

# Woronora River Public School Annual School Report 2014



## School context

Woronora River Public School is situated in the picturesque Woronora valley. Our students enjoy a spacious playground and outdoor learning areas overlooking the Woronora River. Our welcoming and friendly school community is based on strong cooperative relationships between students, staff and parents. WRPS provides students and their families with a warm, happy and nurturing environment to ensure successful learning. The school's Care Practices of Cooperation, Achievement, respect and Encouragement underpin all interactions and learning. These core values inspire students to achieve their personal best in all areas.

The school is an active member of the Community of Schools Between the Rivers and works in close consultation with other primary and secondary schools.

Our school values the dedicated, active and friendly P&C group which support the academic, social, cultural and sporting needs of our students.



## Principal's message

It is with great pride I present the 2014 Annual School Report to the community of Woronora River Public School.

At Woronora River Public School, the parents and staff are committed to creating a caring, safe environment in which students can learn and grow to achieve their full potential. Through a wide variety of rich academic, social and cultural

experiences, students are encouraged to become productive and effective members of our society.

2014 has been another wonderful year and our students have had an environment in which to grow and thrive. It has been a year where individual students and groups have achieved. It has been a year where learning has again been the focus. The staff is committed to improving student learning outcomes and committed to rigorous professional learning. This year there has been significant investment in the mathematics and science learning areas in preparation for the new syllabus implementation in 2015.

The changes to school planning form a strong platform to ensure student success into the future. The school community plays an active role in determining school priorities and organisational structures. I would like to thank the school community for their significant contribution to student learning through the provision of resources and in supporting classroom learning and student welfare initiatives.

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.

Karen Simula  
**Relieving Principal**

## P&C message

As the President of the P&C I'd like to acknowledge some special people.

To the P&C Committee - thank you to each of you for your tireless work, dedication and support throughout the year. The P&C has delivered some fantastic improvements to our school including upgrades to the playground, a renovated school hall and numerous teaching and learning resources. Your efforts are certainly worth it.

To the students - Woronora River Public School is a richer place because of the presence of each

one of you and the contribution you have made to the school in the arts, sport, community service and academic achievement. Like all mums and dads, I have absolutely loved watching you perform at the Sutherland and Sydney Entertainment Centres, admiring your displays at Black Rock Gallery, marvelling at your sporting achievements on the athletics tracks and in the pool and at your presence at numerous community events.

To Mrs Simula and the teaching staff - I have watched our children be nurtured and cherished so that by the time they were of age to leave your care, they have been transformed into strong, confident and intelligent young people who have the world at their feet.

Your contribution to the students' lives is beyond measure and is a gift that will never be forgotten. Parents will never be able to adequately express their thanks to you but please understand you are very much respected and we feel privileged to send our children to a school that gives them every opportunity to reach their full potential.

To the parents - in addition to the parents that I acknowledged a little earlier, many of you have made an enormous contribution to this very special little school.

Whether you are a past office bearer on the P&C, a parent who bakes cakes for the fundraising stalls, volunteers in the school canteen, helps with reading, ferries children to out-of-school events or simply just says 'yes' every time the call for help has gone out, I want to express my thanks to you.

It is important to acknowledge we all contribute to the opportunities for our children to thrive at Woronora River Public School. For your contribution whether large or small – thank you.

Again to the whole school community, congratulations on a very successful year.

Scott Phillips  
**P&C President**

## **Student representative's message**

Being School Captain for 2014 of Woronora River Public School was a major accomplishment for me. It was a dream of mine since my beginning school days. It taught me so many things and strengthened me in many ways. I believe it gave me a huge advantage when I started high school as it can be busy and slightly confusing in an entirely new environment. I have more confidence with taking on leadership roles and having a go at things. One of the best experiences I had as being captain was the Leaders' Day at Stanwell Park. It helped me trust people more and know that I don't have to answer every single question that is asked, learning to let everyone have a go and encouraging the quieter ones to participate. After that experience at the start of the year, I still had a whole year to enjoy. Anzac Day was thought-provoking and it was an honour to be a part of that celebration with my grandfather present. Being able to be responsible and make connections with my buddy Connor was a great experience too. Developing stronger relationships with my teachers and our principal, Mrs Simula was a highlight. I really felt encouraged and appreciated by all my friends throughout the year especially when I was asked to give speeches and represent our wonderful school. Thank you for the memories - being School Captain will be one that stays with me for a lifetime.

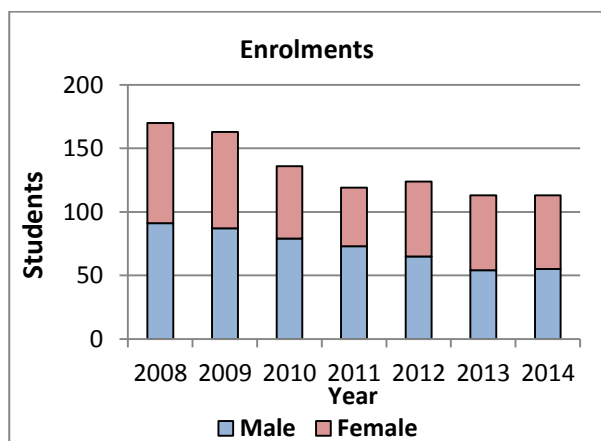
Henry Phillips  
**School Captain**



## Student information

### Student enrolment profile

115 students were enrolled at Woronora River Public School in 2014. Student enrolments remained stable from the previous year.



### Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	93.6	95.5	94.8	96.1	95.4	96.9
	1	96.5	95.2	92.8	96.0	96.3	96.4
	2	93.5	96.0	92.2	93.9	93.8	97.2
	3	94.3	96.0	93.4	94.7	96.6	96.6
	4	94.9	94.8	91.1	95.2	94.5	94.6
	5	96.2	94.8	94.0	92.7	96.9	95.5
	6	95.6	95.5	93.2	95.0	95.6	97.1
	Total	94.9	95.4	93.0	94.8	95.6	96.4
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

### Management of non-attendance

Class rolls are marked daily through Sentral and monitored regularly for patterns of student partial or non-attendance. A reminder note is sent to parents after an unexplained absence. The Learning Support Team monitors the attendance of students. If a concern is raised the team works with the student, parents and teacher to improve attendance. The support of the Home School Liaison office is sought when required.

## Workforce information

At the end of 2014 the total number of teachers working in various roles across the school was 8, including 2 Relieving Assistant Principals, a Teacher-Librarian and a Learning and Support Teacher. We also employed 7 school support staff including a School Counsellor, 2 School Learning and Support officers, a School Administration Manager, 2 administrative staff and a General Assistant.

### Workforce composition

Position	Number
Principal	1
Assistant Principal	1
Classroom Teacher(s)	3.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Counsellor	19 days
School Administrative & Support Staff	1.406
Total	6.216

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

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	37.5%
NSW Institute of Teachers Accreditation	12.5%

### Professional learning and teacher accreditation

All teachers have engaged in a range of professional learning at school and Community of Schools level. Structured professional learning is held on School Development Days and weekly teacher professional learning meetings. Staff professional learning is linked to school planning and departmental policies. All staff members, teaching and non-teaching participate in mandatory compliance training in areas such as Work Health and Safety, Child Protection, Code of Conduct, CPR, anaphylaxis and Emergency Care.

The main areas of focus for 2014 were:



- Developing an understanding of the new mathematics syllabus and contributing lessons and units of work to an online resource for a number of participating schools
- Developing an understanding of the new science syllabus and considering implementation strategies for 2015
- Integrating PLAN software into the student assessment and monitoring process
- Disability Discrimination Act and the Disability Standards for Education
- Business Intelligence and Core Financial Literacy in preparation of Learning Management and Business Reform implementation in 2016
- Network Support Meetings in Learning Support and Public Speaking
- Sutherland Area Primary Principal Association meetings and Principal Professional Learning Days

### Beginning teachers

Teachers who are new to the profession are supported through the Institute of Teachers. This is a robust system designed to offer mentoring and support to ensure new members of the profession develop the skills and knowledge required of competent and effective teachers. During 2014, two teachers began their accreditation process.



## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	41129.57
Global funds	118968.47
Tied funds	54846.17
School & community sources	90516.91
Interest	1401.40
Trust receipts	8832.55
Canteen	0.00
<b>Total income</b>	<b>315695.07</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	28808.73
Excursions	18564.37
Extracurricular dissections	31585.52
Library	2041.97
Training & development	1807.41
Tied funds	44876.65
Casual relief teachers	15360.49
Administration & office	57669.20
School-operated canteen	0.00
Utilities	29914.74
Maintenance	23487.95
Trust accounts	9422.55
Capital programs	0.00
<b>Total expenditure</b>	<b>263539.58</b>
<b>Balance carried forward</b>	<b>52155.49</b>

A full copy of the school's 2014 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.

## School performance 2014

### Creative Arts

#### Choir

Our school had two choir ensembles this year. Our junior choir consisted of our 21 Year Two students and our senior ensemble was 14 students strong this year. Our choirs performed as a combined choir at community and school events including Anzac Day, Open Day, Education Week, School Christmas Carols and Presentation

Day. Both choirs performed in the Sutherland Shire Schools Music Festival.

### **Dance**

There were three dance ensembles this year, with the introduction of a Junior Dance Group for 2014. Both the Junior and Senior Dance Ensembles performed at Education Week celebrations, School Christmas Carols and the Sutherland Shire Schools Music Festival.

The Junior Dance Ensemble successfully auditioned for the Public Schools NSW Dance Festival held at The Seymour Centre. The group performed their beach-themed routine solidly and were outstanding representatives of our school. Twelve students were selected from the Senior Ensemble for the Schools' Spectacular Combined Dance section. Our students performed alongside 3 000 other students to create a memorable series of performances. Sarah and Natasha were offered dance scholarships at The Jannali High School for 2015. Sarah also attended Junior State Dance Camp in Term 1. Giaan and Jade were successful in their applications for Junior Dance Workshops in Term 3. Lili successfully auditioned for the State Dance Ensemble and performed at many Public Schools' events including Schools' Spectacular.



### **Drama**

Henry was selected for the Sydney Region Create South 2014 production of *Link*, where he played a lead role in a drama production. Create South offered a three day workshop, culminating in a final performance at the Sutherland Entertainment Centre where these gifted and talented students were able to showcase their skills.

