itinerant vision and hearing teachers and relocate the after school care that was utilising two potential classrooms. Thankfully in the end this plan was achieved and in the near future we will have two extra classrooms, as well as retaining the well-utilised open learning area in the Stage 3 building.

The school canteen continued to be operated by the P&C. A single driven member of the P&C runs this task most generously. The canteen seems to be well supported by parents willing to dedicate their time to help run this important service.

The P&C run uniform shop was able to open more often this year due to some helpful volunteers sparing their valuable time. While the uniform shop does provide a small fundraising income stream the main advantage is the reduced cost of uniforms to the students and families.

Other notable funding achievements this year included a $9000 contribution towards a new sound system for the school hall. The one installed under the BER scheme was sub-standard and the suppliers were unwilling to rectify the problem, thus necessitating the purchase of a new system. The P&C also funded three new covered picnic tables for the students and plan on providing more of these in the future. The tables were built & installed by students from Keira High School manual arts department making this a real a win-win situation. Our students got some great covered seating and other students in our local high school got some valuable experience.
I would like to thank the few dedicated people who turn up month after month to give so freely of their time to make the rest of the school communities’ expectation a reality. Unfortunately I must finish my report where I opened it last year, again asking people to come forward to be a part of the school parent body. Many of the things that everyone enjoys within the school community have come about due to the action and efforts of the WPS P&C. I understand that many people have busy lives but so does everyone currently within the P&C. Once again it seems that the many benefit from the efforts of the few. I have recently been involved in other parent bodies where regularly more than double the number of people attend with a smaller student population. I don’t understand if this is due to a misunderstanding of what is involved in being part of the P&C or really a more systemic problem within our school. It would be a shame to see this P&C disappear due to lack of interest. Everyone, but ultimately the students, would suffer from this eventuality.

Rowan Heferen. (President)

Student representative’s message

As I reflect on my last year at Wollongong Public School and my year as school captain, I can’t help but smile. As always it was an eventful year, kicking off with the swimming carnival, everyone cheered on their peers and gave it a go, closely followed by the cross country and later on the athletics carnival. I think all these sporting events are important as everyone works together in their houses and has a blast of fun.

There were many other roles throughout the year to be played. I took part in the ANZAC day assembly the Reconciliation Walk and Naidoc week. All of these events are so important as we are a very multicultural school, and we all celebrate and acknowledge the significance of these days.

The fundraising days were also part of a captain’s role to contribute to the school. Turning up to the SRC meetings and organising them was a key part as well. And then when it came to the day you would see what everyone had to show off with their crazy hair and their wonderful costumes.

Being school captain was a privilege and I will always remember this.

Thank you,
Libby Hall (School Captain)

Student information

Student Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>95.5</td>
<td>94.6</td>
<td>94.4</td>
<td>95.8</td>
<td>96.1</td>
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</tr>
<tr>
<td>1</td>
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<td>94.6</td>
<td>95.2</td>
<td>94.5</td>
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</tr>
<tr>
<td>2</td>
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<td>94.6</td>
<td>93.6</td>
<td>95.1</td>
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<td>95.3</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>94.6</td>
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<td>94.8</td>
<td>94.8</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>96.6</td>
<td>95.2</td>
<td>95.2</td>
<td>95.6</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.7</td>
<td>95.5</td>
<td>94.2</td>
<td>95.3</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.7</td>
<td>95.2</td>
<td>95.1</td>
<td>94.5</td>
<td>95.2</td>
<td>96.0</td>
</tr>
</tbody>
</table>

Student Attendance
Management of non-attendance

Student non-attendance is closely monitored by administrative staff, with any significant absentees contacted initially by letter and then personally by the school executive. If a student is absent for more than two days without contact with the classroom teacher the parents of the child are contacted to establish the reason for the absence. A student with a pattern of unexplained absences is referred to the HSLO through the Learning and Engagement Officer.

