

Woronora River Public School Annual Report



2015



3735

Introduction

The Annual Report for 2015 is provided to the community of Woronora River as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the Principal

Woronora River Public School continued to develop its teaching programs and provide extensive opportunities for students throughout 2015. With the assistance of teachers and a supportive and involved community, students enjoy a comprehensive range of programs in a quality teaching and learning environment. The school offers a broad curriculum catering for diverse learning styles and a range of abilities. The six learning areas of English, Mathematics, Science, Human Society and Its Environment, Creative Arts and Personal Development, Health and Physical Education are fully implemented and all learning programs are based on syllabus requirements. We believe in the principles of continuous assessment and skill mastery and we endeavour to recognise and celebrate progress and achievement as we travel along the learning continuum.

I would like to acknowledge the teaching and administrative staff for their professionalism and dedication in constantly seeking to improve the learning, emotional, cultural and physical outcomes for our students. This year we have continued our successful implementation of the National Curriculum in English and have increased our familiarity with the National Mathematics and Science syllabuses during their first year of full implementation.

Our students respond well to the diverse learning experiences they have each day and take on board the advice, knowledge and lessons they experience daily at Woronora River. They not only learn the skills and knowledge as the curriculum outlines but they learn the wholesome values of the Care Practices which help shape them into the responsible, considerate citizens of the future.

Teaching and learning has been enhanced through parental involvement in the P&C, a range of very successful fundraising efforts and parent assistance within classrooms. This collaboration and support from our school community is much appreciated and valued by the staff and the students of our school.

I would like to thank the students, parents and staff for their contribution to our school community; for it is all of you who make it truly a community.

Karen Simula

Relieving Principal

Message from the P&C

Woronora River Public School P&C has worked proactively with the relieving principal in 2015 to introduce and support programs and to provide facilities which broaden our children's educational experiences and improve their level of education across learning areas.

While fundraising is an extremely important part of our role, our volunteers are also vital for supporting the school and our children in so many ways including; participating in reading groups, providing lunches at the canteen, transporting students to sport, managing the tennis court, canteen, uniform shop and school banking, arranging mothers' and fathers' day stalls and the Christmas Carols Raffle and BBQ, and acting as office bearers of the P&C, and also using their personal/professional skills and talents for the benefit of the school.

This year the major P&C initiatives were:

- Fundraising for projects with an Easter raffle, Bunnings BBQ, Comedy for a Cause, election day BBQ and cake stall, calls for volunteer contributions and grant applications
- Supporting the school as they increased their focus on student STEM activities and training for teachers

P&C fundraising was used this year to fund:

- Relief teaching to support our Teaching Principal (\$6,500)
- Athletics (online subscription) for students (\$2,200)
- Library books (\$1,000)
- Sports equipment (\$800)
- One-off payments to students representing the school at State level to assist with their expenses

Funds are being set aside to install a shade structure in the top playground in the near future to maximise the use of this area in summertime.

I would like to take this opportunity to thank the Woronora River Public School community for their ongoing support of our little school. The students at the school benefit greatly from everyone's contribution – big or small, financial, time or volunteering. It is much appreciated by all.

Natalie Chapman
President WRPS P&C

School background

School vision statement

At Woronora River Public School our staff and community work together to develop balanced, confident and engaged learners who grow and flourish into active and responsible global citizens. Students engage in a variety of rich, innovative learning experiences; utilising 21st Century learning tools to deepen their understanding and knowledge. Staff provides a learning environment where students are supported, challenged individually, academically and creatively.

School context

Woronora River Public School is a small school located next to the beautiful Woronora River in the Sutherland Shire. Woronora River Public School provides a culture that excels in exhibiting the attributes of a happy and safe environment. Student welfare is highly valued by the school community and a comprehensive range of programs and initiatives is in place to ensure the safety and well-being of all students, as well as to promote confidence and self-esteem. We also value the empowerment of students to be self-directed and responsible for learning and behaviour. The school has a strong emphasis on providing quality educational programs and offers a broad range of extra-curricular activities. Our varied and balanced curriculum emphasises deep knowledge and understanding, addresses individual needs and values enjoyment of the learning process.

Our community works in conjunction with a supportive P&C who contribute funds to support teaching and learning activities.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. During 2015, the staff used the School Excellence Framework to inform, monitor and evaluate our teaching practice. Teachers examined the School Plan 2015 – 2017 to determine areas of strength and development as we continue our journey of excellence.

Learning

In the domain of Learning, our school has primarily focused on the Learning Elements, Student Performance Measures and Curriculum and Learning. In Term 1, staff reviewed NAPLAN data from 2014 and identified students achieving in Bands 3 and 4 (Year 3) and Bands 5 and 6 (Year 5) who would benefit from targeted support in Literacy and Numeracy to move them into the higher bands of achievement. Programs were then sourced and modified to enhance the skills of these students. School Learning Support Officers were engaged to implement the *Key Into Maths* program in Stage 2 with small groups. Staff engaged in Professional Learning with the Learning Support Team to ensure the effectiveness of the program and continuity of instruction between teaching staff and SLSOs. Staff incorporated the program into their daily teaching in mathematics. The Learning Support Team and Learning Support Teacher worked closely with teachers in guided reading sessions, focusing on students in the middle bands. Students in Early Stage 1 and Stage 1 were targeted in Terms 3 and 4 of the program.

Staff were actively engaged in trialing the Australian Science curriculum and implementing the Australian Maths curriculum in 2015. The school developed a scope and sequence for Science which received acclaim from local schools which are adopting our scope and sequence in 2016. The scope and sequence is an effective plan for curriculum delivery in this learning area and integrates literacy, Aboriginal perspectives into each unit of work. It also allows for differentiation in curriculum for students with learning difficulties and gifted and talented students.

Teaching

Engaging in professional learning to enhance our teaching skills and build teacher capabilities to deliver school improvement measures has been our primary focus in the domain of Teaching. Through the development of teacher Professional Learning Plans, staff was able to identify their strengths and areas for development. This allowed for targeted and relevant professional learning experiences for staff at varying stages of their careers. Empowering staff to reflect on their teaching practice has led to a greater understanding of how teacher skills can impact student learning outcomes.

Staff also committed to effectively using 21st Century Learning Tools to enhance their pedagogy. Initially staff needed to expand their understanding concept of 21st Century Learning Tools and how they can be incorporated into their daily teaching. This has been met with varying success across the school and will continue to be a focus for 2016.

Leading

2015 saw a clear undertaking in the Leading Domain to the Leadership Element. The school actively encouraged the community to engage in a wide range of school-related activities. A number of new families became active members of the P&C efforts with many parents continuing to support the school through attendance at school events and assisting in classrooms. Parents and community members with special interests in Science assisted with the planning of the science curriculum implementation and offered support of resources (teaching and human) during the transition period of the science syllabus.

The review and assessment process of our school achievements has had a positive impact on our school community. Details of our achievements in 2015 and next steps for 2016 for our School Plan 2015-2017 strategic directions are outlined in the following pages. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Responsible, adaptable and successful learners

Purpose

At Woronora River Public School the purpose of student learning is to develop adaptable and successful learners who are critically reflective and have a love of learning. They will be involved in creative and inquiry-based learning experiences to generalise their higher-order thinking to a variety of contexts in order to be global citizens who are responsible, collaborative and successful.