Mollie, Millie and Nicolas were successful applicants to Drama Camp in 2014. The students enjoyed three days of workshops to enhance their creativity and performance skills.

### **Artist in Residence**

The *Artist in Residence* program continued in 2014 where we were again fortunate to have the guidance of local artist, Ken Tucker, who assisted teachers in delivering a rich art program, focusing on charcoal, landscapes and exploration with a variety of media. The program continues to be sponsored by The Shire Credit Union who provides this wonderful opportunity.

### **Steel Drumming**

The School Steel Drumming Band, *The Woronora Rhythm*, was made up of 19 students from K-6 and led by Mr Bennett in 2014. The ensemble performed at Open Day and the Interschool Panorama Competition. Our school was



recognised as the Best Small Band at this event. Jessica, Sam and Emma received achievement awards at the culminating Panorama competition.



### **Talent Quest**

All students at Woronora River Public School are given the opportunity to showcase their talent in our annual talent quest. It has become a major event on the school calendar each year and every student that chooses to participate is given the opportunity to shine. This year, over one third of students from K-6 were involved in this exciting and valuable performing arts experience.

### **Christmas Carols**

Our school hosted the community's annual Christmas Carols onsite in December 2014. This was a major fundraising event for the P&C and our students performed dances and carols as part of the festivities. This event highlighted the strong relationship between the school, the P&C and our community.

### **Sport**

Students across all year levels from K-6 have engaged in many sports programs, competitions and trials in 2014. These opportunities have developed gross motor skills, teamwork and general fitness whilst promoting participation and fair play.

### **Premier's Sporting Challenge**

Our students took part in the Premier's Sporting Challenge again this year, which was conducted during Terms 2 and 3. This challenge not only allows students to self-monitor their exercise

habits but also encourages students to engage in physical activity. The funding from this annual program has been allocated to updating our tee ball and softball equipment.

### **School-based Programs**

During Term 1, K-6 students participated in the Sports in Schools program which developed fundamental movement skills by focusing on a different skill each week. The program also promoted aspects of health including hydration, sun safety, fire safety and nutrition. The Footsteps Dance program was introduced for all year levels this year, an extension of the program from last year. The Footsteps program improved the children's movement skills and developed their dancing prowess. Gymnastics was another whole-school program offered in Term 3. The gymnastics program offers professional instruction which focuses on the development of students' flexibility, strength and agility. In Term 4, K-6 students were offered a two-week intensive swimming program at Menai Swimming Academy.



### **Gala Days**

Fourteen students from Stage 3 also participated in the Sydney East Water Polo Gala Day which was a round robin, promoting participation rather than competition. This event was held at Sutherland Leisure Centre and continues to be a highlight of the sporting calendar for students and staff. WRPS entered the AFL Paul Kelly Cup Gala Day in Term 1 to expand the wide sporting opportunities offered at the school. Students who participated in the round robin event

demonstrated sportsmanship whilst improving their skills.

### **Primary Schools Sporting Association**

The school PSSA teams have enjoyed another successful year. In first term representatives competed in kanga cricket, softball and touch football. Our athletes demonstrated great skill and enthusiasm during their season. Our winter PSSA competition was another successful campaign. Our school entered two teams in soccer and netball, one junior and one senior team for each sport. The senior boys soccer team was unlucky to be defeated in their grand final after an outstanding season and were deserving runners-up for Division 6. The senior girls netball team completed their season undefeated and were premiers of their division. Our junior tee ball teams and senior basketball teams were also competitive during Term 4.



As preparation for the PSSA competitions an additional program was introduced this year for students in K-2. The Active After School Communities grant provided in excess of \$2000 funding this year for professional coaching and the purchase of equipment for tee ball, soccer and tennis. This has provided excellent background knowledge on our PSSA sports for the K-2 children which will benefit the school PSSA teams in the future. This grant also allowed the school to offer professional coaching in tennis to primary students participating in this program and focused on skill development whilst utilising our tennis court facility.

The school had a number of Zone representatives who successfully trialled and qualified for sports including water polo, athletics, cross country and swimming. Tilly and Emma were also Sydney East representatives at the State PSSA Championships for cross country and athletics.

### **School Sports Carnivals**

Our K-6 students demonstrated sportsmanship and competitiveness in the school carnivals this year. The swimming carnival was held at Sans Souci Leisure Centre, the cross country was run at Prince Edward Park and Sylvania Waters Athletics Track hosted this year's athletics carnival. Some outstanding results were recorded, particularly in the junior girls' age group this year. There were five school records broken, Emma broke a Zone record and Emma and Tilly reached the State Championships in both sprints and cross country as well as a field event.

### **Excursions and Incursions**

#### **K-2 Zoo Incursion**

K-3 students participated in an incursion from Taronga Zoo. *Animals of the Dreaming* operates out of Sydney's Taronga Zoo and combines Australian animal encounters with Aboriginal Dreamtime stories. Col Hardy, a highly respected Aboriginal Elder delivered the presentation. Students heard stories and songs from The Dreaming and met a number of amazing native animals, each with their own special character.