Workforce information

Wollongong Public School has a balanced combination of experienced and younger teachers with the majority of teachers being female. There are two Indigenous full-time staff members.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>14.386</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.622</td>
</tr>
<tr>
<td>Total</td>
<td>25.738</td>
</tr>
</tbody>
</table>

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>100</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>22</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.

Date of financial summary: 30/11/2013

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>168424.58</td>
</tr>
<tr>
<td>Global funds</td>
<td>232257.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>139884.87</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>157571.62</td>
</tr>
<tr>
<td>Interest</td>
<td>5339.05</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>32419.53</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>735897.23</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning           | 18547.89  |
| Key learning areas            |           |
| Excursions                    | 61022.39  |
| Extracurricular dissections   | 61509.81  |
| Library                       | 7996.39   |
| Training & development        | 1706.95   |
| Tied funds                    | 151053.71 |
| Casual relief teachers        | 80138.92  |
| Administration & office       | 79443.86  |
| School-operated canteen       | 0.00      |
| Utilities                     | 44143.54  |
| Maintenance                   | 18727.35  |
| Trust accounts                | 34086.07  |
| Capital programs              | 42370.31  |
| Total expenditure             | 600747.19 |
| Balance carried forward       | 135150.04 |

A full copy of the school’s 2013 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.

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](http://www.myschool.edu.au)
and enter the school name in the Find a school and select GO to access the school data.

HIGHLIGHTS

Year 5 Boys have improved by 39 scale scores from the 2012 data in the test aspect of Numeracy.

Year 5 Boys are 76 scale scores above the state average in the test aspect of Numeracy.

Year 5 Girls are 19 scale scores above the state average growth in the test aspect of Writing.

AREAS FOR INVESTIGATION

Year 5 Girls have shown a decrease of 69 scale scores from the 2012 data in the test aspect of Grammar & Punctuation.

Year 3 Boys are 19 scale scores below the state average in the test aspect of Reading.

There has also been a downward trend in average growth for the Year 5 Boys in the test aspect of Reading with 48 scale scores below the state average.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Writing – NAPLAN Year 3

The data shows that there are significantly more students this year in the lower Bands 1, 2 and 3 and similarly less in Band 5. There is however a growth in the number of students in Band 6 and these scores are well above state average. The growing number of children in Bands 1 and 2 is a concern and will need to be addressed.

NAPLAN Year 3 - Numeracy

Numeracy – NAPLAN Year 3

The clear area of improvement is Band 6, where we have clearly moved students from Bands 4 and 5 upward. Whilst there are slightly less students in Band 3 there are unfortunately quite a few more in Bands 1 and 2. Our students have moved away from the middle bands and have gone up or down. The reasons for this trend will need to be investigated.
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Reading – NAPLAN Year 5

Data shows that there has been a positive move of students from bands 5 and 6 into Bands 7 and 8. There has also been some movement downwards into Band 4 however it is pleasing that there are fewer students placed in Band 3.

Writing – NAPLAN Year 5

The data shows that we have maintained our outstanding results in both Bands 7 and 8, with the school achieving well above the state average. There is evidence of a downward trend in the numbers of students placed in Bands 4, 5 and 6 and this will need to be carefully monitored in 2014.

Numeracy – NAPLAN Year 5

Results show there has been a positive move of students from Band 3 into Band 4, however a small number of students have moved downwards from Band 8 to 7 but achievements in this band still remain well above the state average. Our focus on moving the bottom up has been successful; however we now need to look at maintaining and extending this group of students.

Minimum Standards

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 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.

2013: Percentage of Year 3 students in our school achieving at or above minimum standard.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of students achieving at or above minimum standards (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>92%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>92%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94%</td>
</tr>
</tbody>
</table>
2013: Percentage of Year 5 students in our school achieving at or above minimum standard.

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97%</td>
</tr>
<tr>
<td>Writing</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>96%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**School Performance 2013**

**Arts 2013**

The school promoted the arts through its dance groups, brass and woodwind band, ukulele group, choir and a debating club.

