

# Woodland Road Public School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Woodland Road Public School 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.

Carol Gruden

Principal

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## Message from the Principal

As the proud principal of Woodland Road Public School, one of my greatest joys is watching our students 'grow with love and learning'. This year we have spoken to the students regularly about doing their 'personnel best'. We have reminded them that it doesn't matter where you start on the continuum of learning, what is important is having a learning goal, a positive mindset and a willingness to never give up. Achievements can be as simple as remembering to use a full stop and a capital letter when writing or being selected for the first time to represent your school in debating. For some of our students, success may be academic, on the sporting field, in a dance troupe or in a public speaking competition. We celebrate student achievement and commitment to learning – setting goals and working towards success.

As a school community, we do the same; we set goals and work towards success. As part of our three year plan, we have three strategic directions – Differentiation and Targeted Support, High Impact Learning Teams and Informed and Engaged Parents. Under the leadership of a well-respected leading educator, Simon Breakspear, we chose to decrease our number of goals to ensure that our refined focus would lead to quality improvements in student learning. We chose four main focuses this year.

The first was the improvement of early arithmetic strategies to strengthen students' numeracy foundations. Through a short daily focus within the Mathematics lesson, students quickly showed improved understanding of numbers and an increased ability in using effective strategies in addition, subtraction, multiplication and division at their appropriate level.

The second goal was to increase consistency of teacher judgement in writing. It is important that teachers have an agreed understanding of grade expectations and what good writing looks like across the writing continuum. This work has led to teachers being able to assess students' writing more accurately and having a clearer picture of where they are on the continuum of literacy, and where they need to go next.

Our third goal was to increase students' ability to use technology for effective learning. All students, depending on their grade and capabilities, worked on developing three skills which were then embedded into their learning programs. Work samples across the classes have indicated a strong success in students acquiring three new skills and effectively using them with new knowledge.

Our fourth goal was to increase the level of effective feedback from the teacher to the student regarding their work in literacy and numeracy. When working with students, teachers not only indicate what they have done well, but also the next small step required to improve. This has led to students having a greater ownership of their learning and in turn, has improved their literacy and numeracy.

Next year, as an Early Action for Success school we will be employing two Instructional Leaders to assist our growth in providing best practice in education. We are aiming to develop a greater understanding of where your child is on the continuum of learning and how we can address your child's learning needs more explicitly.

Lastly, when I think of 2016, I believe the real essence of Woodland Road Public School shone throughout the year. The true essence of our school is students, staff, parents and friends, working as one team with respect and a love for learning. Thank you for your trust and support throughout 2016 and we look forward to working with you again in 2017.

Carol Gruden

Principal

# School background

## School vision statement

To create a school community of positive relationships, enable students to become self-directed lifelong learners and develop each individual's potential to create a positive future for themselves, locally, nationally and globally, as a contributing Australian citizen.

Our vision is consistent with the Melbourne Declaration. It is about equity: we aim to provide all students with quality schooling free from discrimination to ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes.

It is about excellence. We aim to promote and support personalised learning with challenging and stimulating learning experiences.

It is about success as a learner. We aim to facilitate the learning of essential skills and abilities for each student:

- in literacy and numeracy
- to be creative and productive users of technology
- to think deeply and logically
- to obtain and evaluate evidence in a disciplined way
- to be creative, innovative and resourceful
- to plan activities independently, collaborate, work in teams and communicate ideas
- to make sense of their world.

It is about developing students who will grow into active and informed citizens locally, nationally and worldwide.

## School context

Our feeder areas are Bradbury, Airds, St Helens Park and Wedderburn, suburbs which are diverse in social and economic context, yet connected by the school.

The school's Index of Community Socio-Economic Advantage (ICSEA) at 938 shows a lower than average socio-educational spread with 51% in the lowest quartile and only 3% in the highest quartile. The NSW DEC measure of Family Occupation and Education Index (FOEI) is 138, which shows a disadvantage when compared to the mean of 100.

Enrollment in 2013 was 219; 2014 was 225; 244 in 2015 and 258 in 2016. The student population includes 23% English as Additional Language students, 11% of students with an Aboriginal background with 1% of our students funded for significant disabilities. The school has a sizable proportion of students with moderate to high support needs. We have 35% of our students classified as having a disability using the Department of Education and Training's definition.

The Australian Early Developmental Census in 2015 shows an average of 33% of students at this school start Kindergarten developmentally vulnerable on one or more domains with 25% developmentally vulnerable on two or more domains.

Our general NAPLAN performance is improving with significant upward trends in Year 3 especially in reading and writing. Year 5 NAPLAN performance is also improving but at a slower pace. Overall, literacy performance continues to move closer to the state average. The school's NAPLAN numeracy performance is not as strong as the literacy.

Aboriginal student performance varies from excellent, to average to poor on national testing, value added and attendance measures.



# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the domain of **Learning**, our school has primarily focused on Curriculum and Learning. The school has focused on an integrated approach to quality teaching, curriculum delivery, and assessment. We have striven to promote learning excellence and the capacity of all staff to be responsive in meeting the learning needs of all students. As a school that promotes equity, our curriculum provision meets community needs and expectations.

In line with our strategic direction, *Differentiation and Targeted Support*, the school has been focused on literacy and numeracy. Professional learning on the effective implementation of the tool Planning Literacy and Numeracy (PLAN) and consistency of teacher judgment in assessment and tracking of students has improved teacher capacity to deliver high quality teaching and learning practices. Using data from PLAN, lessons are differentiated to cater for where students are at with their learning, and in turn, what they need to learn next. This process aligns well with the work done with consistency of teacher judgment. Using the cluster markers from the Literacy and Numeracy Learning Continuums, teachers are more able to assess and track student learning and progress.

Wellbeing continues to be a focus with our Positive Behaviour for Learning (PBL) program. Individual learning continues to be supported by the effective use of the school's Wellbeing and Discipline Policy as well as the Learning and Support Team. We continue to develop systematic policies, programs and processes to identify and address student learning needs.