### **The Gruffalo**

Students in Years K-2 attended a live performance of Julia Donaldson's *The Gruffalo* at The Seymour Centre. Students were captivated by the singing and dancing actors recreating this modern-day classic tale.

### **StartSmart**

All classes participated in the Commonwealth Bank's StartSmart Financial Literacy program along with another 295 000 students across Australia. By encouraging students to understand the factors that influence their spending, through practical comparative shopping exercises, the workshops equip students with the skills and knowledge they need to maximise saving and spend smarter, now and in the future.

### **NRMA Road Safety Day**

Our school hosted a Science & Road Safety Day in Term 4. This is a new road safety program that was delivered by the National Roads & Motorists' Association with the aim of helping our students stay safe on the road. The program involved students participating in road safety shows and completing road safety workbooks in the classroom to help the road safety messages stick.

The shows combined important road safety message with science. In the science show, a crash test dummy – an egg – memorably showed how a seatbelt works to restrain passengers in a crash and more importantly why a seatbelt must be worn on each trip. Students were encouraged to bring their bike helmets to school for the day.

Parents were invited to the first show to see what students were learning and how they could reinforce these road safety messages at home.

### **Waterways**

All students took part in a Maritime Services talk about being safe near water. As many students live and play near the Woronora River, this presentation was vital to ensure students remain safe near waterways. Students were shown and tried on a number of safety items such as life vests and what to do in an emergency situation.

### **River Day**

River Day saw the school take advantage of its unique location in the Woronora valley for its inaugural River Day. Students took part in a range of science, sporting, art and team building activities in Prince Edward Park. Staff and students were supported with expert knowledge by scientists from The Australian Museum. Students thoroughly enjoyed the day and are looking forward to River Day 2015.



### **Parliamentarian Visit**

The Federal Member for Hughes, Mr Craig Kelly visited Stage 3 as part of their work about government and democracy. Mr Kelly's knowledge and personal stories provided great insight into politics and processes of government.

### **Gold Day**

Gold Day was the culminating activity of the Stage 3 HSIE unit, *Gold*. Students dressed in attire of the Australian Gold Rush era and participated in a range of activities similar to those of the period. Students were required to launder clothing, set up a campsite, pitch a tent and pan for gold. Students also learned some traditional games and songs.

### **Point Wolstoncroft Sport and Recreation Camp**

Stage 3 students thoroughly enjoyed their 5 day camp at Point Wolstoncroft. Students were involved in a variety of outdoor activities over the course of the camp such as rock climbing, sailing, kayaking, archery, ropes course and bike riding. Favourite amongst students were the wombat

hole and the giant swing. The weather was warm and sunny so many students took advantage of the pool during their free time sessions.



Students were provided with a range of evening activities including dancing and a movie night. The last morning of camp saw students complete a team challenge. Students were required to combine the skills they had learned during the previous days and work together to finish the challenge.

### **RNPEEC Investigating Energy**

Students in Years 4, 5 and 6 were involved in a visit from the staff of the Royal National Park Environmental Education Centre. The day's activities were designed to give students maximum opportunity to explore energy and electricity. Students were engaged in hands-on activities and demonstrations to learn about electricity generation, energy sources and energy transformations. Students also conducted a scientific investigation using solar energy to cook garlic bread.

### **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)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Click on the link <http://www.myschool.edu.au> and enter Woronora River Public School in the *Find a school* and select *GO* to access the school data.

### **Other achievements**

#### **Mathematics – NSW Syllabus for the Australian Curriculum**

This year the new Mathematics syllabus was successfully integrated into teaching programs. There was participation in teacher professional learning to gain understanding of the syllabus and its content. Staff contributed units of work to a collaborative online resource.

#### **Science – NSW Syllabus for the Australian Curriculum**

Professional learning to support the implementation of the new syllabus was accessed through online video conferencing and courses available within the region. Staff is in the process of developing a scope and sequence for units of work that effectively utilise the school's resources and ensure that that working scientifically is embedded into teaching programs.

#### **Debating**

During 2014 students from Stage Three participated in an interschool debating competition. The two teams debated over three rounds against Jannali East Public School and Como West Public School. The debating program was strengthened this year by the addition of two interns who assisted Miss Coggan in the preparation and coaching of the school teams.

Both teams from Woronora River Public School were decorated for their impressive standard of argument and rebuttal throughout the competition and were recommended for additional competitions in 2015 by the professional adjudicator.

### **Public Speaking**

Public Speaking is an integral part of the English curriculum and all students are involved in speaking and listening activities on a daily basis. This year students from Year One to Year Six delivered prepared and impromptu speeches as part of the Public Speaking Program. Successful students from each Stage represented Woronora River Public School at the Southern Zone finals. Although they did not place, all spoke confidently on their prepared and impromptu topics.

Henry and Jade were selected to comper the Public Schools Dance Festival, Series 2 during Term 2. Comperes were selected based on assessment of the following criteria; poise and appearance, body language, eye contact and voice. Jade and Henry were two of the four primary school comperes chosen for this year's festival. Both spoke confidently during the festival and were a credit to themselves and their school.

### **Be Excited About Reading (BEAR) Program**

The BEAR program was introduced at Woronora River Public School in 2014 to support students in Year 1 experiencing difficulty in Reading. This initiative was implemented by the Learning and Support Teacher with assistance from volunteer parent tutors. The success of this program will see its continued implementation in 2015.