Overall summary of progress

Moving the Middle in Literacy and Numeracy

In 2015, the Learning and Support Team (LST) in collaboration with teaching staff identified students who would benefit from targeted support from classroom teachers and the LST in the areas of literacy and numeracy. *Key into Maths* was successfully implemented with the support of the Learning Support Team and teaching staff. It commenced in Term 4 with a structured targeted approach. Students were assessed by staff and nominated for the program. The program was implemented 3 days per week utilising small group instruction. *Focus on Reading* and the *Super Six Comprehension* strategies were consistently utilised in Years 3 to 6. The *Gail Brown Comprehension Program* was used to target students who were achieving in the middle of the grade in reading comprehension. This program was implemented in classrooms by the Learning Support Teacher. Analysis of Year 5 NAPLAN results has indicated further work needs to be done with this group of students and staff need to target specific skills to enhance the learning outcomes for this group. The introduction of the *We Are Learning To* (WALT) and *What I am Looking For* (WILF) ensure students are aware of the purpose of each lesson. This has shown to increase engagement for students and creates ownership of their learning.

Australian Curriculum Implementation

Staff developed a scope and sequence for Science which will be trialed in 2016. The Mathematics and English scopes and sequences were fully implemented in 2015. Teaching programs reflected a range of activities designed to promote engagement with the curriculum. The Mathematics implementation has shown that some adaptation is required in 2016. Staff confidence with the Australian Curriculum has increased over 2015 and further engagement with syllabus and support documents will enhance staff experimentation and delivery of the content. Staff reflected on the use of questioning throughout lessons at the commencement of the year. It was realised the majority of teacher questions were lower order questions. Teachers engaged in professional learning about how to incorporate higher order questioning into their pedagogy in order to extend and enhance student learning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
Increase the percentage of students in Bands 5 & 6 in Yr 3 and Bands 7 & 8 in Yr 5 NAPLAN	<p>Significant progress was made with 2015 Year 3 students</p> <ul style="list-style-type: none">– 70.5% of Year 3 students achieved in Bands 5 and 6 compared to 60.5% in 2014 for reading– 60% of students in Year 3 achieved in Bands 5 and 6 compared to 30.8% in 2014 in writing– In spelling, 72.1% of students achieved in Bands 5 and 6 compared to 23.1% in 2014– 55% of Year 3 students achieved in Bands 5 and 6 compared to 46.2% in 2014 in the areas of grammar	<p>\$2 796 <i>Literacy and Numeracy Funds</i></p> <p>\$449.55 <i>Key Learning Areas - English</i></p> <p>\$2195.00 <i>Key Learning Areas - Mathematics</i></p>

	<p>and punctuation</p> <ul style="list-style-type: none"> – In numeracy, 30% of Year 3 students achieved in Bands 5 and 6 compared to 33.1% in 2014 <p>Some progress was evident with the Year 5 cohort</p> <ul style="list-style-type: none"> – an increase of students in Year 5 achieving in Bands 7 and 8 in numeracy from 8.7% in 2014 to 20% in 2015 – 10% of Year 5 students achieved in Bands 7 & 8 in 2015 compared to 43.5% in 2014 in grammar and punctuation – no students achieved in Bands 7 and 8 in spelling in 2015 – 10% of Year 5 students achieved in Bands 7 and 8 in writing compared to 8.6% in 2014 – 30% of Year 5 students achieved in Bands 7 and 8 in 2015 compared to 30.4% in 2014 in reading 	
<p>Increase the percentage of students achieving expected or greater growth in Literacy and Numeracy continuums.</p>	<p>All students were plotted on the literacy and numeracy continuums for all aspects.</p> <p>Teachers used consistent teacher judgment and worked collegially in Stage groups to plot students on the continuum.</p> <p>Teachers use continuums and PLAN data to plan learning experiences.</p>	
<p>Teaching programs reflect consistent use and judgement of appropriate assessment strategies – WALT/WILF</p>	<p>All staff use WALT to engage students in learning outcomes in literacy and numeracy. K-2 teachers write the WALT on the board at the beginning of each lesson and refer to it throughout the lesson. Year 3 to 6 teachers use a range of methods to ensure engagement with the WALT for students.</p> <p>Staff collaboratively review student work samples to ensure consistent teacher judgement of student achievement and progress</p> <p>Teachers participated in professional learning in the use of the WALT and WILF</p> <p>42 out of 44 parent survey respondents indicated they believe the staff set high expectations for student achievement (Parent satisfaction Survey 2015)</p>	<p>No cost to the school</p>
<p>Teaching programs reflect syllabus content, quality learning experiences and innovative pedagogy</p>	<p>Teaching programs reflect teachers using higher order questioning to engage and extend students</p> <p>Teaching programs reflect appropriate syllabus content for individuals and groups and differentiation is evident</p> <p>Teachers have engaged in collegial observations to improve their pedagogy and reinvigorate their teaching practice</p> <p>Teachers have engaged in professional learning about the Australian science syllabus</p> <p>to gain a deeper understanding of the content of the syllabus and teaching methods that support the content,</p>	<p>\$735.07</p> <p><i>Australian Curriculum Implementation</i></p> <p>\$406.91</p> <p><i>Key Learning Areas – Science & Technology</i></p>

	<p>knowledge and skills that students require in this learning area</p> <p>88% of students in Years 1 to 6 report that teachers provide interesting lessons (student satisfaction survey 2015)</p>	
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Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

Moving the Middle in Literacy and Numeracy

- adaptations to the mathematics scope and sequence to ensure consistency in content delivery
- the school has set exit targets for students on the literacy and numeracy continuums for 2016
- the school has set targets for students in standardised tests and NAPLAN in 2016:
 - 85% of students to reach exit reading benchmark for each grade
 - 15% of students in Year 5 to achieve in Bands 7 and 8 in spelling
 - 40% of Year 3 students to achieve in Bands 5 and 6 in numeracy
- administer a range of standardised tests in literacy (e.g. Waddingtons) early in Term 1 to identify areas for development and again in Term 4 to show growth
- review the school's current spelling program
- further professional learning about the WALT and WILF to ensure consistent use throughout the school
- continued opportunities for staff to collaboratively assess student performance against learning outcomes and plot progress on the literacy and numeracy continuums

Australian Curriculum Implementation

- continue to purchase resources to support the Australian science syllabus
- trial and modify the school's scope and sequence for science
- critical reflection and evaluation of English scope and sequence
- all staff to participate in professional learning and develop units of work for History syllabus
- extend professional collegial observations to other schools in our Communities of Schools



Strategic Direction 2

Dynamic, innovative and collaborative educators

Purpose

At Woronora River Public School the purpose of staff learning is to develop dynamic, innovative and collaborative educators who use effective teaching and assessment strategies in their daily planning.

Teachers will actively seek professional learning opportunities to enhance their personal pedagogy and improve student learning outcomes.