In the domain of **Teaching**, our focus has been on Effective Classroom Practice and the element Learning and Development. Professional learning is aligned with the school plan. The driving force is improving teachers' capacity to identify, understand and implement the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

In line with our strategic direction *High Impact Learning Teams* we have developed strong, collaborative professional programs. With the aim to develop a culture of continuous school improvement, the executive team worked with Simon Breakspear, a renowned leader in education. With a stream lined focus, greater attention was given to collaboration, classroom observations, effective teacher feedback and leadership opportunities. Technology, formative assessment and student leadership projects became a vehicle to make a real difference in student learning outcomes.

Using the School Excellence Framework Self-Assessment Survey the school in both the areas of effective classroom practice and learning and development moved from delivering to the rating of sustaining and growing. A strong indication that the implementation of the school plan has been strengthened was through the evidence based result of the self-assessment survey. Our processes to develop high impact learning teams have been effective and will continue to be a focus in 2017.

In the domain of **Leading**, our school continues to focus on our partnerships with the parents and the wider school community. The school supports a culture of community engagement and this was amplified through parent workshops and the Parents as Learning Mentors (PALM) program. The school has always provided opportunities for parents and community members to engage in a wide range of school-related activities.

Together, the school leadership team and the P&C Association, support a culture of high expectations and community engagement. With a clear goal to work together to maximise student learning, communication and parent satisfaction has increased. Our third strategic direction of *Informed and Engaged Parents* is on track with the School Excellence Framework self-assessment survey moving the element of leadership and management practices and processes from delivering to sustaining and growing.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### DIFFERENTIATION AND TARGETED SUPPORT

#### Purpose

To design a learning provision which is personalised for each student in a way that is purposeful and engaging, as well as differentiated to each student's stage of learning development in literacy and numeracy.

We are committed to the provision of high quality educational opportunities for each and every child. It is important that each child has strong literacy and numeracy foundations.

It is important to provide students with a productive and inclusive learning environment reviewing wellbeing strategies and exploring new approaches to engage and support all students.

#### Overall summary of progress

Differentiation and targeted support allows teachers to provide learning for each student at their stage of development in literacy and numeracy. This is our core business. To increase teacher capacity to perform this complex and challenging pedagogy, three processes were focused on.

The first process was the effective implementation of the tool Planning Literacy and Numeracy (PLAN). This year 100% of teachers utilised PLAN as an integral part of the learning cycle with 93% analysing data to identify students requiring targeted support. Eighty three per cent of teachers rated the effectiveness of using PLAN to differentiate numeracy lessons as highly effective. In particular this year we focused on early arithmetic strategies and 83% of teachers indicated that the strengthening of students' numeracy through a focus on early arithmetic strategies was highly effective. Evaluations were strongly positive and included reflections such as 'more explicit teaching of strategies' and 'showed definite improvement in students moving along the numeracy continuum'.

Our second process for improvement was the consistency of teacher judgement in assessment and reporting with a focus on writing. One hundred per cent of teachers worked in stage teams to moderate work samples in writing. Professional discussions highlighted the necessity to use NESA and ACARA work samples to further confirm consistency in teacher judgments. Eighty six per cent of teachers rated using the literacy continuum cluster markers as a highly effective moderating tool. Seventy six per cent of teachers rated their understanding of clusters in writing as strong with 24% of teachers indicating a sound understanding. A teacher reflected 'students were grouped for writing tasks in relation to the cluster they're working at, this made tracking more frequent than the 5 week time frame'.