**Senior Choir**

Many students from Stage 2 and 3 with Mrs Clapham and Miss Mac rehearsed tirelessly and performed beautifully at school and community activities throughout the year, including assemblies, the School Concert in Term 1, Excellence Assembly, and Choral Festival.

**Senior Dance Group, Junior Dance Group & Southern Stars Dance Group**

During lunch times dance groups enjoyed rehearsing terrific routines that pleased the crowds at our performance evenings.

Over 30 students from Stage 3 took part in Southern Stars Primary Dance at the Wollongong Entertainment Centre. Southern Stars is a highly professional demonstration of the excellent work in Creative Arts occurring in Public Schools in the Illawarra and South Coast Region. Mrs Nelson was one of the choreographers for the show.

**Band and Ukulele**

Our senior band operated through the organisation of Mr Campbell and our Ukulele group developed their performance skills with Ms Middleton, Mr Campbell and Mr Butt. Again the Senior Band was fortunate in being able to continue their partnership with the Wollongong City Brass Band and took part in a band tour with students from various schools in our local areas.

**Stage One Performance**

Stage One showcased their singing, dancing and drama talents throughout the year during rehearsals and up on stage at the Countries of the World Concert in Term 4.

**Debating and Public Speaking**

Stage 2 and 3 again took part in the Multicultural Perspectives Public Speaking competition. Four students represented our school at the regional finals. Mrs Parker and many Stage 3 students gave up their lunch times to practise their debating skills to compete
successfully at school and to prepare for the Premiers Debating Challenge in 2014.

**Class Assembly Items**

All classes had a chance to perform on stage at our whole school assemblies.

Our continued and growing excellence in the Performing Arts has been made possible by the dedication and expertise of teaching staff and the ongoing support of the community.

**Special Religious Education**

We offer six different scripture classes. They are Bahai, Buddhist, Catholic, Islamic, Orthodox and Protestant classes as well as Non-Scripture.

**Professional Development**

The teaching staff at WPS took part in a “Teaching Refugees in the Classroom” professional learning course. This was to support and learn about the specific needs of our refugee students. Teachers have a better understanding of the ESL pedagogy enabling them to adjust their programs to meet the needs of their ESL students.

**Multicultural Public Speaking**

As a school stages 2 and 3 took part in the Multicultural Public Speaking Competition. Students had to prepare multicultural speeches and present them at their class level. Four of our students were selected to compete at the regional finals.

**Anti-Racism**

We have a trained Anti-Racism Contact Officer (ARCO) available to counsel students and liaise with teachers and parents.

**Chess**

Wollongong Public school took part in the Interschool Chess challenge. We qualified and won the Regional Semi-Finals. We also had three teams competing in the NSW Junior Chess Championship and 7 teams in the NSW Junior One Day tournament. We have a lunchtime chess club attended by students from Kinder to Year 6.

**Sport**

Sport at Wollongong Public School is based on participation and fundamental skill building programs to assist students in developing their confidence and physical abilities. Students are encouraged to strive for personal excellence and demonstrate their commitment to teamwork.

Initiatives in Physical Education included:

- Y3-6 Swimming Carnival
- Sport in Schools Program
- Y3-6 Cross Country Carnival
- K-6 Athletics Carnival
- PSSA interschool sport in Terms 2 and 4
- Rugby Union skill days for stage 2 and 3
- Lunch time Frizzball competition
- K-6 Fundamental skills program
- Y2-6 (60 students) participation in the Learn to Swim Program in Term 4

**Aboriginal education**

Wollongong Public School has continued to support, promote and lead educational programs in Aboriginal Education throughout all facets of school life.

Staff have completed the 5 module GAP cultural training course developed in the Illawarra South-East Region. They are equipped to sensitively deliver Aboriginal Educational programs that permeate the school learning environment. Personalised Learning Programs have been made available and tailored for all Aboriginal students in consultation with their parents.