### **Reading Eggs**

Students in Early Stage 1 were provided with subsidised home and school access to the reading program Reading Eggs. At school students utilised the program during literacy groups and computer lab sessions.

### **Targeted Early Numeracy (TEN) Program**

Woronora River Public School has continued the Targeted Early Numeracy (TEN) program

throughout the year. Classes K-3 participated in the program which provided students with targeted activities to build their skills, knowledge and understanding of early number concepts. These activities were

completed in short bursts across the course of each day to support student learning.

### **International Competitions and Assessments for Schools (ICAS)**

All students from Years 3 to 6 were offered the opportunity to participate in the ICAS competitions in 2014. Although these exams do not exactly align with the NSW curriculum, they do test a range of skills and knowledge in English, mathematics, science and computer skills. Our students were provided with additional experiences of exam conditions and received a detailed analysis of their results. The small number of students who participated in these exams performed very well. 13 students sat the English exam with 3 students earning a credit. 13 students sat the mathematics exam with 3 credit and 2 merit certificates earned. 14 students sat the computer skills assessment with 1 distinction, 3 credit and 1 merit certificate presented. The science exam was sat by 14 students with 2 distinction and 1 credit certificate awarded.

### **Significant programs and initiatives – Policy and equity funding**

#### **Low Level Adjustment for Disability**

Learning has been personalised and support has been given to reflect students' needs. School Learning Support Officers have been engaged to assist students to complete assigned classroom tasks and cater for health needs. Learning and Health Care Plans were collaboratively developed for students. Student progress was monitored





regularly by the Learning Support Team. Review meetings with parents ensured that the school was working in partnership with families.

### **Aboriginal Education**

WRPS provides programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The school has had an integrated approach to Aboriginal Education through Human Society and Its Environment, Science and Technology and Literacy. The key focus has been expanding all students' cultural awareness.

Every whole school assembly is opened with an acknowledgement to the original owners of this land, the Dharawal People and to any Aboriginal person past, present and future. An Aboriginal version of the National Anthem continued to be sung at assemblies.

### **Multicultural education and anti-racism**

WRPS has focused on teaching and encouraging tolerance and respect to all people regardless of their cultural background. The school maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. The school actively promotes through class lessons, assemblies and through our daily interactions with students and community members, acceptance and tolerance of all races, faiths and cultures.

Acknowledgement and celebration of our community's cultural diversity was highlighted during our Harmony Day celebrations. A special Harmony Day assembly was held where students performed and displayed artworks conveying the message "Everyone Belongs". Students dressed in the colour orange to come together to show their support for cultural diversity and an inclusive Australia.

### **Socio-economic background**

Funds received based on socio-economic background were utilised to support programs developed in literacy and numeracy by staff in each grade. These programs aimed to reinforce

critical literacy and numeracy concepts with targeted students. The progress of students was monitored and assessed by the Learning and Support Teacher. The implemented programs have improved the targeted students' learning outcomes and increased the effectiveness of classroom teaching and learning. Several families were financially supported to ensure maximum participation in planned school activities. The main area of support was for costs associated with school excursions.

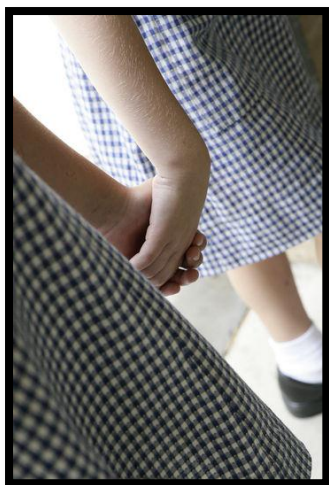
### **Learning and Support**

Woronora River Public School's Learning Support Team consists of the school counsellor, principal, Learning and Support Teacher (LaST), School Learning Support Officers (SLSO) and teachers, who work together to ensure every student within the school has their needs supported. The Learning Support Team meet weekly and work with teachers and parents to devise plans to best support students within the school. The Learning and Support Teacher and the School Learning Support Officers work closely with classroom teachers to provide the best possible support for students. This support is provided in a variety of ways including team teaching, small group work and targeted individual programs where required. Programs also include Individual Learning Plans for targeted students and behaviour plans. The Learning Support Team works together to engage outside agencies including learning engagement advisors and medical professionals to support students with high support needs. The Learning Support Team apply for regional and state funding for individual students when required.

### **Student Welfare**

Our Care Practices which encompass the key values of Cooperate, Achieve, Respect and Encourage continue to be at the heart of all we do at Woronora River Public School. These practices assist students to take responsibility for their learning and behavior. At the beginning of 2014, classes revisited the CARE Practices to ensure students had a sound understanding of expectations and consequences. Achievement

and excellence were rewarded and celebrated through the merit system.



As part of the Every Student, Every School initiative, the Learning and Support Program had an allocation of one day per week during 2014. The Learning and Support teacher (LaST) provided support for

students with additional needs including the areas of social integration, language and communication, literacy, numeracy and behaviour. This included students with confirmed disabilities. Students were identified and support was planned in consultation with the Learning Support team, LaST, caregivers and the classroom teachers. As part of the National Consistent Collection of Data for Students with a Disability the Learning and Support Coordinator identified a need to improve the collection and storage of student information regarding additional support and program participation. This led to the development of Learning Support Folders with consistent evidence collection and record keeping across all grades.