Our third process was centred around strengthening 'Positive Behaviour for Learning' (PBL). Eighty seven per cent of teachers indicated a strong or sound knowledge and understanding of the school's updated Student Wellbeing and Discipline Policy. Knowledge and understanding of the Wellbeing Framework was rated as strong or sound by 87% of teachers. Seventy seven per cent of teachers acknowledged that lessons which focused on making positive behaviour choices improved the learning environment and student engagement. Comments during the evaluation process indicated more work was required on the consistent implementation of the Student Wellbeing and Discipline Policy as well as Positive Behaviour for Learning lessons.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the trend percentage of students achieving in the top 3 bands in the reading aspect of NAPLAN; Year 3 from 62% to 85% and Year 5 from 42% to 70%.	<p>In the reading aspect of Year 3 NAPLAN, our trend data of students performing in the top 3 bands is 76%. This is a growth of 14% so presently Year 3 NAPLAN data in reading is on track.</p> <p>The 2016 School Excellence Framework report indicates that 30% of our Year 3 students are in the top 2 bands for reading and numeracy. This is 4% greater than similar schools.</p> <p>Our trend data for Year 5 students in the reading aspect of NAPLAN is 41%. Little progress has been made in this area.</p>	<p>Socio-economic background funding</p> <p>Literacy support (teacher &amp; SLSO) – \$67,328</p> <p>Reading Recovery – \$11,584 low level adjustment for disability funding</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the trend percentage of students achieving in the top 3 bands in the reading aspect of NAPLAN; Year 3 from 62% to 85% and Year 5 from 42% to 70%.	<p>Data from the 2016 School Excellence Framework indicates the proportion of students in the top 2 bands for reading and numeracy is slightly below similar schools.</p> <p>Library data for 2016 is promising for improved results in the future. In the Premier Reading Challenge there was a 67% growth in students participating independently from Kindergarten to Year 6.</p> <p>There was a 426% growth in girls borrowing books from the library with a 515% growth in boys borrowing books. The main area of growth was with Stage 3 students whose borrowing increased by 70%.</p>	
Increase the trend percentage of students achieving in the top 3 bands in the writing aspect of NAPLAN; Year 3 from 59% to 75% and Year 5 from 19% to 50%.	<p>In 2016, progress in writing appears to be maintained at the 2015 level. Our trend data of students performing in the top 3 bands in the writing aspect of NAPLAN is 64%. Year 5 students are also maintaining at 25%.</p> <p>In order to improve student writing, consistency of teacher judgment in the assessment and tracking of students in writing was a priority. Teachers have been engaged in professional learning and collaborative moderating of work samples to build deeper knowledge of the writing process.</p>	Literacy support – see above
Increase the trend percentage of students achieving in the top 3 bands in the numeracy aspect of NAPLAN; Year 3 from 34% to 60% and Year 5 from 18% to 50%.	<p>Our trend data of Year 3 students performing in the top 3 bands in the numeracy aspect of NAPLAN is 46%, an increase of 12% from 2014. Year 5 results on the other hand show little progress with the trend data still sitting at 19%.</p> <p>Our focus this year is on students knowing, understanding and using early arithmetic strategies at their appropriate grade level. By strengthening the foundation of numeracy, mathematical operations and problem solving should improve.</p>	<p>Numeracy support (teacher &amp; SLSO)</p> <p>Socio-economic funding – \$100,881</p> <p>Global funding – \$71,183</p>
Increase the trend percentage in student growth to greater than or equal to expected growth in reading, writing and numeracy from 44% to 60%.	<p>The trend data for student growth in NAPLAN reading, writing and numeracy combined is 46%. This is a decrease of 10% from 2015.</p> <p>The School Excellence Framework report rates our value-added from Kindergarten to Year 3 as above average, which indicates we are sustaining and growing. The value-added in reading and numeracy from Year 3 to Year 5 is 78.5, this indicates a level of delivering. The value-added from Year 5 to Year 6 is classified as sustaining and growing. Although the value is listed as 45.8, it is greater than similar schools.</p>	Literacy and numeracy support – see above
Increase performance of equity groups so it is comparable to the performance of all students in the school.	The School Excellence Framework report rates our performance of low socio-economic students as –20.8 below the average of high socio-economic students. When compared to similar schools, we performed 18 points above the similar school score of –38.8.	<p>Aboriginal background funding (teacher &amp; SLSO) – \$19,702</p> <p>English language proficiency funding (teacher</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase performance of equity groups so it is comparable to the performance of all students in the school.	<p>Using school based data, 69% of Aboriginal students are demonstrating similar levels of progress to non-Aboriginal students. Eleven percent of Aboriginal students are demonstrating higher average levels with 19% requiring intensive support to access the curriculum.</p> <p>Most of our English as Additional Language students tended to be in the lower groupings for literacy and numeracy which were smaller in size and had the assistance of an extra adult. With three new arrivals in Years 3, 4 and 5, the majority of English proficiency support went to their acquisition of the English language.</p>	<p>&amp; SLSO) – \$41,590</p> <p>Employment of a speech therapist – \$26,000 low level adjustment for disability funding</p> <p>Learning Support Team release – \$11,584 low level adjustment for disability funding</p>

## Next Steps

As a result of reflection and self assessment, we aim to focus on:

- systematically using the PLAN tool for planning, programming, assessment and feedback to both students and parents in literacy and numeracy.
- effective implementation of Literacy, Language and Learning (L3) to differentiate and support students in the K–2 classrooms.
- effective implementation of Daily 5 to differentiate and support students in the 3–6 classrooms.
- the ongoing analysis of PLAN data, learning continuums and assessment evidence in writing to ensure consistency of teacher judgment in assessment and tracking of students..
- consistent and clear implementation of PBL strategies.



## Strategic Direction 2

### HIGH IMPACT LEARNING TEAMS

#### Purpose

To develop effective teaching teams that collaborate to make a real difference in student learning outcomes.

We are committed to leading and supporting colleagues in selecting and using effective teaching strategies, including ICT, to expand learning opportunities and content knowledge for all students.

It is important that each teacher is able to:

- Assess student learning
- Interpret student data
- Engage with colleagues and improve practice
- Apply professional learning and improve student learning
- Engage with professional teaching networks and broader communities

#### Overall summary of progress

For our students to be successful we need high impact learning teams. As a professional body it is important that we engage with our colleagues to improve best practice. Improving teacher quality is a priority. Applying evidence based professional learning to our teaching will improve student learning outcomes. This year we had five processes which we called projects. They are the executive team project with Simon Breakspear, the technology project, the Geography project, the formative assessment project and the student leadership project.

The year began with the executive team working with Simon Breakspear; this led to a rethink and a refinement about our processes for improvement. The aim was to ensure the implementation of the school plan was effective and efficient and would lead to improved outcomes in literacy and numeracy. Through the 2016 teacher survey, 80% of teachers indicated the effectiveness of high impact learning teams was strong.

The technology project from 2015 was refined with the goal of students acquiring three specific technology skills to support learning. As indicated below, with the 2015 developed scope and sequence, lessons were more focused and stage appropriate. Overall, the work samples although varied, showed sound improvement from the pre to the post test.

The understanding and implementation of the new Geography syllabus was a focus during 2016. Eighty four per cent of teachers indicated that their knowledge and understanding of the Geography syllabus was strong or sound. Seventy eight per cent of teachers felt very capable with their ability to put the Geography syllabus into classroom practice.

Evaluation comments included 'enjoying our unit we are currently studying', 'Students are very involved' and 'love this area of the curriculum as this has been lacking'.

The formative assessment project was led by a group of early career teachers as an opportunity to develop leadership skills. After professional learning, the group led the staff in embedding formative assessment strategies in literacy lessons. Seventy four per cent of teachers rated their knowledge and understanding of formative assessment as outstanding and strong. Twenty six per cent rated themselves as sound. One hundred per cent of teacher have embedded formative assessment into their classroom practice. Students responded positively to the formative assessment techniques and indicated that their engagement increased with different forms of formative assessment being introduced.

The student leadership project was designed for Year 6 students, as a way to develop effective self motivated learners in the area of sustainability. The senior students after learning about goal setting and formulating action plans, broke into action teams depending on their interest in different sustainability issues. The action teams researched their topics and developed lessons for the other students in the school. At the conclusion of the project, the leadership skills of the senior students were rated as 57% strong, 36% sound and 7% at basic. The effectiveness of the lessons were varied with 7% rated as outstanding and 50% as strong. Positive comments included 'some really great ideas were presented and students had a clear picture of where their action plans were heading', 'the senior students showed they can be leaders' and 'the lessons that the senior students gave were very engaging as well as informing.'