We have continued to include students, parents, the community and local agencies in our NAIDOC and Reconciliation celebrations including the whole school taking part in the Reconciliation Walk to the Wollongong Housing Trust.
Multicultural education

At Wollongong Public school we pride ourselves in our diverse community with 52.5% of our student population having a language (LBOTE) background other than English. This rich cultural heritage adds to the education of all our students.

English as a Second Language (ESL) Program

Our ESL allocation in 2013 was 7 days ESL, 2 days New Arrival Program and 1 day Primary Intensive English Program (PIEP). This provided us with 2 full time qualified ESL teachers. Out of 220 LBOTE students, 46 had been in our school for less than a year, 66 between 1 and 3 years and 108 between 3 and 7 years. We included 66 LBOTE students in our ESL and New Arrival Programs program. The students received ESL support in small groups and in the classroom. ESL teachers work closely with classroom teachers in addressing individual student’s Language needs.

The Primary Intensive English Program - Targeted Refugee Support 2013

During 2013 Wollongong Public School was successful in gaining funding from the Department of Education and Communities Multicultural Programs Unit for an Intensive English Class. The Primary Intensive English Program provides intensive English instruction to targeted Refugee students in Stage Two who have had no previous exposure to English or have an interrupted or limited experience of education in their first language. The Program aims to support the settlement of Refugee students at school and to assist students to transition effectively into mainstream classes. Students participating in this class are new to an Australian Education and have been living in Australia for less than three years. Class learning focused on improving the reading, writing and speaking skills of these students and was designed to equip students with the skills and confidence necessary to participate in a mainstream classroom. In 2013, four students from year 3 and 4 participated in the program and were successful in improving their reading and writing skills by developing their control over a range of text types. The students also improved their speaking skills and have become confident English communicators in a variety of social contexts. The program was a great success.

Harmony Day

As a school we celebrate Harmony Day every year. The school comes together with the community at a school assembly where students present a combined activity that they have worked on with their buddy class. Students dress in their traditional costumes as well as orange.

Bi-Lingual Teachers Aid - Arabic

We had the assistance of an Arabic speaking Teacher’s aide to work with our Arabic speaking students and to liaise with Arabic speaking parents. This was particularly helpful for parent teacher interviews and orientation sessions.
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:

- Surveying Parents, Students and Staff
- Analysis of NAPLAN data
- Reviewing progress on key priorities

School planning 2012—2014: progress in 2013

School priority 1
Literacy and Numeracy

Outcome for 2012–2014
School based data will show increased levels of achievement in relation to Stage outcomes for every student in literacy and numeracy.

2014 Targets to achieve this outcome include:

Literacy

- Improved outcomes in Spelling for students in Years 3 and 5 in the 2014 NAPLAN (moving 5% of Year 3 students from Bands 3 and 4 to Bands 5 and 6 and 5% of Year 5 students from Bands 5 and 6 to bands 7 and 8.)
- Improved outcomes in Grammar and Punctuation for students in Years 3 and 5 in the 2014 NAPLAN (moving 5% of students in Year 3 from Bands 3 and 4 to Bands 5 and 6 and 5% of Year 5 students from Bands 5 and 6 to Bands 7 and 8).

Numeracy

- Improved outcomes in Numeracy for students in Years 3 and 5 in 2014 NAPLAN (moving 5% of Year 3 students from Bands 3 and 4 to Bands 5 and 6 and moving 5% of Year 5 students from Bands 5 and 6 to Bands 7 and 8.)
- Continued implementation of the North Coast Maths Scope & Sequence across the school.
- Implementation and focus on the TEN Maths program in Stage 1 classrooms.
- Develop consistency of teacher judgement and quality assessment tasks to track student progress on the Numeracy Continuum.