### **Preventing Anxiety and Victimisation in Education (PAVE)**

Students in Years 3 and 4 and their families were invited to participate in a Macquarie University research project, *Preventing Anxiety and Victimisation in Education (PAVE)*. Approximately 20 students completed the initial data collecting survey. Macquarie University in consultation with the school will offer Cool Kids: Taking Control in 2015.

### **Interrelate**

Two evening sessions were offered to families to build student knowledge about how their bodies

work and the differences between males and females. The second session prepared children and parents/caregivers for the physical, social and emotional changes associated with puberty. Changing emotions and relationships with families and peers were also addressed. Both programs were interactive, family focused and presented in the context of caring relationships.

### **Student Leadership**

Our six school leaders participated in a Leaders Day held at Stanwell Park. Students were involved in a range of activities to build their confidence and skills as leaders. The day was an outstanding success and the leaders were presented with another opportunity to build their skills later in the year. The leaders had regular meetings throughout the year with the principal to develop their leadership, to discuss playground initiatives and strategies for implementing change in the school.



### **Learning to Lead**

Woronora River PS was invited to participate in the Premiers' Sporting Challenge *Learning to Lead* Gala Day at The Jannali High School. The day was organised for 12 Stage 3 students who enjoy physical activity and demonstrate leadership on the sporting field. High school sport leaders trained the students in how to manage small groups and conduct basic sport skill games. These students will have the opportunity to share their new skills during sporting activities in 2015.

### **Student Representative Council**

The Student Representative Council included elected representatives from each class and the school leaders. The SRC meet regularly to propose, discuss and plan actions on behalf of their peers. Their focus for 2014 was fundraising. They initiated fundraising events to support charity organisations highlighting respect and responsibility for those less fortunate. It also provided a means for students to take an active role in school decision making. The fundraising events organised for 2014 included Crazy Hair Day, Stewart House clothing collections and a number of mufti days in support of WorldVision.

### **Peer Support**

The school's Peer Support program continued with great success in 2014. Stage 3 students were trained as peer leaders in Term 1 and led weekly small group activities to build students' resilience and to strengthen peer relationships. Peer Support empowers students to support one another and to contribute positively to our school culture.

### **Kindergarten Buddy Program**

The Kindergarten buddy program is an integral part of our transition and leaderships 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 in the previous year so the relationship between the students begins well before our new Kindergarten students formally begin school. Once the new students have started school they meet with their buddy on a regular basis to share a range of learning experiences relevant to their needs. This year our students participated in literacy and numeracy activities, shared reading, creative arts and computer technology.

### **Teddy Bears' Picnic**

Our annual Teddy Bears' Picnic was held in Prince Edward Park. Our Year 6 students and their Kindergarten buddies had a picnic afternoon tea, shared stories in the shade and played a number of bear-themed games.

### **Environmental education for sustainability**

2014 saw the school continue its participation in the Climate Clever Energy Savers Program (CCES). Year 2 students completed an energy audit of the school with the assistance of staff from the Environmental Education Centre at the Royal National Park. Students then identified areas where energy savings could be made and put forward proposals to be considered by the CCES team. Students made several successful proposals and implemented the changes during Terms 3 and 4. Stage 3 students extended their understanding of energy sources and how energy can be saved with an incursion with The Royal National Park Environmental Education Centre staff during Term 4.





The school supported Clean Up Australia and all students helped to rid our school playground and surrounding areas of rubbish.



### **Sutherland Shire Small Schools Alliance (4SA)**

The school became a founding member of the Sutherland Shire Small Schools Alliance in 2014. The Alliance is a group of similar schools working together to improve the learning outcomes and to enhance learning experiences for students. Much early preparation and staff development for the School Plan 2015-2017 was completed with other members of the 4SA. This network of schools will continue to provide ongoing support for students and staff in sharing their collective knowledge and experience.

### **COSBtR Programs**

In 2014 the COSBTR group of schools including Alford's Point PS, Illawong PS, Lucas Heights CS, Menai HS, Menai PS, Bangor PS, Tharawal PS and Woronora River PS continued to strengthen relationships between these eight local public schools. COSBTR Principals met regularly throughout the year to plan the continuing relationship between our schools for the upcoming year. Opportunities for gifted and talented students in Stage 1 and Stage 2 were provided in the form of one day workshops in science, technology, art and literacy. Stage 3 attended workshops in astronomy, drama and mythology. All workshops were conducted by talented teachers from the COSBTR schools. A number of Stage 3 students participated in the enrichment programs provided by The Jannali

High School and Lucas Heights Community School throughout the year.



### **Library**

The Woronora River PS Reading Challenge runs over two terms and students from Year One to Year Six are invited to participate. The Challenge provides an opportunity for students to further their reading and has resulted in increased borrowing of quality literature from our well-resourced library. Students have taken on the Challenge with great enthusiasm and have discovered new authors, series and genres on their reading journeys.

Our annual Eggshibition was an enormous success with many entries from students in Years 3 to 6. Students' creativity was highlighted through their imaginative and varied creations. Younger students completed an egg decorating craft competition. The Eggshibition and egg decorating entries were on display in the library during our Easter celebrations in Term 1.

Book Week was celebrated in Term 3 with our annual Trivia Day. The theme for this year's celebrations was "Connect to Reading". Students were encouraged to dress as a book character and completed a trivia competition in Peer Support groups. A great day was had by all.

### **National Simultaneous Storytime**

Once again our school participated in the National Simultaneous Storytime. Our students joined 360 000 children at 3 100 locations across Australia to help promote reading and literacy. They read *Too Many Elephants in This House* by

Ursula Dubosarsky and students participated with enthusiasm. This event is initiative of the Australian Library and Information Association.

### **Book Fair**

We held our Book Fair in Term 4. It was a well-supported event as always. Our sales achieved over \$600 in a cash commission so we could purchase resources for our school. This will certainly boost our library resources. The continued community support for our book fair each year is testament to its importance and success in our school.

### **Summer Reading Challenge**

All students were invited to participate in our inaugural Summer Reading Challenge over the Christmas break at the end of the year. Over a third of the students took advantage of the summer sunshine to read in a variety of places at home and while on vacation. Students who completed the challenge will celebrate their success with a barbeque at the beginning of the 2015 school year.



### **Live Life Well @ School**

The students have been undertaking a range of activities which support nutrition and physical activity. This has included:

- promoting healthy eating and physical activity
- promoting the Crunch & Sip nutrition campaign
- sporting equipment is available during break times
- students learn about the benefits of healthy eating and physical activity

The school successfully applied for a funding boost for the Live Life Well @School program in Term 4. The Live Life Well program supports Crunch & Sip and the Fundamental Movement program. The additional funds will be used to reinvigorate the program in 2015.

## **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:

- Analysis of Best Start and NAPLAN data
- Analysis of school based assessments
- Staff, student and community surveys
- Principals Annual Review Schedule meeting with the Director, Public Schools to evaluate the school's progress against agreed targets

### **School planning 2012-2014:**

#### **School priority 1**

Literacy and Numeracy

#### **Outcomes from 2012–2014**

*Quality teaching and learning programs to support student growth in literacy and numeracy*

#### **Evidence of achievement of outcomes in 2014:**

##### **Literacy**

- The proportion of Year 5 students in Band 8 in NAPLAN reading increased from 11.8% in 2012 to 21.7% in 2014.
- The proportion of Year 3 students in Band 6 in NAPLAN spelling increased from 13.6% in 2012 to 23.1% in 2014.
- Teaching and learning programs reflect curriculum differentiation.
- Targeted support for students experiencing difficulties in literacy.
- Successful continuation of WRPS Writing Program for Years 1 to 6.

- Implementation of parent information sessions in literacy and how to effectively support their children at home.

#### **Numeracy:**

- The proportion of Year 3 students in Band 6 in NAPLAN overall numeracy increased from 4.5% in 2012 to 15.4% in 2014.
- The proportion of Year 5 students in Band 8 in NAPLAN data, measurement, space and geometry increased from 0% in 2012 to 8.7% in 2014.
- Staff utilising data (including SMART, Best Start, CMIT, Counting On) to inform planning for teaching and learning for whole school and individual student programs.
- Continuation of the Targeting Early Numeracy program (maintenance phase) with K-2 classes and staff.

#### **Strategies to achieve these outcomes in 2014:**

- Continuation of explicit teaching of the Super Six reading comprehension strategies.
- Purchase of new literacy resources to support the NSW English Syllabus for the Australian Curriculum.
- All students K-6 literacy and numeracy data entered into PLAN software and used for tracking student progress.
- Students being grouped according to clusters.
- LaST program targeting students achieving in Bands 1 and 2 of NAPLAN.
- Continuation of the Frogonora Reading Program and introduction of the BEAR Reading Program.
- Staff completing professional learning resulting in deep understanding and knowledge of the NSW Mathematics Syllabus for the Australian Curriculum.
- Consistent teacher judgment utilising SENA 1 and 2 assessment tools.
- Staff contribution to collaborative weebly resource to enhance current teaching and assessment practices.

- Inclusion of short, sharp and focused numeracy sessions throughout the school day.



### **School priority 2**

#### **Student Welfare**

#### **Outcomes from 2012–2014**

*Embedding and consolidating student welfare practices and student behaviour*

#### **Evidence of achievement of outcomes in 2014:**

- The percentage of students who are consistently demonstrating positive behaviours in all settings from 89% in 2013 to 95% in 2014

#### **Strategies to achieve these outcomes in 2014:**

- Continued focused implementation of CARE Practices.
- CARE flags displayed prominently within the school.
- New staff trained in Restorative Practices.
- Student Wellbeing Toolkit Launch.
- Implementation of the revised Learning and Support Team Policy and referral system.
- Review of the school Student Welfare Policy to ensure consistent management of student behaviour.
- Staff consistently using welfare tracking system within Sentral to monitor/track student behaviour.
- Peer Support topics selected to support Restorative Practices.



### School priority 3

#### Environmental Education

#### Outcomes from 2012–2014

*Students engaged in sustainable environmental practices*

#### Evidence of achievement of outcomes in 2014:

- All students involved in sustainable practices at school.
- Whole school focus on waste reduction strategies.
- Continuation and expansion of Climate Clever Energy Savers program.
- Establishment of worm farms in each classroom.
- Eco-bin system for sorting and recycling waste materials.

#### Strategies to achieve these outcomes in 2014:

- Participation in local and national events such as Clean Up Australia and Earth Hour.
- Staff and students using environmentally friendly water bottles.
- Planned maintenance schedule developed by students for servicing of appliances to maintain optimal productivity and to reduce energy costs.
- Staff attending Environmental Education Network meetings.
- Stage 2 and 3 Electricity Incursion with staff from The Royal National Park Environmental Education Centre to investigate how energy is produced and used.



### Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

#### Staff

100% of staff strongly agree or agree that:

- the school has a strong commitment to our students.
- WRPS maintains a focus on literacy and numeracy programs.
- Parents find staff accessible to discuss concerns relating to their child.
- They feel supported by the Executive of the school and their colleagues.
- the newsletter is informative about upcoming events and student achievement.
- the school website is an effective tool for obtaining information about the school, upcoming events and locating notes.

#### Students

94.55% of students either strongly agree or agree they are proud to be part of WRPS.

94.55% of students strongly agree or agree that WRPS is a good place to learn.

96.37% of students either strongly agree or agree that teachers encourage them to learn.

98.18% of students strongly agree or agree students at WRPS get good results.

98.18% of students strongly agree or agree the school focuses on literacy and numeracy.

96.37% of students either strongly agree or agree their parents can talk to their teacher if they are worried about them.

90.91% of students strongly agree or agree the school website is helpful in finding out what is happening at school.

#### Parents

100% of parents strongly agree or agree that:

- students are the school's main concern.
- students wear their school uniform with pride.

- the office responds to requests and enquiries in a friendly and efficient manner.
- the newsletter is informative about upcoming events and student achievement.
- the school website is an effective tool for obtaining information about the school, upcoming events and locating notes.

### **Future Directions**

The vast majority of respondents in this survey were in agreement about what the school does well. A small number of parents felt the reporting system does not provide adequate information regarding their child's progress and would like more frequent parent-teacher interviews.



## **Program Evaluation Writing**

### **Staff**

100% of staff either strongly agree or agree that:

- the school is focused on literacy and numeracy.
- students' sentence structures in writing have improved.
- students have improved their use of vocabulary in their writing.
- students' written grammar has improved.
- they explicitly teach students to write in different writing styles.

All staff indicated they would like further professional learning in the area of writing.

### **Students**

96.36% of students strongly agree or agree they are taught to carefully plan their writing.

90.91% of students strongly agree or agree their sentence structure has improved.

90.91% of students strongly agree or agree their spelling has improved.

90.91% of students strongly agree or agree they know about different types of writing.

89.10% of students strongly agree or agree the way writing is taught has helped improve their writing

### **Parents**

The vast majority of parents either strongly agreed or agreed that:

- their child's written sentences have improved.
- teachers have taught their child to carefully plan their writing.
- their child knows about different text types.

### **Future Directions**

Respondents in this survey showed agreement in the achievements of the students in writing. In all accounts over eighty percent of students, parents and staff felt that improvements in individual students were achieved in the areas of writing plans, editing, punctuation and vocabulary. Suggestions for improvement of writing aspects in the future included further teacher professional learning in grammar and spelling with the new syllabus. Staff felt this would benefit their teaching and learning programs.

## **Student Welfare**

### **Staff**

100% of staff either strongly agree or agree that:

- there is a strong commitment to students
- fair discipline exists within the school
- the school has supportive welfare programs
- there is consistent leadership support in handling bullying issues
- the school actively promotes the CARE Practices

### **Students**

94.54% of students strongly agree or agree they consistently follow the CARE Practices at school.

95.54% of students strongly agree or agree they treat others fairly.

92.72% of students strongly agree or agree teachers follow up on problems they may have.

All students were able to accurately list 3 CARE Practices.

### Parents

100% of parents strongly agree or agree the school promotes the CARE Practices.

90% of parents strongly agree or agree the CARE Practices are successful.

90% of parents strongly agree or agree their child is treated with respect by staff.

100% of parents strongly agree or agree the school has effective and supportive welfare programs.

### Future Directions

Respondents in this survey showed overwhelming agreement the school has effective, supportive and inclusive welfare programs. In all accounts over ninety percent of students, parents and staff felt that the Care Practices are an effective tool for managing student behaviour. As a whole, the school supports the ongoing implementation of the school's current welfare practices.



### Future Directions 2015-2017 School Plan

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

The school's strategic directions for 2015-2017 are:

- Responsible, adaptable and successful learners
- Dynamic, innovative and collaborative educators
- Shared responsibility to nurture the whole child

### About this report

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

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Lauren Coggan	<i>Relieving Assistant Principal</i>
Kerri Webbey	<i>Relieving Assistant Principal</i>
Sue Hitchenson	<i>Teacher</i>
Sally Begg	<i>Teacher</i>
Ryan Bennett	<i>Teacher</i>
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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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>