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Students demonstrate mastery of 2 to 3 stage appropriate technology skills focused on in their learning.</p>	<p>Teachers and students have strengthened three specific technology skills for purposeful learning using the Woodland Road Public School scope and sequence for technology.</p> <p>The 2016 school evaluation indicated that 73% of students' knowledge and use of technology improved as a direct result of teachers using the scope and sequence to link skills with purposeful learning. Twenty eight per cent of teachers used the chosen technology skills across key learning areas. Seventy two per cent taught the chosen technology skills in specific units linked to English, Geography and History.</p> <p>Six out of 10 teachers indicated that 75% of their students acquired mastery of the three stage appropriate skills. Four out of 10 teachers indicated that 50% of their students acquired the technology skills that were the focus.</p> <p>Time was allocated for stage teams to collaboratively plan with the librarian so there was a shared understanding and responsibility towards using the chosen technology skills for purposeful learning.</p> <p>Strengths of the project included comments such as:</p> <ul style="list-style-type: none"> <li>• I liked building my knowledge and understanding of ICT skills within myself and my students. We all learned new skills and applied these new skills to our learning.</li> <li>• I liked that teachers worked collaboratively to increase student ICT outcomes and the children were engaged in their learning.</li> <li>• I liked that it was integrated through the use of our literacy unit and relevant topics.</li> </ul>	<p>Librarian release \$23,160 global funding</p>
<p>Teacher survey results on school culture indicate 5% increase each year in satisfaction with leadership opportunities, collaborative planning and school improvement.</p>	<p>The 2016 teacher survey indicated that:</p> <ul style="list-style-type: none"> <li>• 94% of teachers believe that at our school leadership is a shared responsibility.</li> <li>• 87% of teachers were highly satisfied or satisfied with the level of leadership opportunities available. (13% indicated no interest.)</li> </ul> <p>The <i>Tell Them From Me 'Focus on Learning'</i> survey for teachers was used to assess three drivers of student learning. The scores have been converted to a 10–point scale.</p> <p>The results are as follows:</p> <ul style="list-style-type: none"> <li>• leadership was rated 9.2 for support and 8.9 for useful feedback.</li> <li>• collaboration was rated 9.1 for opportunities to work with other teachers in developing learning in literacy and numeracy.</li> <li>• 54% of teachers strongly agreed and 46% of teachers agreed that school leaders clearly communicate their strategic vision and values for the school.</li> <li>• 93% of teachers strongly agreed and agreed that school leaders are leading improvement and change.</li> </ul>	<p>Professional learning course fees for projects – \$3,000 global funding</p> <p>Release for professional learning for projects – \$10,000 global funding</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Program evaluations and focus discussion groups indicate teachers taking a greater responsibility for changes in practice to achieve improved school performance.</p>	<p>Evaluations of 2016 programs showed strong evidence that in English and Mathematics:</p> <ul style="list-style-type: none"> <li>• outcomes, teaching experiences and assessment all relate to the syllabus</li> <li>• student progress is tracked on the K–6 continuums</li> <li>• PLAN is used to support student learning</li> <li>• lessons are differentiated with students grouped based on need</li> <li>• lessons have an explicitly stated learning intention.</li> </ul> <p>The 2016 teacher survey showed that 34% of teachers strongly agreed and 60% agreed that involvement in professional learning has led to changes in pedagogy and student learning outcomes.</p> <p>Data from peer lesson observations on early arithmetic strategies or place value indicated all lessons had evidence that:</p> <ul style="list-style-type: none"> <li>• groupings were based on student abilities and/or previous assessment data</li> <li>• questioning was differentiated to meet the full range of abilities</li> <li>• task modifications were used to cater for full range of abilities.</li> </ul>	<p>No cost involved</p>
<p>Student results in social, institutional and intellectual engagement on the Tell Them From Me survey improve by 5% each year.</p>	<p>Students from Year 4 to Year 6 completed the <i>Tell Them From Me</i> primary school survey which included nine measures of student engagement, categorised as social, institutional and intellectual engagement.</p> <p>Students scored strongly in the areas of participation in school sports, value schooling outcomes and positive behaviour. Areas that fell well below the NSW norms were positive homework behaviour and participation in extracurricular activities.</p> <p>The percentage of students displaying early signs of disengagement were slightly above the NSW norms which can be associated with family socio-economic factors.</p> <p>Overall, four out of five school-level factors associated with engagement were above or matched the NSW norms. In particular teacher student relations and expectations for success were high which indicates a high level of satisfaction.</p>	<p>No cost involved</p>

## Next Steps

As a result of reflection and self assessment, we aim to focus on:

- stage based professional learning and collaboration with Instructional Leaders to develop teacher capacity in literacy and numeracy
- L3 with K–2 stage teams, working with facilitators, to develop strong literacy knowledge and skills for continuous improvement and growth in student learning
- embedding a culture of professional learning including leadership development, accreditation and research project based Teacher Performance and Development Plans
- Instructional Leadership that promotes and models effective evidence based best practice in literacy and numeracy.

## Strategic Direction 3

### INFORMED AND ENGAGED PARENTS

#### Purpose

To connect with our parent community and jointly develop high expectations and a shared sense of responsibility for student engagement, learning, development and success.

We are committed to identifying, initiating and building on opportunities that engage parents in both the progress of their child's learning and the educational priorities of the school.

It is important that teachers and parents work together to maximise learning opportunities for the student. It is the key to improving student achievement.

#### Overall summary of progress

The commitment of parents to engage with our school continues to grow. Informally, parents appreciate our 'open door' policy and our willingness to work together. Our parents are very positive and supportive of their children and the school as a whole. Together we are steadily moving towards maximising learning opportunities and student achievement.

In the area of communication, we are embracing digital platforms. We recognise most parents are time poor and require communication that can be accessed outside of school hours. This year we extended our communication platforms with the Skoolbag application. Parents appreciate the range of contexts that it is currently being used for, examples include, up to date posting of late excursion buses, completing absentee notes and reminders of special events such as the ANZAC Day march.

The school continued its 2015 initiatives due to the positive evaluations by teachers, students and parents last year. Parent workshops and the Parents as Learning Mentors (PALM) program were planned and implemented with enthusiasm.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
25% of parents participate in parent helper programs and attend parent workshops.	<p>The school has continued providing parent workshops across a variety of stages and topics. Unfortunately, some workshops were postponed to 2017 due to circumstances beyond our control. Eighty per cent of teachers believe parent workshops play an important role in supporting parent knowledge and understanding of their child's education.</p> <p>The average attendance rate was 12%. Similar schools have informally indicated smaller attendance numbers than ours and verbalised that our level of engagement is a credit to our school community. Data indicates parents who are involved with the school's P&amp;C Association are also the parents who have regular attendance at parent workshops. Feedback from parents attending workshops indicate 95% have developed strong knowledge and understanding on the topics covered. We aim to continue this service in 2017.</p> <p>The PALM program got off to a slow start this year as parents were required to obtain a Working with Children Check prior to commencement. Despite this, a band of 16 dedicated parent volunteers delivered a strongly beneficial program. The parents involved displayed a strong sense of responsibility towards the program and their</p>	<p>Teacher release – \$2,000</p> <p>Catering – \$1,000</p> <p>Global funding</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
25% of parents participate in parent helper programs and attend parent workshops.	<p>targeted students. Parents elected to continue to focus on reading as they wanted to consolidate their own mentoring skills. Students indicated that they valued the parents' support and their confidence and enjoyment of reading had increased. They all looked forward to working with their mentor. Parents indicated that being a mentor was rewarding; seeing student's reading skills grow was a strongly positive experience.</p> <p>Eighty per cent of teachers indicated that the PALM program was effective in supporting student learning. Positive comments from teachers included 'having a community member assist regularly gave the students a sense of importance in their learning' and 'parents were dedicated and engaged'. Students were responsive to parents and valued their time. Parents and students regularly spoke of their connection and their shared joy with improved results in reading. Evaluations indicated that the program is regarded as an asset and needs to be continued and further developed.</p>	
25% of parents attend organised events that support the celebration of learning and recognise achievement.	<p>Throughout the year, a number of events was organised to celebrate learning and recognise achievement. The attendance at main events were as follows:</p> <ul style="list-style-type: none"> <li>• Education Week – approximately 220 (118%)</li> <li>• NAPLAN Assembly – approximately 45 (28%)</li> <li>• Presentation Day –approximately 150 (70%)</li> <li>• Harmony Day – approximately 45 (28%)</li> <li>• NAIDOC Week – approximately 40 (21%)</li> </ul>	Student awards – \$1,000 Global Funding
Formal and informal feedback from parents is positive and reflects knowledge and understanding of school communication, recommended strategies to support children and changes for school improvements.	<p>Parents are positive about the school citing the small school community friendly atmosphere as a strong feature. Informal feedback is particularly strong with a number of parents thanking staff for their regular communication regarding their child and the support given with learning, social and behaviour needs.</p> <p>Positive comments included:</p> <ul style="list-style-type: none"> <li>• the school is inclusive it supports all students</li> <li>• I love the size of the school and everyone here is helpful and friendly</li> <li>• a lovely tight knit community that has a real family feel</li> <li>• I can see that all the students are engaged in their learning</li> <li>• I really appreciate all the support my child is receiving by the classroom teacher, literacy support teacher and the PALM parent.</li> </ul>	No cost involved
Parent participation in the Tell Them From Me survey increases by 5% each year.	<p>This year we had 100% increase in the number of parents completing the <i>Tell Them From Me</i>, <i>'Partners in Learning'</i> parent survey. In 2015 only 18 parents responded. This year we had 37 parents engaged in the evaluation.</p> <p>.</p>	No cost involved
Parent satisfaction results on the Tell Them from Me survey improves by 5% each year.	<p><i>The Tell Them From Me</i>, <i>'Partners in Learning'</i> parent survey measures several aspects of parents' perceptions of their children's experiences at home</p>	No cost involved

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent satisfaction results on the Tell Them from Me survey improves by 5% each year.	<p>and school. The results are converted to a 10–point scale.</p> <p>Results are as follows:</p> <ul style="list-style-type: none"><li>• Parents feel welcome – 8.4; an increase of 0.6.</li><li>• Parents are informed – 8.1; an increase of 0.6.</li><li>• Parents support learning at home – 7.8; an increase of 0.9.</li><li>• School supports learning – 8.1.</li><li>• School supports positive behaviour – 8.4; a decrease of 0.1.</li><li>• Safety at our school – 8.4; an increase of 0.4.</li><li>• Inclusion at our school – 8.0; an increase of 0.4.</li></ul> <p>.</p>	

## Next Steps

As a result of reflection and self–assessment we aim to focus on:

- improving modes of communication through digital platforms
- meaningful involvement of parents as active and sustained learning partners
- aligning the PALM program with literacy and numeracy strategies that are linked to early arithmetic strategies and place value in order to support students through increased practice.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p><i>Strategic Direction 1</i></p> <p>The focus for our Aboriginal students was two fold. The first to raise their literacy and numeracy standards. The second to develop the students' knowledge and pride in their cultural identity. During 2016 we worked with 26 students.</p> <p>Funding allowed the school to employ an Aboriginal teacher for a 5 week intensive program. All students were involved in making a Personalised Learning Pathway (PLP) plan with a focus on a literacy and/or numeracy skill. Areas targeted were based on each student's individual PLAN data. Lessons were short and focused and completed multiple times across the week.</p> <p>Results were as follows:</p> <ul style="list-style-type: none"> <li>• 17 students moved up one cluster in their literacy learning goal</li> <li>• 5 students moved up by more than one cluster in their literacy learning goal</li> <li>• 14 students moved up one cluster in their numeracy learning goal</li> <li>• 2 students moved up by more than one cluster in their numeracy goal.</li> </ul> <p>All students took part in the Garamada program which was funded by the school and conducted weekly. The group focused on cultural significance. The class was supported by the employment of an Aboriginal school learning support officer. Ninety six per cent of students expressed a high level of satisfaction with the program. Evaluations did indicate that there was a desire for Garamada students to share their culture more often across the school.</p>	<p>Aboriginal background funding – \$19,702</p> <p><i>Allocated to:</i></p> <p>Aboriginal teacher for 5 weeks – \$13,252</p> <p>Aboriginal School Learning Support Officer for the Garamada Group – \$6,450</p>
<b>English language proficiency</b>	<p><i>Strategic Direction 1</i></p> <p>Funding for students with English language proficiency needs allowed the school to employ a support teacher one day a week. Students were assessed, monitored and provided with support. The intended focus was on improving language proficiency with our phase one and two students. Due to interruptions to the learning program, lessons were not consistent and therefore success was limited. In 2017 the priority will be oral language skills, vocabulary development and comprehension. It is envisaged that the factors that led to the interrupted program will not be present next year.</p>	<p>English language proficiency funding – \$41,590</p> <p><i>Allocated to:</i></p> <p>Employment of support teacher \$41,592</p>
<b>Low level adjustment for disability</b>	<p><i>Strategic Direction 1</i></p> <p>In 2016, funding was used to support the following programs: weekly release for Learning Support Team meetings, weekly speech therapy for K–2 students, training for the Reading Recovery teacher plus daily support in literacy and numeracy with School</p>	<p>Low level adjustment for disability funding – \$105,374</p> <p><i>Allocated to:</i></p> <p>Learning Support Teacher release – \$11,584</p>

<p><b>Low level adjustment for disability</b></p>	<p>Learning Support Officers.</p> <p>The Learning Support Team continued to monitor and track students with additional learning needs both academic and behaviour. At times meetings were inconsistent and communication not as strong as expected due to changes in School Counselor allocations. Despite this, students' needs were addressed through individual education plans, applications for support and working with outside agencies.</p> <p>A speech therapist was employed to improve K–2 literacy levels by focusing on language acquisition. Whole class lessons and targeted support groups were addressed. Twenty students were targeted with a small group intervention program.</p> <p>Across the grades, students have shown significant improvements in all areas assessed. Students in Kindergarten improved most in their ability to follow instructions, understand prepositions and ability to retain and recollect key pieces of information. On average Kindergarten students considered to be below grade expectations made a 20% improvement overall between pre and post data testing.</p> <p>Students across Stage 1 also showed significant improvements in following instructions and their understanding and use of prepositions. As well as this, students showed improvements in their ability to build a sentence using descriptive language and their ability to re–tell a narrative in the appropriate sequence. Students across Stage 1 improved 30% between pre and post data assessment.</p> <p>During 2016, 11 students were targeted in Reading Recovery, an accelerate reading intervention program for students in Year 1. Nine students reached their goal of being at the average level of their peers. One student was referred off due to other learning difficulties interfering with reading progress. The school has elected to continue this program in 2017.</p>	<p>Speech therapy – \$26,000</p> <p>Reading Recovery training – \$11,584</p> <p>School Learning Support Officer – \$56,200</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><i>Strategic Direction 2</i></p> <p>QTSS funding was used to release an executive teacher to complete the process of lesson studies with Year 2 and Stage 3 teachers. The focus of the lesson studies was writing. It involved collaborative planning, demonstration of lessons and reflection sessions. Teacher reflections indicated the necessity for a scope and sequence in writing across K–6.</p>	<p>Release of an executive teacher</p> <p>QTSS funding – \$19,299</p>
<p><b>Socio–economic background</b></p>	<p><i>Strategic Direction 1</i></p> <p>Socio–economic funding was used to focus on the weekly differentiation and targeted</p>	<p>Socio–economic background funding – \$168,209</p>

<p><b>Socio-economic background</b></p>	<p>support in literacy and numeracy through the employment of an extra support teacher and School Learning Support Officers.</p> <p>Each week in English the following teacher support was provided for differentiation within the class literacy program:</p> <ul style="list-style-type: none"> <li>• Early Stage 1 – 2 hours</li> <li>• Stage 1 – 4 hours</li> <li>• Stage 2 – 3 hours</li> <li>• Stage 3 – 2 hours</li> </ul> <p>Early Stage 1 support led to 11% of students moving from working at to working beyond stage outcomes. Across Year 1 to Year 6, 6% of students moved from Basic to Sound and 8% moved from Sound to High in English student learning outcomes.</p> <p>Each week in Mathematics the following teacher support was provided for differentiation within the class numeracy program:</p> <ul style="list-style-type: none"> <li>• Early Stage 1 – 3 hours</li> <li>• Stage 1 – 11 hours</li> <li>• Stage 2 – 7 and half hours</li> <li>• Stage 3 – 4 hours</li> </ul> <p>In Mathematics, Early Stage 1 support led to 16% of students moving from working at to working beyond stage outcomes. Across Year 1 to Year 6, 15% moved from Basic to Sound and 7% moved from Sound to High in Mathematics student learning outcomes.</p>	<p><i>Allocated to:</i></p> <p>employing an extra support teacher for literacy – \$39,232 and numeracy \$128,977</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	104	116	133	129
Girls	109	108	122	124

Enrollments at Woodland Road Public School began to increase slightly as new, young families moved into the area with the oldest sibling beginning school in 2014. This year we have maintained our 2015 numbers.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	94.5	94.1	93.5
1	93.8	92.5	93.1	93.2
2	94.2	92.8	93.9	93
3	93.2	91.7	93.3	94.6
4	93.8	94.2	91.8	93.3
5	93.3	91.4	92.6	92.4
6	95.2	94.2	93.4	94.4
All Years	94.1	93	93.3	93.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

In 2016 student attendance increased to 93.5 which is below the state average of 94.0. Due to the importance of regular attendance we aim to increase our levels to consistently equal the state.

As part of the Learning Support Teacher's role is the management of non-attendance. This staff member was in charge of attendance records and patterns of absences. Unexplained absences, in particular were a

concern, and were addressed by phone calls and reminder letters. Generally, once parents had been contacted attendance improved. Follow-up phone calls acknowledging improvement were then made. The school community is notified via the school newsletter complimenting students on regular attendance and reminding parents of the importance of explaining all absences and what are acceptable reasons. When needed the Home School Liaison Officer has been called on for assistance. This year, three students were monitored by the Home School Liaison Officer which involved an attendance plan and home visits.

### Class sizes

Class	Total
KN	21
KS	23
1G	22
1L	23
2J	21
2D	21
3/4C	26
3/4S	26
3/4M	24
5/6K	26
5/6B	25

### Structure of classes

At Woodland Road Public School, our structure of classes involves grade classes from Kindergarten to Year 2. This allows the students to build a strong foundation in literacy and numeracy. When students move into the primary area, departmental regulations lift class sizes to 30 students. Using grade classes in the primary would lead to some overloaded classes while allowing other classes to be extremely low. We use multi-age classes for two reasons. The first is that classes can be consistent in size. Secondly, our teaching and learning programs focus on the continuum of learning in literacy and numeracy. Instead of all students operating at the grade level we focus on where the student is at and what the student needs to learn next to progress. Within each class, the opportunity to operate enrichment groups as well as support groups is heightened.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration & Support Staff	2.57
Other Positions	0.39

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, using Aboriginal background funding and school funding, we employed for 5 weeks an Aboriginal Support Teacher as well as a School Learning Support Officer with an Aboriginal background. Both staff members supported our Aboriginal students, both academically and emotionally.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	78
Postgraduate degree	22

### Professional learning and teacher accreditation

Staff have engaged with the strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact. Professional learning in this area has led to a deeper knowledge of improving student outcomes and school improvement.

The teaching staff have also participated in a number of professional learning sessions designed to build the capacity of staff to achieve some of our key priorities as set out in the school plan. This included:

- analysing PLAN data and developing strategies for improvement
- strengthening understanding of the literacy and numeracy continuums

- collectively moderating writing work samples
- reviewing the Student Welfare Policy and developing understanding of the Wellbeing Framework
- developing units of work that embed technology skills
- becoming familiar with the Geography syllabus and developing units as stage teams
- sharing and reflecting on a range of formative assessment strategies
- strengthening understanding of the School Excellence Framework.

Staff members continue to deepen their understanding of the English, Mathematics, History and Geography syllabi through professional learning and collaborative programming. The implementation of the Performance Development Framework has led to staff engaging in a deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and plan for growth.

New scheme teachers are required to attain accreditation during their first five years of teaching. Our staff includes three accredited teachers at the proficient level. In 2016, one teacher was working towards accreditation at the proficient level while three teachers worked towards maintenance of accreditation at the proficient level.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>267 697.41</b>
Global funds	211 748.62
Tied funds	317 438.15
School & community sources	71 426.67
Interest	5 278.42
Trust receipts	7 649.00
Canteen	0.00
<b>Total income</b>	<b>881 238.27</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	7 215.89
Excursions	21 035.85
Extracurricular dissections	30 168.96
Library	3 111.39
Training & development	480.00
Tied funds	293 742.38
Short term relief	44 729.42
Administration & office	26 787.99
School-operated canteen	0.00
Utilities	35 087.54
Maintenance	17 375.31
Trust accounts	7 614.00
Capital programs	0.00
<b>Total expenditure</b>	<b>487 348.73</b>
<b>Balance carried forward</b>	<b>393 889.54</b>

The information provided in the financial summary includes reporting from 13 October 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	415 529.41
(2a) Appropriation	393 989.54
(2b) Sale of Goods and Services	4 171.78
(2c) Grants and Contributions	17 174.25
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	193.84
<b>Expenses</b>	-121 889.98
Recurrent Expenses	-121 889.98
(3a) Employee Related	-79 769.91
(3b) Operating Expenses	-42 120.07
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	293 639.43
<b>Balance Carried Forward</b>	293 639.43

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 873 048.51
Base Per Capita	13 906.64
Base Location	0.00
Other Base	1 859 141.87
<b>Equity Total</b>	337 264.97
Equity Aboriginal	22 091.76
Equity Socio economic	168 209.38
Equity Language	41 590.12
Equity Disability	105 373.70
<b>Targeted Total</b>	59 460.01
<b>Other Total</b>	66 078.84
<b>Grand Total</b>	2 335 852.33

A full copy of the school's 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.

## 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.

Every year we analyse our students' NAPLAN responses in literacy to inform our school planning, programming and targeted support.

In reading 82% of Year 3 students are able to directly locate information and 80% able to infer from a text. Students find it difficult to recognise the main idea of an author's intent and connect personal experiences and knowledge to what they are reading.

In writing 66% of Year 3 students are able to use a beginning, complication and resolution in their imaginative writing. Students can write brief character descriptions or settings use simple verbs, adverbs or nouns and use correct time connectors between sentences. Students need to develop their ability to use a variety of sentences including simple, compound and complex.

In Year 5 reading, 100% of students are able to locate direct information from a simple text. Students find difficulty when language and text structures become more challenging. Ninety two per cent of students are able to locate direct information and infer meaning from a persuasive text. Students find symbolic imagery difficult to explain or infer.

In Writing Year 5, 79% of students are able to use verbs, adverbs, adjectives or nouns appropriately in developing descriptions of characters or setting. Ninety two per cent of students use correct links between sentences and ideas. Eighty three per cent of students use paragraphs focused on a single idea. Students are developing their ability to spell most common and difficult words consistently. They need to develop or elaborate on ideas within paragraphs.

Every year we analyse our students' NAPLAN responses in numeracy to inform our school planning, programming and targeted support.

In Year 3 Number, 100% of students can recognise patterns in groups of five, 81% of students are able to count a mixed collection of dollar notes and 82% of students recognise numbers greater than or less than any given number. Students need to develop their capacity in using operations of subtraction and division when problem solving.

In Year 5 data, measurement, space and geometry are a strength with 91% of students identifying 3D shapes

from a net, plotting the correct position on a map and tallying appropriately. Students find working with real life scenarios such as budgeting and calculating sale prices difficult.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the *Premier's Priorities: Improving education results*, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of Year 3 students in the top two bands has increased for spelling as well as grammar and punctuation. Reading, writing and numeracy have remained consistent. In 2016, 26% of students were in the top two bands of reading. Thirty seven per cent scored in the top two bands for writing with 23% scoring at proficiency in numeracy.

The percentage of Year 5 students in the top two bands remains consistent in all aspects of NAPLAN. Year 5 students scored 4% in writing and numeracy; reading was scored with 17% of students in the top two bands. Improving our students' education results is our focus with our three strategic directions – Differentiation and Targeted Support, High Impact Learning Teams and Informed and Engaged Parents.

Another reporting requirement from the *State priorities: Better services – Improving Aboriginal education outcomes* is for schools with significant numbers of Aboriginal students in the top two NAPLAN bands. Only one Aboriginal student sat for the Year 3 NAPLAN tests and as a result there is no percentage data. Six Aboriginal students from Year 5 completed NAPLAN with 17% scoring in the top two bands in reading and spelling. Thirty three per cent of Year 5 Aboriginal students scored in the top two bands in grammar and punctuation.

## 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.

This year students, parents and teachers took part in the *Tell Them From Me* surveys. More information about these surveys can be found on the following website: [surveys.cese.nsw.gov.au](http://surveys.cese.nsw.gov.au)

This summary is going to focus on five school-level factors that consistently relate to student engagement: quality instruction, teacher-student relations, classroom learning climate, teacher expectations for success, and student advocacy.

### Quality instruction

Important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives. Students rated effective classroom learning time 8.3 out of 10; the NSW norm is 8.2. Parents rated support for learning at Woodland Road Public School at 8.1 out of 10. Teachers rated quality instruction by looking at challenging learning goals, creating new learning opportunities and monitoring progress of students at 8.5 out of 10.

### Teacher-student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. Students rated teacher-student relations 8.5 out of 10; the NSW norm is 8.1. Parents rated inclusion at our school at 8.0 out of 10 while teachers rated our school as inclusive at 8.5 out of 10.

### Classroom learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they are followed. Students rated the disciplinary climate of the classroom 6.8 out of 10; the NSW norm is 7.6. Parents rated the school support for positive behaviour at 8.4 out of 10 and the safety of the school at 8.4 out of 10. Teachers rated the clear expectations for classroom behaviour and the collaboration to create a safe and orderly school environment at 9.3 out of 10.

### Teacher expectation for success

The school staff emphasises academic skills and hold high expectations for all students to succeed. Students rated teacher expectations for academic success 8.7 out of 10; the NSW norm is 8.6. Parents rated teachers' high expectations for children to succeed at 7.9 out of 10. Teachers rated setting high expectations for student learning at 9.1 out of 10.

### Student advocacy at school

Students feel they have someone at school that consistently provides encouragement and can be turned to for advice. Students rated advocacy at school at 7.8 out of 10; the NSW norm is 7.7. Parents rated teachers interest in their children's learning as 8.2 out of 10 with communication of children's behaviour at school, whether positive or negative at 8.0 out of 10. Teachers rated how they discuss with students ways of seeking help that will increase their learning as 8.0 out of 10 and working with parents to help solve problems interfering with their child's progress as 7.5 out of 10.



## Policy requirements

### Aboriginal education

At our school Aboriginal education is valued. Our first aim is to continue to increase the academic attainments of our Aboriginal children. Our second aim is to educate all students about Aboriginal history and cultures both urban and traditional.

Our Aboriginal children, the Garamada Group, met every Tuesday afternoon to learn stories and songs and participate in games linked to their cultural heritage. Other activities included learning basic words and the national anthem in the Dharawal language, learning about traditional food, cooking and the history of the Dharawal people. The yarning circle became a focus of most gatherings.

All Aboriginal students work with our Aboriginal Support Teacher and School Learning Support Officer to develop and then implement Personalised Learning Plans (PLPs). These positions are funded through Aboriginal background funding as well as global funds. This year students worked on goals derived from their individual PLAN data. These goals complemented their work in the classroom.

To celebrate their success we had an excursion with Ranger Jamie to Jibbon Beach at Bundeena where students participated in the Aboriginal experience. This learning experience was a hands on approach to exploring aspects of Aboriginal culture. A film was made of the learning experience and shown at the school's film festival at the end of the year.

Over two terms, senior Aboriginal students were involved with the Opportunity Hub. This was a community based program to assist and engage Aboriginal students with their transition to high school. Through out the year, all students in the school were exposed to Aboriginal perspectives and cultural knowledge across all learning programs within the six Key Learning Areas.

### Multicultural and anti-racism education

Woodland Road Public School celebrates its diverse cultural background in March to coincide with Harmony Day. It is a day to celebrate and show respect for cultural diversity.

In preparation for Harmony Day, our senior students lead our younger students through a range of activities based on a country chosen by the Year 6 leaders. Activities included creating artworks, learning common words in a different language, identifying the country on a world map and discussing how that countries' culture had influenced life in Australia.

On Harmony day, students were encouraged to wear their national costume or the colour orange which symbolises acceptance. During the Harmony Day assembly, classes presented their work based on the country they studied. Our multicultural school was celebrated with kindness awards, dances and songs. It was a day that the school community stop and appreciated our diversity and the importance of respect.

Throughout the year, cultural diversity is promoted through the positive behaviour for learning program. There was only one incident that required the attention of the school's Anti-Racism Contact Officer. Our school expectations promote being a safe, respectful learner. Our students were very accepting of others and this makes Woodland Road Public School a happy and safe school.