Outcomes from 2012–2014

Target 1

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Target</th>
<th>Actual Results</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>In Numeracy move 5% of students from Bands 3 and 4 (currently 50%) to Bands 5 and 6 (currently 42%)</td>
<td>Bands 5 and 6 (35%)</td>
<td>Working towards</td>
</tr>
</tbody>
</table>
In Numeracy move 5% of students from Bands 5 and 6 (currently 36%) to Bands 7 and 8 (currently 64%)

### Target 2

#### Literacy

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Target</th>
<th>Actual Results</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>In Spelling moving 5% of students from Bands 3 and 4 (currently 34%) to Bands 5 and 6 (currently 53%)</td>
<td>Bands 5 and 6 (55.1%)</td>
<td>Working towards</td>
</tr>
<tr>
<td></td>
<td>In Grammar and Punctuation moving 5% of the students in Bands 3 and 4 (currently 38%) to Bands 5 and 6 (currently 52%).</td>
<td>Bands 5 and 6 (50%)</td>
<td>Working towards</td>
</tr>
<tr>
<td>5</td>
<td>In Spelling moving 5% of students from Bands 5 and 6 (currently 37%) to Bands 7 and 8 (currently 55%)</td>
<td>Bands 7 and 8 (62.7%)</td>
<td>Achieved</td>
</tr>
<tr>
<td></td>
<td>In Grammar and Punctuation moving 5% of students in Bands 5 and 6 (currently 23%) to Bands 7 and 8 (currently 64%)</td>
<td>Bands 7 and 8 (65%)</td>
<td>Working towards</td>
</tr>
</tbody>
</table>

**Strategies to achieve these outcomes in 2014**

**Literacy**

- Build capabilities in the use of SMART data to inform and improve teaching.
- Best Start Kindergarten Assessment.
- Continued roll-out of Accelerated Literacy across Stages 2 and 3.

- Multilit program used to support students identified with long term deficits in literacy.

**Numeracy**

- Build capabilities in the use of SMART data to inform and improve teaching and learning in numeracy.
- Best Start Kindergarten assessment.
- Further implementation of the North Coast Maths Scope and Sequence.
- Implementation of the TEN program across Stage 1.

**School priority 2**

**Student Engagement**

**Outcome for 2012–2014**

Improved engagement in learning

**2014 Targets to achieve this outcome include:**

- Attendance rate at or above 95.5%
- Increased identification of learning needs and increased support for student learning.

**Strategies to achieve these targets include:**

Continue with all existing strategies.

- Review and modify school attendance policy where required to continually identify students with poor attendance and develop a clear procedure to follow up these attendance issues.
- Provide professional learning for staff and community members on how to address poor attendance.
- Encourage attendance by promoting extra-curricular activities before, at lunch and after school.
- Weekly review meetings of the Learning team to prioritise support and allocate needs-based funding for targeted students.
• Implementation of engagement strategies provided through the Accelerated Literacy program.
• Utilisation of our ipad resources to support student learning.

Professional learning
Throughout the year staff spend time reflecting on teaching practices, school organisation and current quality teaching programs. School Development Days enable staff to engage in concentrated learning sessions and access mandatory training such as CPR and Anaphylaxis, Child Protection and Code of Conduct modules.

On a weekly basis staff engage in before school Professional Development meetings in whole school and stage based settings. During these meetings, staff are involved in high quality professional conversations that are crucial to the ongoing reflection and evaluation of the school priority areas and targets embedded in the school plan.

During 2013 areas of professional learning included: Teaching Refugees in the classroom, Every Student Every School learning support modules, Accelerated Literacy training for Stage 2 teachers and GAP training. As well as this, professional learning took place to effectively maximise student outcomes through the implementation of innovative technology programs.

Building on the school’s educational links with the University of Wollongong, staff once again mentored a number of practicum students and shared their knowledge and expertise. In doing so, practicum students engaged in meaningful dialogue and gained experience in planning and implementing high quality programs that align with the NSW curriculum, incorporating the vital elements of the Quality Teaching Framework.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluation of school culture, Learning Support programs and parent satisfaction.

Their responses are presented below.