Overall summary of progress

Positive Performance and Development Culture

Staff participated in ongoing professional learning about the Performance and Development Framework throughout 2015. Staff generated personalised Performance and Development Plans in consultation with the relieving principal. Staff goals were aligned to the School Plan 2015-2017 to ensure the school's strategic directions are realised and to build staff capabilities. Opportunities for collegial observations were formalised in 2015 and all classroom teachers were involved. Teachers collaboratively developed observation tools, schedule and feedback sheets to ensure thorough comments were provided. Feedback was provided to each staff member individually at the conclusion of observations. Professional dialogue regarding the process was extremely positive as all staff believed the process to be invaluable in the critical reflection of their teaching practices and performance. Staff has indicated they are comfortable with the process of developing Performance and Development Plans and engaging in ongoing peer observations.

21st Century Learning Tools

Teachers reflected on their use of 21st Century Learning Tools in their everyday teaching at the beginning of the year. It was evident that staff needed to broaden their use of ICT in the classroom to engage students in meaningful learning. Staff reviewed the school's current ICT Skills Continuum in order to expand their understanding of how these tools can be incorporated innovatively into lessons to support student learning. Further engagement with 21st Century Learning Tools is required in 2016 to ensure a positive impact on student learning outcomes.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
Staff Professional Learning Goals achieved through the Performance and Development Framework	<p>All staff participated in professional learning to enhance their knowledge and understanding of the Teaching Standards in Term 1</p> <p>All staff developed Professional Learning Goals through the development of their Performance and Development Plans in 2015</p> <p>All staff achieved their professional learning goals associated with syllabus implementation</p> <p>All staff demonstrated progress towards their learning goals associated with ICT</p> <p>Approximately half of the staff indicated they would continue with an ICT goal for 2016</p> <p>All staff were provided with constructive feedback from PDPs and collegial observations to inform the next planning cycle.</p>	<p>\$1380</p> <p><i>Teacher Professional Learning Funds</i></p>

- Formulate a rigorous and targeted program for staff areas of development. Ensure professional learning targets these areas

21st Century Learning Tools

- increase the bank of apps available for iPads
- increase the use of iPads within K-2
- develop professional networks with ICT specialists and schools
- all staff to engage in professional learning with 21st Century Learning Tools in order to build capabilities
- build the capacity of the Computer Coordinator within WRPS
- staff to share new skills, apps and ideas at staff meetings and through professional learning sessions
- expand Reading Eggs to all classes K-2
- ensure ICT is used to support and engage students in productive learning experiences to improve student learning outcomes



Strategic Direction 3

Shared responsibility to nurture the whole child.

Purpose

At Woronora River Public School the purpose of school learning is to build a shared responsibility to nurture the whole child.

Parents will be actively engaged in a variety of school activities in classrooms and through P&C, to develop a common understanding of school practices and processes.

Overall summary of progress

Parent Involvement Project

Working together for the benefit of all children is the premise behind the Parent Involvement Project. There has been some significant progress in achieving the desired outcomes for our students. Engaging parents in the daily activities of the school, promotes collaboration and connectedness for all involved. The Parent Involvement Project built on the positive relationships within the school community to expand the opportunities for students in 2015. The P&C extended its support base within the parent body with attendance at meetings increasing over the course of 2015. Policies and procedures were presented to the school community through the newsletter and at P&C meetings throughout the year. This needs to remain a focus for 2016 to ensure greater understanding for the parent body. Learning support programs were able to be expanded with the assistance of parent tutors to implement literacy programs under the guidance of the Learning Support Teacher. The continued focus of the school plan in this area will continue to have positive impacts for parents, students and staff in the coming years.

Transition Links

Fostering close links with our local high schools enables WRPS to boost the opportunities offered for our students and supports local public schools. It is this shared, collaborative focus that benefits all students. WRPS became a more active member of the Heart of the Shire Community Schools in 2015. The relieving principal actively sought support from The Jannali High School in a range of initiatives including our Family Science Night and Black Rock Gallery. The success of the Year 6 Transition program with both The Jannali High School and Lucas Heights Community School is testament to the ongoing work of the schools involved. The school recognizes there is more work to be done in this area of the school plan and it will remain a focus for 2016.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
Increased parent engagement as measured through involvement at P&C, workshops and assisting class and individual programs and interest groups	Increased parental assistance in classrooms. In 2015, parental assistance remained consistent with previous years with up to 6 parents assisting on a weekly basis in each of the K-2 classrooms.	No cost to the school
	11 parents assisted with individualised reading programs which enabled the Frogonora and BEAR reading programs to be expanded to target 15 children over the course of 2015. Parents attended a training session at the beginning of each term prior to programs commencing.	Staff volunteered time
	14 parents attended an ES1 Home Reading workshop in Term 1 Attendance at P&C meetings averaged 10 members	Staff volunteered time

	<p>throughout the year. This was a slight increase on the average attendance of 8 in 2014. 6 new families attended meetings from 2015.</p> <p>100% of 2016 Kinder parents attended Principal Interviews at the end of 2015.</p> <p>33 volunteer canteen helpers</p> <p>New interest groups in tennis, gardening, drama and ukulele introduced to the school through parent suggestion and feedback</p> <p>Investigation of viability of Ethics in 2016 conducted. Enquiry raised by 2016 Kinder parent</p> <p>Family Science Night attended by 39 families. Positive feedback received from community. Will repeat in 2016 possibly with a different learning area</p> <p>Year 6 Farewell parent volunteer committee formed to assist with preparations and organisation of event. 5 Year 5 parents involved.</p> <p>The school holds 39 Working With Children Checks for parent and volunteers that work within the school.</p>	<p>No cost to the school</p> <p>Staff volunteered time</p> <p>No cost to the school</p>
Increase in students choosing local high schools	<p>Relieving Principal attended Community Between the River Community of Schools (COSBtR) and Heart of The Shire Community of Schools (HOTCOS) meetings throughout the year to strengthen partnerships with feeder high schools – Lucas Heights Community School and The Jannali High School</p> <p>Increase from 25% in 2014 to 50% in 2015 of Year 6 students choosing to attend their local public high school.</p> <p>Students in Year 5 attended Year 7 for a Day at Lucas Height Community School</p> <p>All Year 6 students attended The Jannali High School transition day regardless of high school selection</p> <p>Enrichment programs for Stage 1 and 2 students held at various primary and high schools in our Communities of Schools</p> <p>Stage 3 Enrichment Program attended by 4 students at TJHS and LHCS to expand students' knowledge and skills base of the curriculum in a variety of learning areas.</p> <p>School Leaders in Primary Schools (SLiPS) Day</p> <p>Ex-students speaking to Stage 3 students about transitioning to high school</p>	No cost to the school

Next steps

The following outlines the key strategies for 2016 as part of the successful implementation of the 3-year plan:

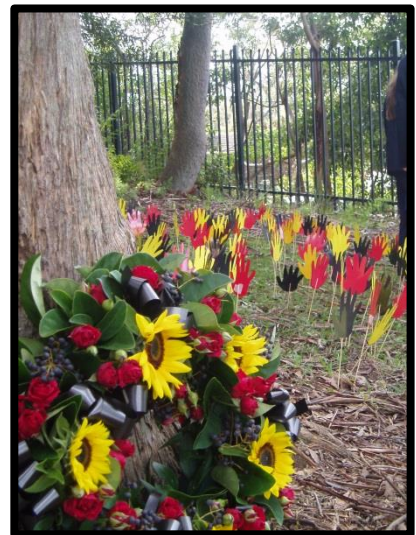
Parental Involvement Project

- targeted requests for parental assistance in classrooms Years 3 to 6

- survey parents and community members to gather information about skills and interests that could be utilised to create interest groups in 2016 and 2017 and enrich student learning opportunities
- discussion with staff and P&C members to consider moving Term 1 parent-teacher interviews to coincide with Personalised Learning Plan meetings during weeks 3 to 4 of Term 1. This would ensure greater understanding of student progress, performance and needs at the beginning of the school year
- greater promotion of the WRPS P&C and its purpose in supporting the school and student learning outcomes

Transition Links

- develop links with local preschools to expand Transition program for Kindergarten students
- continue links with local high schools
- principals of feeder high schools to speak at P&C meetings
- encourage families to attend local high school open nights through advertising of these events
- actively seek wider community involvement and connections through local organisations to support school programs
- WRPS to host HOTCOS enrichment day in Visual Art in 2016 with the support of TJHS Visual Art staff



Key initiatives and other school focus areas

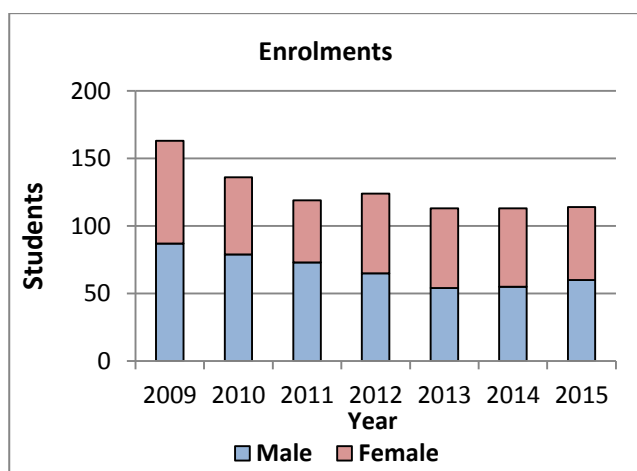
Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	No funding was received in 2015	\$0
English language proficiency funding	No funding was received in 2015	\$0
Targeted students support for refugees and new arrivals	No funding was received in 2015	\$0
Socio-economic funding	Funds were allocated to support student engagement in a range of curriculum areas and special events.	\$1 872
Low level adjustment for disability funding	<p>All students requiring adjustments and accommodations are catered for within the school. 22 students were referred to the learning support team, in addition to students on recurring monitoring.</p> <p>14 students required adjustments to cater for a disability. 11 students required supplementary, 2 required substantial and 1 required extensive levels of adjustment.</p> <p>The Learning Support Team targeted a number of students with specific numeracy and literacy programs. School Learning Support Officers delivered individually designed programs to meet the needs of students.</p> <p>Learning Support Team meetings were held weekly to discuss student progress and wellbeing.</p> <p>Regular parent contact between the team and classroom teachers ensured strong partnerships were formed with families.</p> <p>Personalised Learning Plans and Behaviour Modification Plans were developed for students in consultation with parents and were reviewed throughout the year by the Learning Support Team.</p>	\$3 927
Support for beginning teachers The school engaged the services of three temporary beginning teachers in 2015.	<p>No funding was received in 2015 for newly appointed permanent staff.</p> <p>Three temporary beginning teachers attended a full day beginning teacher workshop.</p> <p>Temporary beginning teachers were mentored by a more experienced staff member to ensure programming, policy and procedural requirements were met.</p>	\$1446 Teacher Professional Learning Funds

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

Gender	2009	2010	2011	2012	2013	2014	2015
Male	87	79	73	65	54	55	60
Female	76	57	46	59	59	58	54



Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	95.5	94.8	96.1	95.4	96.9	95.8
	1	95.2	92.8	96.0	96.3	96.4	94.8
	2	96.0	92.2	93.9	93.8	97.2	94.0
	3	96.0	93.4	94.7	96.6	96.6	95.3
	4	94.8	91.1	95.2	94.5	94.6	95.1
	5	94.8	94.0	92.7	96.9	95.5	90.1
	6	95.5	93.2	95.0	95.6	97.1	94.2
	Total	95.4	93.0	94.8	95.6	96.4	94.4
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Class sizes and structure

Roll class	Year	Total per year	Total in class
K/1H	K	14	23
	1	9	
1/2W	1	15	24
	2	9	
3B	3	20	20
4/5C	4	13	23
	5	10	
6W	6	25	25

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Assistant Principal	1
Classroom Teacher(s)	3
Part-time teacher	0.2
Learning and Support Teacher(s)	0.21
Teacher Librarian	0.2
Teacher RFF	0.21
School Counsellor	19 days
School Administrative & Support Staff	1.406
General Assistant	0.3
Total	7.516

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school does not currently have any staff who identify as Aboriginal.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	63.5%
Postgraduate degree	37.5%

Professional learning and teacher accreditation

The teaching staff of Woronora River Public school participated in a number of professional learning activities designed to build the capacity of staff to achieve our priorities as set out in the School Plan 2015-2017. Staff were also involved in professional

learning programs to build the capabilities of early career teachers and aspiring and current school leaders. Professional learning opportunities were provided to staff through a range of initiatives including, weekly whole-staff professional learning meetings and school development days. Staff members also attended workshops, professional learning network meetings and conferences outside of school hours. All staff members, teaching and non-teaching participate in mandatory compliance training in areas such of Work, Health and Safety, Child Protection, Code of Conduct, CPR and Emergency Care. The main areas of focus for 2015 were:

- Network meetings in Learning Support and Student Welfare
- Preparation of Learning Management and Business Reform implementation in 2016
- Sutherland Area Primary Principal Association
- Principal professional learning days and workshops
- Non-Violent Crisis Intervention training
- Real Justice, Restorative Practices and Circle Time
- Asthma Care training
- Cool Kids Training for the Learning and Support Team
- Sue Larkey Workshop with COSBtR schools
- Using effectively iPads in the classroom
- White Ribbon
- Financial Management
- Beginning Teachers Workshop

Staff from Woronora River Public School also provided professional learning to staff from the Heart of the Shire Community of Schools on the Science Scope and Sequence that was developed by our staff and has been implemented in these schools. This professional learning and documentation was well received by the staff of other schools that attended.

Woronora River Public School has three new scheme teachers working towards Board of Studies teaching and Education Standards (BoSTES) accreditation.

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	52155.49
Global funds	102438.15
Tied funds	68732.32
School & community sources	69101.96
Interest	2378.67
Trust receipts	9204.55
Canteen	0.00
Total income	304011.14
Expenditure	
Teaching & learning	
Key learning areas	16397.88
Excursions	14714.37
Extracurricular dissections	38215.39
Library	2560.19
Training & development	348.00
Tied funds	62570.82
Casual relief teachers	16534.83
Administration & office	48416.91
School-operated canteen	0.00
Utilities	24762.87
Maintenance	13857.46
Trust accounts	10660.02
Capital programs	0.00
Total expenditure	249038.74
Balance carried forward	54972.40



School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

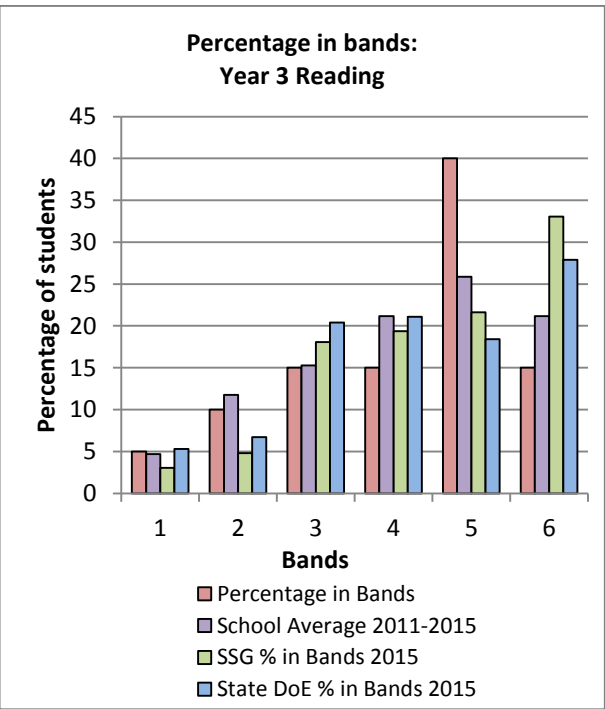
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

16 students from Year 5 and 20 students from Year 3 at Woronora River Public School participated in the National Assessment Program in 2015.

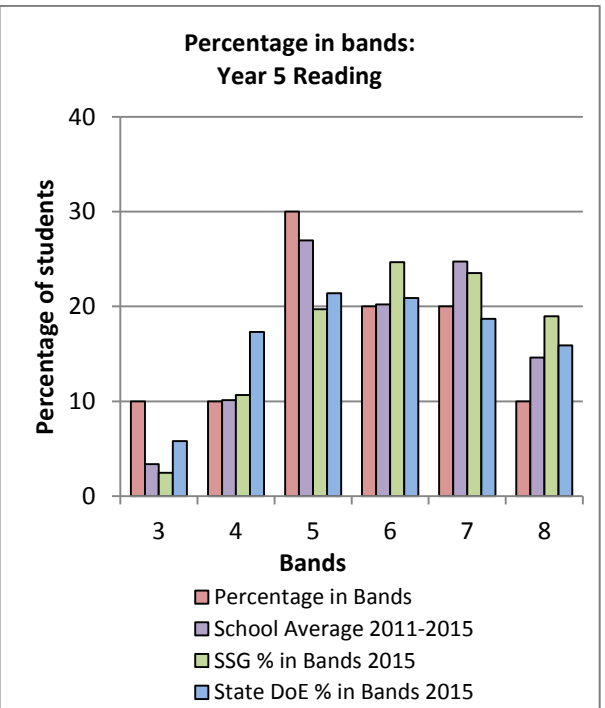


NAPLAN - Literacy

Reading

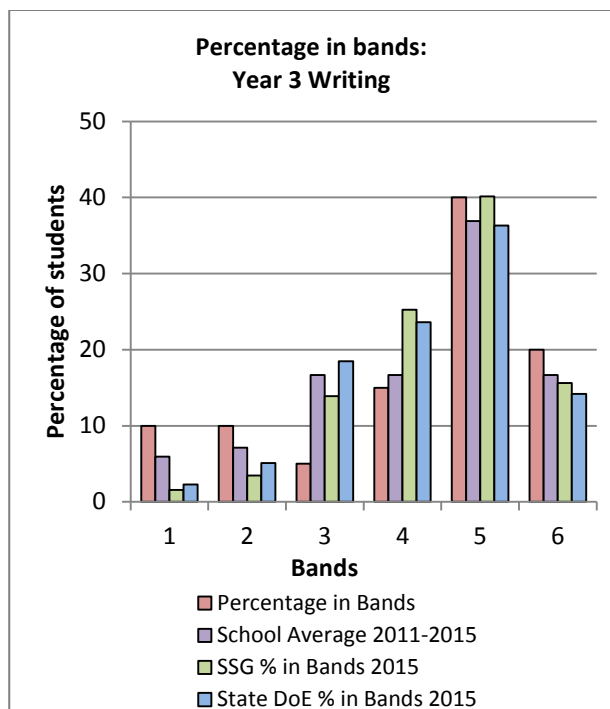


In 2015, 95% of Year 3 students achieved at national minimum standards or above in reading. 70.5% of students achieved in Bands 5 and 6 compared with 60.5% in 2014.



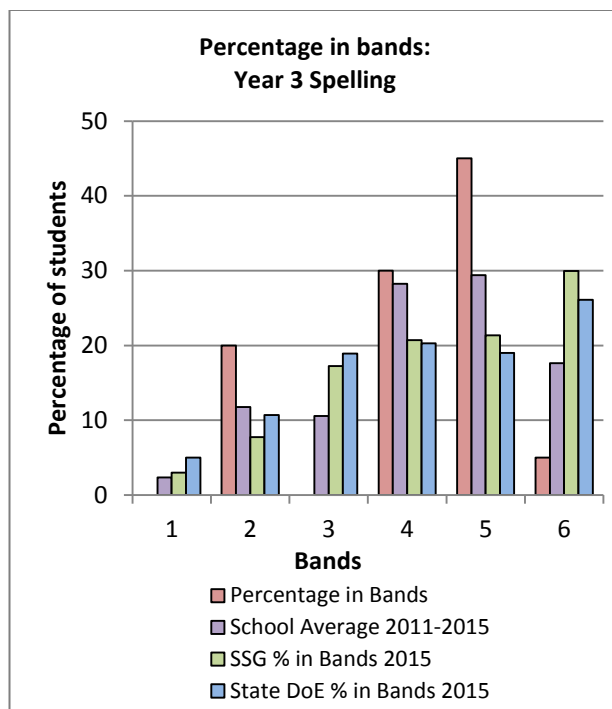
In 2015, 50% of Year 5 students achieved in Bands 6, 7 and 8 compared to 43.4% in 2014.

Writing

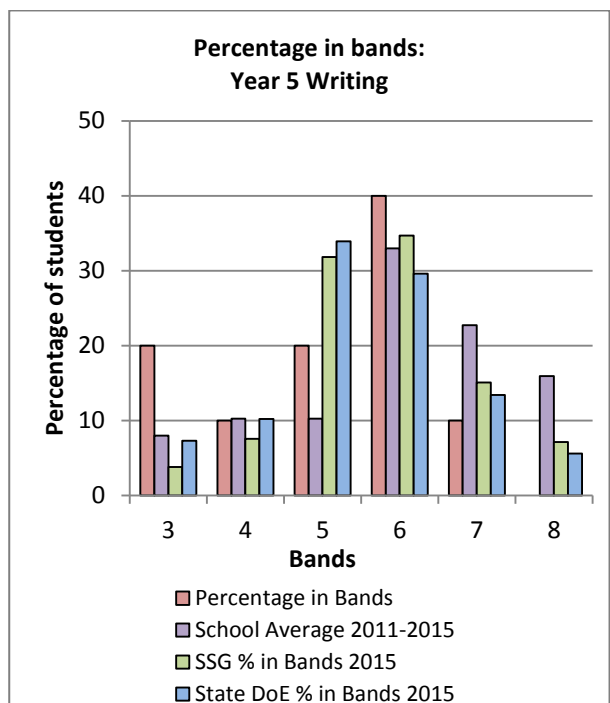


60% of students in Year 3 achieved in Bands 5 and 6 compared with 30.8% in 2014.

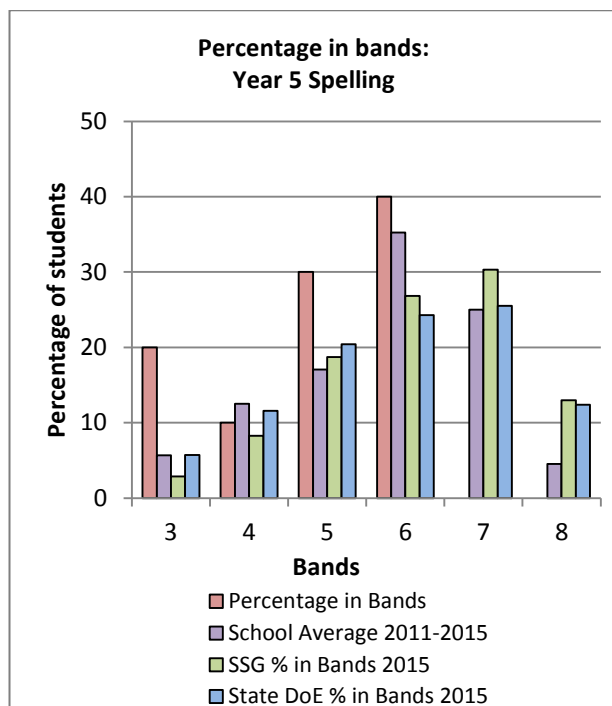
Spelling



In 2015, all Year 3 students achieved at national minimum standard or above in spelling. 72.1% of students achieved in Bands 5 and 6 compared with 23.1% in 2014.

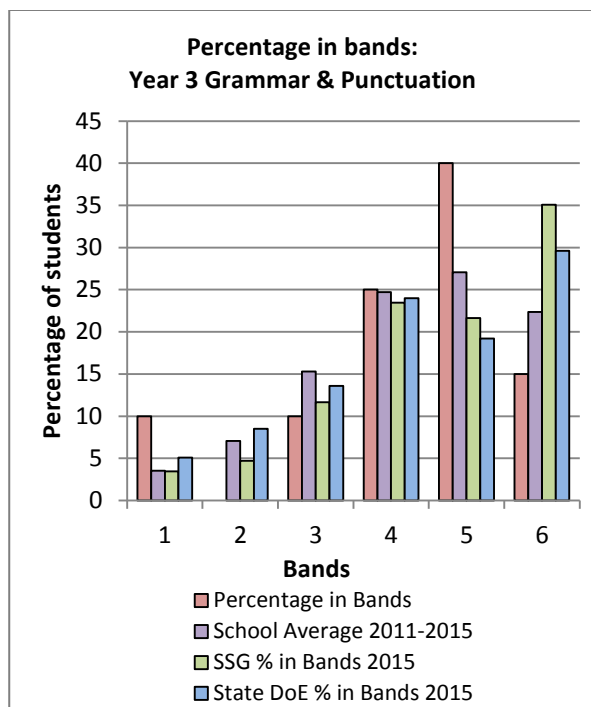


In 2015, there was an increase in Year 5 students achieving in Bands 6 and 7 to 50% from 43.4% in 2014.



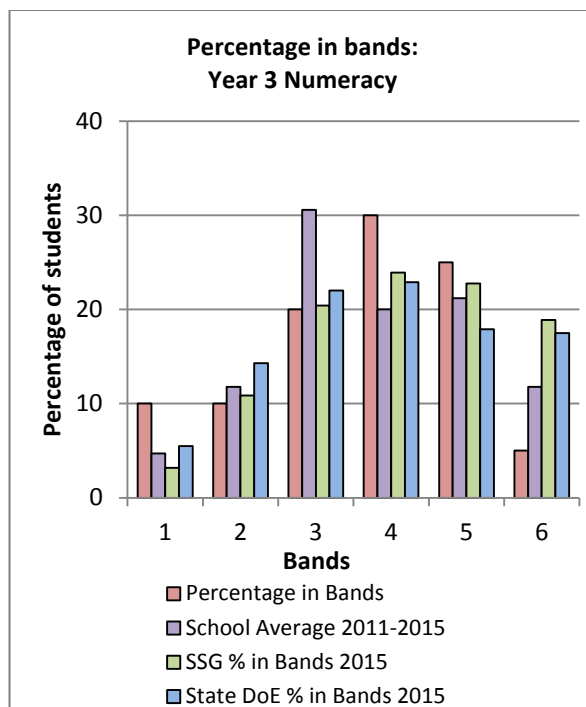
In 2015, 40% of Year 5 students achieved in Band 6 for Spelling, an increase of 9.6% on the 2014 results.

Grammar and Punctuation

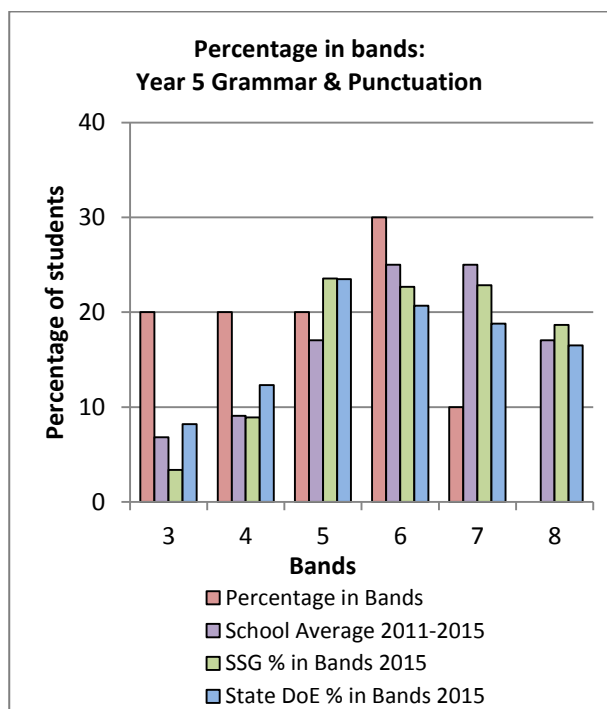


In 2015, 55% of Year 3 students achieved in Bands 5 and 6 compared to 46.2% in 2014 in the area of Grammar and Punctuation.

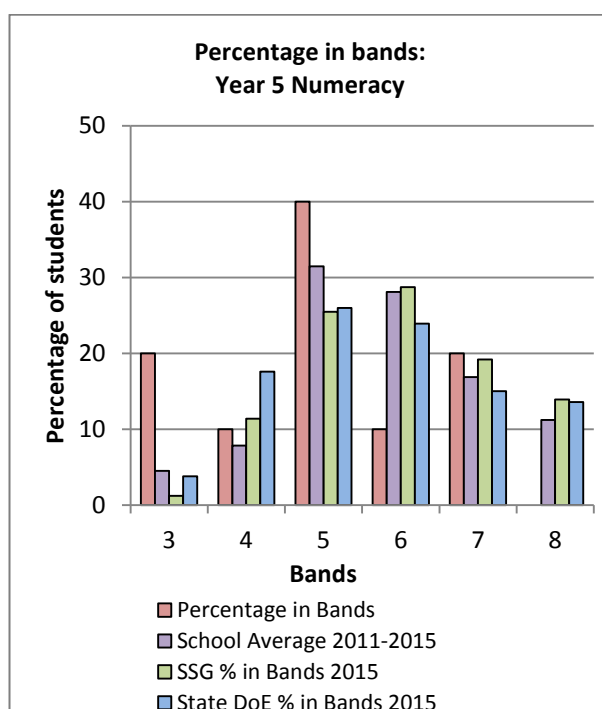
NAPLAN - Numeracy



In 2015, 60% of Year 3 students achieved in Bands 4, 5 and 6 compared with 40.8% in 2014.



In 2015, 40% of Year 5 students achieved in Bands 6 and 7 as compared to 34.7% in 2014.



In 2015, 70% of Year 5 students achieved in Bands 5, 6, 7 and 8 which is very similar to the result in 2014 of 69.5%.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

Parents and caregivers of students were invited to provide feedback to the school based on three areas; communication, their child and welfare programs. Approximately 50% of families in the school community responded to the survey.

The key findings of the survey include:

- 98% of respondents stated the newsletter keeps the community informed about events and achievements
- 95% of the respondents strongly agreed or agreed the school website in an effective tool for obtaining information
- 93% of parents feel they are able to communicate with their child's class teacher about concerns
- All parent respondents indicated WRPS is a friendly school that is tolerant and accepting of all students
- 95% of parents either strongly agree or agree that teachers at WRPS motivate and encourage students
- 95% of parents either strongly agree or agree that teachers at WRPS set high standards of achievement
- 93% of parents feel the school has effective and supportive welfare programs

Students

In 2015, students from Years 1 to 6 were surveyed to determine their satisfaction level with their experiences at school.

The key findings of the survey include:

- 97 % of student respondents indicated they were proud of their school.
- 98% of students stated they strongly agreed or agreed with the statement 'Teachers at our school look after me and care for me'
- 88% of student respondents believe teachers provide interesting lessons

- 94% of student respondents stated that teachers often praise and reward students who are successful
- 78% of student respondents feel they have regular access to computers and technology at school
- 98% of students believe WRPS is a good place to learn

Staff

All teaching, administrative and support staff were invited to complete the survey.

The key findings of the survey include:

- 100% of respondents stated the school has a strong commitment to students
- 93% of staff respondents believe the school supports staff through professional learning
- All staff strongly agree or agree with the statement 'The school has supportive student welfare programs'
- All staff strongly agree or agree the school is continually finding ways to improve what it does
- All staff strongly agree parents are encouraged to contact the school to discuss concerns relating to their child

Findings

The findings from these surveys are used by the school to determine future action in school planning and to measure the effectiveness of current student welfare programs and policies.



Policy requirements

Aboriginal education

Woronora River PS offers a rich curriculum which explores and supports Aboriginal culture, histories, traditions and contemporary Aboriginal Australia. Aboriginal Education perspectives are embedded in Literacy, HSIE and Science units of work and are effective in providing a solid foundation of understanding for our students. Our inaugural Sorry Day Assembly was led by the school leaders and attended by a small number of parents. The school captains laid a wreath as an acknowledgement of the wrongs that have prevailed recent Aboriginal history. All students contributed to a collaborative installation of hands based on the 'Sea of Hands'. This installation represented our school's commitment in promoting Aboriginal knowledge. The collaborative work also gives hope to the future of truly reconciled Australia.

As a school, we continue to incorporate an *Acknowledgement of Country* in all formal school assemblies and sing the national anthem in Dharawal.



Multicultural Education and Anti-racism

WRPS continues to have a strong focus on the teaching of tolerance and respect to build social cohesion and inclusion. Building a culture of harmony, tolerance and acceptance is a key objective of the school's program. Lessons are embedded into the Human Society and Its Environment and Literacy learning areas. Our school's Care Practices reinforce and promote tolerance, respect and unity. The school participated in the campaign against bullying and racism; culminating in our participation in National Day of

Action Against Bullying and Violence. Students wore armbands as a sign of support and undertook lessons about the effects of bullying and racism.

Another highlight on the school's calendar was our participation in Harmony Day celebrations. Students dressed in orange to show their support for cultural diversity and an inclusive Australia. Students participated in a range of activities conveying the central message 'Everyone Belongs'.

Staff commenced training in White Ribbon Australia's school campaign 'Breaking the Silence'. Staff and students wore white shirts to acknowledge that domestic violence, bullying and racism will not be tolerated. The key message is that everyone has a voice and can speak up for those who may not be able. The school will continue its commitment to this campaign in 2016.

The school's Anti-Racism Contact Officer is Mrs Kerri Webbey.

Other school programs

Student leadership

Our six school leaders attended in the School Leaders in Primary Schools (SLiPS) day held at The Jannali High School. Students worked in small groups to complete a range of activities designed to develop their skills and confidence as student leaders of the school.

In 2015 the Student Representative Council included the six school leaders as well as representatives from each of the five classes. The SRC met fortnightly to discuss action plans for the year. Their focus for 2015 was fundraising and ideas for improvements in the school playground. The SRC organised a number of mufti days to support the victims of the earthquake in Nepal, the Year 6 Farewell and childhood cancer research.

The school's Peer Support program continued with great success in 2015. Stage 3 students were trained over the course of two days at the beginning of Term 2. The training comprised of activities to develop the skills and strategies needed to successfully implement the program lessons. Peer Support leaders led small group activities to build and strengthen peer relationships. Peer Support empowers students to support one another and to contribute positively to our school culture.

The Kindergarten Buddy Program is an integral part of our transition and leadership programs. It provides our new Kindergarten students with an immediate network of people in the school

environment and a sense of confidence in all aspects of school life. It also provides our Year 6 students with a sense of responsibility and leadership. The Year 6 students are assigned to their Kindergarten buddy during the Kindergarten transition program the year before. This ensures the Kindergarten students feel comfortable in knowing there is someone they can rely on from their first day of big school. During the year, buddies met on a regular basis to share and develop a range of learning experiences relevant to the needs of all students. This year, our buddy students participated in literacy and numeracy activities, shared reading, computer and technology lessons and the creative arts focusing on the end of year School Christmas Carols.



Achievements in the arts

Black Rock Gallery was held in Term 4 and attended by Mrs Sue Cran, Director for NSW Public Schools, Woronora River Network. The event has become a major event on the school calendar. All students created an artwork which was available for purchase. The main gallery was expanded this year into two gallery spaces. Student performances were showcased prior to the official opening by the relieving principal. Three student artworks were selected to be hung at Miranda Education Office.

WRPS had two choirs this year. Our Junior Choir consisted of 19 Year Two and Three students and the senior Choir was filled with 12 students from Years 4, 5 and 6. Our choirs performed as a combined choir at community and school events including Anzac Day, Open Day, Education Week, Black Rock Gallery, the School Christmas Carols and Presentation Day. Both choirs performed in the Sutherland Shire Schools Music Festival.

There were two dance ensembles in 2015. The Senior Ensemble's routine 'Mariachi' and the Junior Ensemble's routine 'Let's Twist Again', were both performed at Open Day, Menai Marketplace, Black

Rock Gallery, the School Christmas Carols and the Sutherland Shire Schools Music festival. The Junior Ensemble successfully auditioned for the Public Schools NSW Dance Festival – Ultimo Network held at The Seymour Centre in June.

Mollie, Amy, Aiva and Ruby attended a three-day state dance workshop at the Sydney Dance Company. The State Dance Workshops are coordinated by The Arts Unit and aim to extend the skills and knowledge of dance students from NSW Public Schools. The students were encouraged to reach beyond their current limits to achieve a range of dance outcomes, under the guidance of industry specialists and dance education tutors. This event featured 90 students from 30 NSW Public Schools.

The Arts Unit identifies student potential and provides opportunities to build knowledge, skills and understanding through programs that enhance learning at the school and beyond.

Both Mollie and Charlotte were successful in the Create South auditions. They performed the Sutherland Entertainment Centre along with other talented students from 16 other local schools.

Mollie, Jessica and Nicolas attended Stage 3 Drama camp in Term 1 and Ava participated in the *Stage Right* initiative in Term 2. These opportunities enhanced the students' performance, voice and acting skills.

The school initiated a ukulele group in Term 4 2015 with the support of Mr Brown as the group's tutor. Students have a weekly lesson and will have their inaugural performance in 2016.



Achievements in sport

The students in K-6 participated in a wide variety of sporting activities in 2015 to help maintain healthy lifestyles. Sports in Schools Australia conducted a 9 week program in Term 1, concluding the year with a Term Four Gala Day. This program focuses on developing a positive attitude to exercise whilst developing and enhancing students' gross motor and fundamental movement skills with a wide variety of sporting equipment.

In Terms 2 and 3, the students were actively involved in the Premier's Sporting Challenge. This program provided much appreciated funds to purchase new sporting equipment for PSSA teams as well as general playground use and PE lessons. All students participated in the program completing a weekly log of their physical activity. The school was awarded a gold medal for its participation.

K-6 students also participated in a Gymnastics program and a Rugby League clinic that developed ball handling skills. The Backyard League culminating activity was a gala afternoon designed for our students to showcase their increased skills. This was organised and facilitated by NSW Touch Football and Cronulla-Sutherland Sharks Rugby League. In Term 4, a swimming program was offered to students at Menai Swimming Academy.



Our Multicultural games-based program through Sportspro was introduced during Term Four. This five-week program allowed children to explore five different games and sports from around the world including European Handball and Street Hockey. The new program also developed social skills and teamwork skills.



The annual school swimming, cross country and athletics carnivals were outstanding successes in both the level of student participation and also achievement. Our school held its swimming carnival at Sutherland Leisure Centre, the cross country carnival at Prince Edward Park and athletics carnival at Barden Ridge Athletics Complex. These carnivals provided fantastic competitive environments from which we could select teams to represent our school at the Zone Carnivals, with eight athletics records and two swimming records being broken. Two students qualified for the Regional Cross Country Carnival, two students and our junior boys relay team, qualified for the Regional Swimming Carnival and two students qualified for the Regional Athletics carnival.

Our PSSA teams competed in inter-school competitions that helped to improve the student's ability to work in teams and develop sportsmanship and skill. Students in Years 3-6 participated in competitions which included Basketball, Kanga Cricket, Softball, T-Ball, Netball, Touch Football and Soccer. The Junior Girl T-ball team was the zone finalists and the Junior Boys runners up. The Junior Soccer team was Zone Premiers for 2015. Our two netball teams participated in this year's winter PSSA competition with great school spirit.

The school successfully applied for Sporting Schools transition funding. Students who participated in the primary school sport program participated in a Netball NSW and basketball program designed to

develop teamwork and the skills needed to play competitively. The sports selected for this supplementary funding were based on sports offered for PSSA in Years 3 to 6.

The school engaged the services of tennis coach Sharyn Micallef. Students in Year 3 to 6 are offered the opportunity to participate in tennis lessons. Lessons are held each Wednesday on the school's tennis court. This was a popular co-curricular activity offered by the school in 2015 with 22 students participating in the lunchtime activity.

Environmental education and sustainability

2015 saw all students participate in a program to reduce, recycle and re-use rubbish generated at the school. Students sorted rubbish into colour coded bins – paper, recyclables, organics and landfill.

The school continued its involvement in Clean Up Schools Day. Students collected rubbish from the school grounds, tennis courts and Prince Edward Park. Students were able to see the amount of rubbish in the school vicinity and sort into landfill and recyclables.

Following on the school's successful involvement in Clever Climate Change in 2014, students continued to maintain a focus on the school's energy use reduction plan by turning off unused appliances, lights and fans.

Sustainability has been embedded into all learning areas and is a particular focus during literacy and Human Society and Its Environment lessons. Sustainability has also been embedded into the school's newly developed Science Scope and Sequence to ensure a broad knowledge base for students.

Family and community programs

Woronora River PS continues to be linked with Interrelate service, targeting students who experience difficulty forming friendships and sustaining positive relationships. Interrelate also provides ongoing support for families in challenging circumstances.

The school continues to have a close working relationship with the Woronora RSL. Students attended the commemorative and dawn services for Anzac Day. The school Anzac service was attended by members of the RSL and Captain Morgan Reid. School Leaders marched in December in the re-enactment of the Waratah March to celebrate its

centenary. The Waratah March was a recruitment drive which saw young men walk from Nowra to Sydney to enlist to fight in WWI.

During Science Week, the school hosted a Family Science Night. This was an opportunity for students and their families to try problem-solving tasks and investigations. Approximately 50% of families attended the evening.

A Welcome to the School Year picnic was held early in Term 1. A large proportion of families attended the event to mix with staff and other families in an informal setting.

Our annual Christmas carols were held in the school grounds in early December and were supported by a significant number of families. The evening's performances included dances from our various dance ensembles and classes leading the singing of carols with the community. This event highlighted the strong relationship between the school and its community. The P&C held a raffle to raise funds for the school to coincide with this year's carols. The raffle was supported by The Shire Local Banking with a first prize donation of an original artwork by Mr Ken Tucker.

In 2015, Woronora River PS joined the White Ribbon Australia's school program Breaking the Silence. Staff attended training along with other local schools and then devised an implementation plan. Students were engaged in activities about respectful relationships and a White Ribbon Day was held in November. All students wore white t-shirts in support of this initiative and were photographed in the shape of a white ribbon and under the school sign with the message, "WRPS says no to domestic violence."