School Culture and Parent Satisfaction

Background
An evaluation was undertaken by the school evaluation team to determine the opinions of parents, students and staff on aspects of school culture. The purpose of the survey was to determine how effective our planning has been in promoting a positive, inclusive school culture.

Findings and Conclusions
88% of parents, students and staff indicated that they were proud of the school and the way it encouraged students to do their best.

- Parents, students and teachers believe that our school leaders have a positive influence on the school culture and they know about the families and community in which they serve.
- Parents, students and teachers believe that the school regularly praises and rewards individuals and groups who are successful.
- Parents, students and teachers believe that the school encourages new students and their families to be involved in school activities.
- Parents, teachers and staff believe the school encourages students to achieve their best.
- Parents, students and teachers support what is happening in the school.
- 12% of surveyed parents felt the school could do more to find ways to improve what it does. This was not reflected in the teachers’ survey.

Future Directions
- As its primary academic focus, the school will continue to strive for high student achievement by planning and implementing challenging and interesting programs across the KLAs.
• School leaders and teachers will continue to build their capabilities to cater for the learning needs of all students.

• In our planning, the school will continue to be responsive and seek opportunities to improve what we do in all areas.

Program evaluations

Learning Support

Background
Improving the effectiveness of a school learning support team is a priority in ensuring that the specific learning needs of students experiencing difficulties in learning are being met. Learning and Support teams play a key role in leading a school’s responses to students with disability under the legislation and supporting teachers to meet these and other obligations to students. The model of self-evaluation, based on the EMSAD model of assessing learning support team data, was led by the School learning Support Team with support from student services personnel.

The purpose of the learning support team self-evaluation process is to provide the school with support to evaluate and develop findings and recommendations for improving their learning support team. This will assist the school in modifying targets and initiatives in the school plan.

Findings, conclusions and future directions

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>Recommendation</th>
<th>Strategies to be implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents felt unsure of who was involved in the Learning Support Team</td>
<td>Increase awareness of Learning Support personnel.</td>
<td>Name/ Role Badges</td>
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<td>Staff photo handouts/ website</td>
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<td></td>
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<td>Involvement in school orientation/</td>
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<td>Parents unsure of learning support/ referral/ funding application processes</td>
<td>Increase awareness of learning support/ referral/ funding application processes</td>
<td>Provide parents with specific LST contact person</td>
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<td></td>
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<td>Provide LST flowcharts</td>
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</tbody>
</table>

| Students have limited awareness of teacher-parent communication with regards to learning support | Improving parent/teacher/student collaboration | Encouraging 3-way interviews with students to discuss learning if needed |
| S2/3 Students were unable to identify adjustment taking place in class | N/A | N/A |
| Staff have limited understanding of DDA | Provide professional learning opportunities to increase awareness of DDA | DDA Training |
| Staff have identified that LST is too large and prevents some from becoming involved | Decrease size of LST | Potential LST arrangement: to include Coordinator, Executive Staff, LAST, ESL rep, counsellor |
| Staff have identified that communication is adequate during initial stages of support but decreases over time | Increased consistency of communication between teachers and L and ST. | L and ST will communicate more regularly. Sentral and Email to be utilised. |
| Use of data to identify students and inform teacher is not currently effective | Improve data gathering and analysing procedures | Develop school assessment framework. |
| Teachers have identified that they would prefer to supervise own stage in the playground | Teachers are rostered onto playground areas where students are most likely to be from their own stage. | Review of playground roster |
| Students are being discussed in LST meetings without teachers being present. | Teachers are present when students in their class are discussed. | Meeting agendas to be published |
| | Teachers invited to LST meetings |
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.

Graham Butt: Relieving Principal
Melanie Paterson: Assistant Principal
Adam Campbell: Assistant Principal
Lauren Paterson: LST Coordinator
Mary Elphick: ESL Teacher
Rielle Nelson: Teacher
Pauline Clapham: Teacher
Rowan Heferen: &C President
Libby Hall: School Captain 2013

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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: