

Woodland Road Public School

Annual Report



2017



4492

Introduction

The Annual Report for **2017** 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.

Chad Harris

Rel Principal

School contact details

Woodland Road Public School

20 Woodland Road

St Helens Park, 2560

www.woodlandrd-p.schools.nsw.edu.au

woodlandrd-p.School@det.nsw.edu.au

4626 2488

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, 258 in 2016 and 253 in 2017. 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.

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 2018.

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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 100% 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 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.

Our third process was centred around strengthening 'Positive Behaviour for Learning' (PBL). Teachers indicated a strong or sound knowledge and understanding of the school's Student Wellbeing and Discipline Policy. 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)	Funds Expended (Resources)	Progress achieved this year
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%.	Literacy support \$60 000 Low level adjustment for disability funding – \$244 602 Reading Recovery – \$42 661	In the reading aspect of Year 3 NAPLAN, our trend data of students performing in the top 3 bands is 71.1%. 78.1% of Year 5 students are achieving in the top 3 bands.
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%.	See above	Our trend data of Year 3 students performing in the top 3 bands in the writing aspect of NAPLAN fell in 2017. In Year 5, the students averaged a score of 472.4. 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.
Increase the trend percentage of	See above	In the numeracy aspect of Year 3 NAPLAN, our

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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%.		trend data of students performing in the top 3 bands is 72.2%. 81.3% of Year 5 students are achieving in the top 3 bands.
Increase the trend percentage in student growth to greater than or equal to expected growth in reading, writing and numeracy from 44% to 60%.	See above	The average growth of students from Year 3 to Year 5 was 78.05 points.
Increase performance of equity groups so it is comparable to the performance of all students in the school.	Aboriginal funding – \$27 290 English Language Proficiency – \$68 466	80% of Aboriginal students in Year 3 achieved in the top 3 bands in Reading. 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. The majority of English proficiency support went to their acquisition of the English language for new arrivals.

Next Steps

The School Plan for 2018–2020 with future directions will ensure the next three years remains focused and on track to provide high quality educational outcomes:

- 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 Progression data and assessment evidence in writing to ensure consistency of teacher judgment in assessment and tracking of students.

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.

2017 has seen the continuation of ongoing, differentiated professional learning that is classroom based. Collaborative practices and curriculum learning have continued to impact on student outcomes through targeted professional learning which has supported teacher capacity building and implementation of evidence-based pedagogies in literacy and numeracy. Formative assessment has underpinned classroom practice, ensuring student performance information is used effectively to drive teaching and learning programs. This year has seen the implementation Early Action for Success Strategy which has engaged two Instructional Leaders to support the implementation of personalised learning programs and intervention to students in the early years. Instructional Leaders have built the capacity of supervisors to conduct data analysis, collaboratively plan and measure the evidence of impact, with their stage, which has seen improvements in outcomes for students K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrate mastery of 2 to 3 stage appropriate technology skills focused on in their learning.	\$5000	Students are developing their ability to give accurate and indicative feedback of their learning. Focus will be ongoing to support students to form opinions, evaluate accurately and share understanding in a sequential and meaningful manner using technology.
Teacher survey results on school culture indicate 5% increase each year in satisfaction with leadership opportunities, collaborative planning and school improvement.	Professional Learning \$12 000	Survey of all students and teachers showed an overall average growth of 50% in leadership skills. Student feedback was very positive and had showed an average growth of 50% with teacher identified growth exceeding 50%. Survey also provided valuable identified direction for student leadership action in 2018.
Program evaluations and focus discussion groups indicate teachers taking a greater responsibility for changes in practice to achieve improved school performance.	EaFS – \$152 000 Equity funding – \$68 466	A formal PDP research survey indicated 52% of teachers felt strongly/very strongly that best practice in teaching and learning based on evidence obtained through the PDP research project.– prior to the professional learning and PDP research the survey indicated 5%. Overall comments indicated a very positive willingness to incorporate evidence based ideas into teaching

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Program evaluations and focus discussion groups indicate teachers taking a greater responsibility for changes in practice to achieve improved school performance.		class practice. 94% of staff recommended a research project to achieve their individual goals with some changes in presentation process.
Student results in social, institutional and intellectual engagement on the Tell Them From Me survey improve by 5% each year.		Students from Year 4 to Year 6 completed the Tell Them From Me primary school survey which included nine measures of student engagement, categorised as social, institutional and intellectual engagement. Students scored strongly in the areas of participation in school sports, value schooling outcomes and positive behaviour.

Next Steps

The School Plan for 2018–2020 with future directions will ensure the next three years remains focused and on track to provide high quality educational outcomes:

- Increased student outcomes in Literacy and Numeracy through K–2 support with Instructional Leaders that supports the design of high quality teaching and learning programs.
- Whole school professional learning that is tiered to the needs of the teachers and implementation of programs that support the use of formative assessment and differentiated learning.
- Strengthen processes that identify students with additional learning needs and match them to relevant intervention or extension strategies.

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

In 2017, Woodland Road Public School endeavored to build positive relationships across our whole school community. 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. The number of parents subscribing to Skoolbag continues to grow with parents and staff seeing the format as an efficient means to share information. Parents appreciate the range of contexts that it is currently being used for, examples include, up to date posting of late excursion buses and reminders of special events. Many class teachers use Dojo to communicate with parents, share student work and celebrate successes.

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)	Funds Expended (Resources)	Progress achieved this year
25% of parents participate in parent helper programs and attend parent workshops.	\$3000	Literacy and Numeracy Workshops run for parents with over 40 parents attending. PALM program established with parents trained in supporting students in classrooms with reading and literacy.
25% of parents attend organised events that support the celebration of learning and recognise achievement.	\$2000	29% increase in parents attending whole school events. Support from the P&C to restructure assemblies and focusing on celebration of achievement.
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.		Strong positive feedback from parents. Comments included: "Great to see how independent the students are in their learning." "Different to how we learnt at school." Recommendations were to increase formal and informal communication from the school.
Parent participation in the Tell Them From Me survey increases by 5% each year.		12% increase in the number of parents completing the Tell Them from Me survey.
Parent satisfaction results on the Tell Them from Me survey improves by 5% each year.		Parent survey data indicated increased school engagement and understanding of the educational needs of their children.

Next Steps

The School Plan for 2018–2020 with future directions will ensure the next three years remains focused and on track to provide high quality educational outcomes:

- 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.
- improving modes of communication through digital platforms

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	T. release – \$262 SLSO – \$2,966	<p>Funding allowed the school to employ an Aboriginal SLSO to work on an intensive program with stage 2 students. 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. The average Naplan score for the target group was 424.5 with the state average at 372.56 and 361.19 for similar school groups.</p> <p>All students took part in the Garamada program which was funded by the school and conducted weekly. The group focused on cultural significance. Students reported a greater understand of their cultural heritage and enjoyed the opportunity to celebrate culture.</p>
English language proficiency	\$68 466	<p>Funding for students with English language proficiency needs allowed the school to employ a support teacher. Students were assessed, monitored and provided with support. The intended focus was on improving language proficiency with our phase one and two students. The priorities were the development of oral language skills, vocabulary development and comprehension. All students moved at least one phase based on EAL/D learning progressions.</p>
Low level adjustment for disability		<p>Our Learning Support Team tracked, monitored and assisted many of our students. All students requiring accommodations were catered for within the school.</p> <p>School Learning Support Officers provided class support to assist students requiring adjustments to their learning and environment. This allowed students to engage with the curriculum at their point of need.</p>
Quality Teaching, Successful Students (QTSS)	\$19 299	<p>Staff engaged in differentiated professional learning to support identified areas of student need in each grade.</p> <p>Staff collaboration in literacy and numeracy ensured that there was greater consistency in each classroom.</p>
Socio-economic background	\$244 602	<p>The Instructional Leaders worked with staff K–6 throughout the year. The support was individualised in the form of demonstration lessons, team teaching and observations followed by reflective discussions and provision of professional learning.</p> <p>Every student was tracked against the Literacy and Numeracy Continuum The data was analysed by the Instructional Leaders</p>

Socio-economic background	\$244 602	<p>and classroom teachers to ensure that all students were "on track" and that any issues with achievement were identified. Identified students then had support programs implemented to ensure ongoing achievement.</p> <p>Initiatives included L3, TEN and 7 Steps to Writing. Formative assessment and PLAN ensured that all staff were delivering programs consistently across grades and that programs were targeted at student need.</p> <p>Additional funds were used to ensure equity of access to educational and extra curricula activities to ensure that all students were able to attend excursions.</p>
Support for beginning teachers	\$20 175	<p>Teachers received funding under the Great Teaching Inspired Learning reform which was used to release the staff members for additional professional learning opportunities. Each teacher was guided by a mentor and given opportunities to observe lessons by colleagues, take part in workshops/courses, as well as network with other schools to share expertise</p>
Early Action for Success	\$155 388	<p>This year saw Woodland Road identified as an Early Action for Success school. The Instructional Leader model is to support teacher professional learning with evidence of academic growth in the early years. The Instructional Leader works collaboratively with staff to build teacher capacity and refine teaching and learning practices in literacy and numeracy. The implementation of the Language, Learning and Literacy (L3) program has involved the training of staff members and purchase of resources to support the pedagogy.</p>
Reading Recovery	\$42 661	<p>Employed a teacher to be trained as a Reading Recovery teacher and to implement the Year 1 reading intervention program to four students each day. Continuation of daily program and fortnightly professional learning. By the end of the year 90% of Year 1 students were reading level 16 or above.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	116	133	129	151
Girls	108	122	124	116

In 2017, there was a slight increase in the number of students that were enrolled at Woodland Road Public School in comparison to 2016. Overall student enrollment has continued to grow over the last 4 years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	94.1	93.5	93.3
1	92.5	93.1	93.2	91.3
2	92.8	93.9	93	92.3
3	91.7	93.3	94.6	92
4	94.2	91.8	93.3	94.9
5	91.4	92.6	92.4	92.6
6	94.2	93.4	94.4	91.8
All Years	93	93.3	93.5	92.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Explicit procedures are in place to manage school attendance. If a student begins to show irregular attendance, the following strategies are used:

- Contact parents/caregivers
- Referral to the Learning and Support Team
- Implementation of interventions at a classroom level to support positive attendance
- Referral to Home School Liaison Officer

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.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.45
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.57
Other Positions	0

*Full Time Equivalent

5% of the staff workforce has identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
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:

- mandatory training including Child Protection update, anaphylaxis e-learning, Code of Conduct as well as e-Emergency care face to face training.
- analysing PLAN data and developing strategies for improvement
- strengthening understanding of the literacy and numeracy continuums
- reviewing the Student Welfare Policy and developing understanding of the Wellbeing Framework
- L3
- 7 Steps to writing

Staff members continue to deepen their understanding of the English, Mathematics, History and Geography syllabi through professional learning and collaborative programming. Further work around 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 with a goals requiring a research focus. Regular and effective monitoring and feedback processes are in place to discuss progress, support and plan for growth.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	293,639
Revenue	2,807,349
Appropriation	2,676,036
Sale of Goods and Services	18,255
Grants and Contributions	110,220
Gain and Loss	0
Other Revenue	0
Investment Income	2,839
Expenses	-2,794,669
Recurrent Expenses	-2,794,669
Employee Related	-2,597,808
Operating Expenses	-196,861
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	12,680
Balance Carried Forward	306,320

- Regular finance meetings monitor expenditure
- The 2017 School Plan and accompanying budget allocations ensure expenditure is carefully planned to support learning programs.
- 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.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,932,099
Base Per Capita	38,665
Base Location	0
Other Base	1,893,434
Equity Total	410,514
Equity Aboriginal	25,828
Equity Socio economic	241,374
Equity Language	31,323
Equity Disability	111,990
Targeted Total	38,664
Other Total	220,717
Grand Total	2,601,994

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

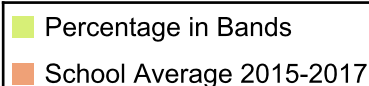
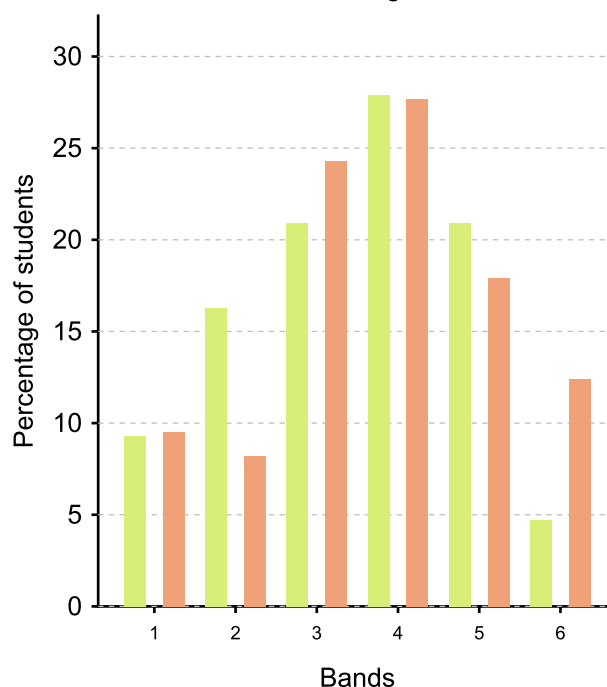
School performance

NAPLAN

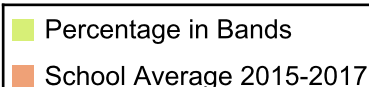
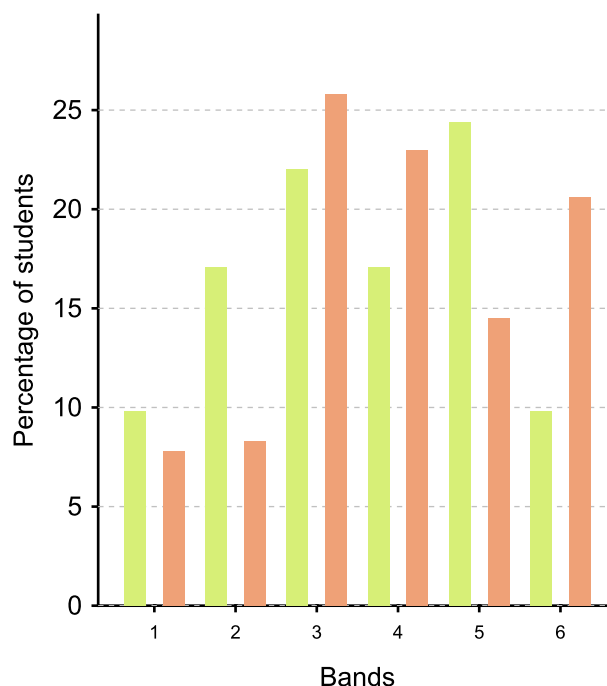
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

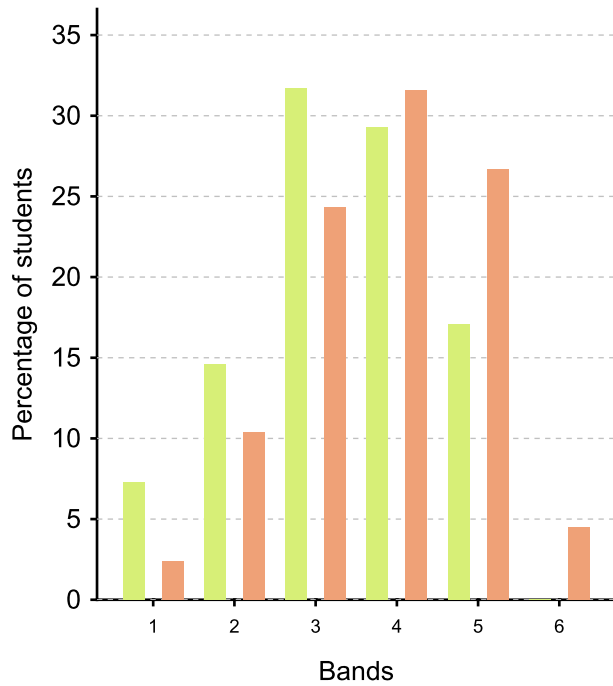
Percentage in bands:
Year 3 Reading



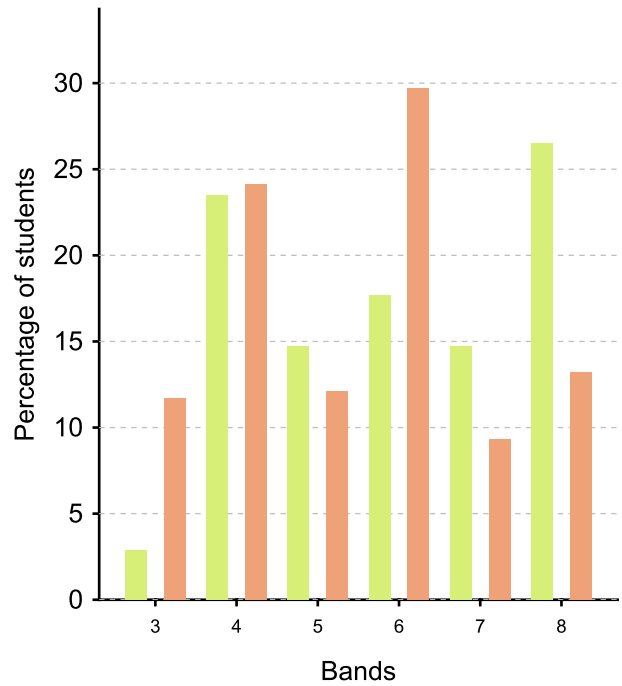
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Writing



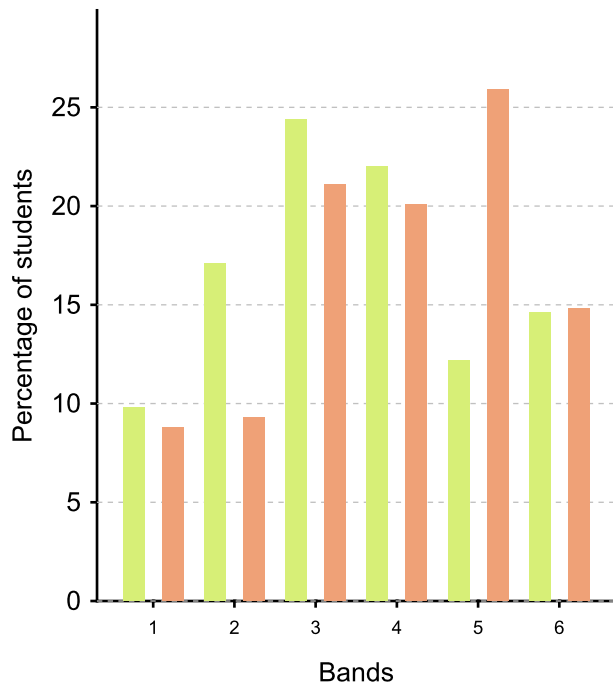
Percentage in bands:
Year 5 Grammar & Punctuation



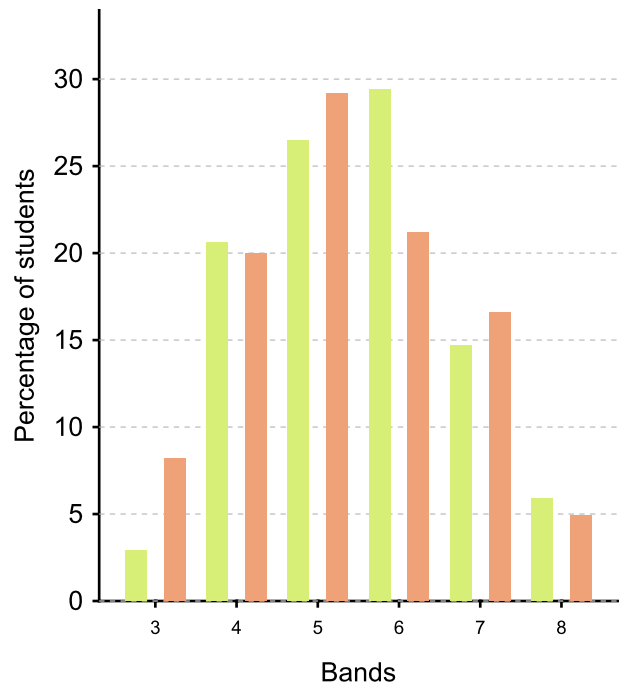
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



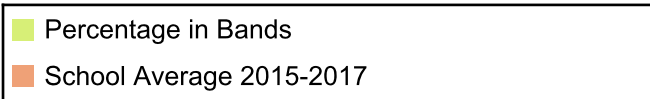
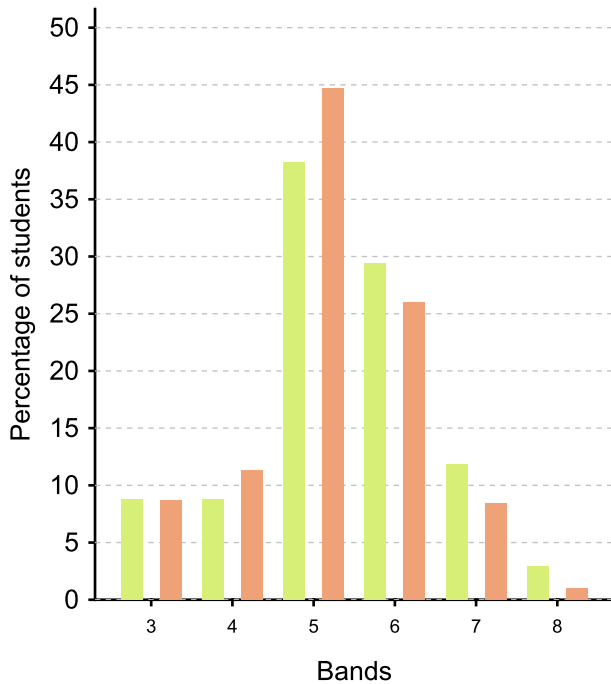
Percentage in bands:
Year 5 Reading



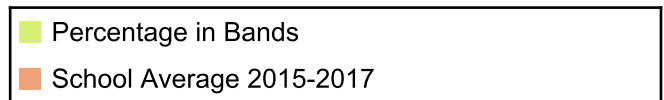
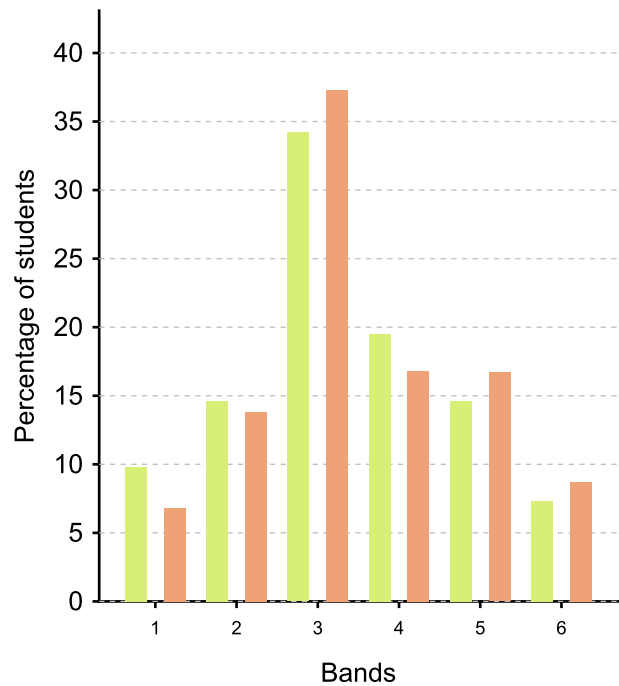
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

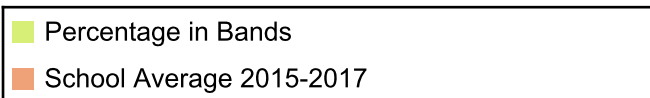
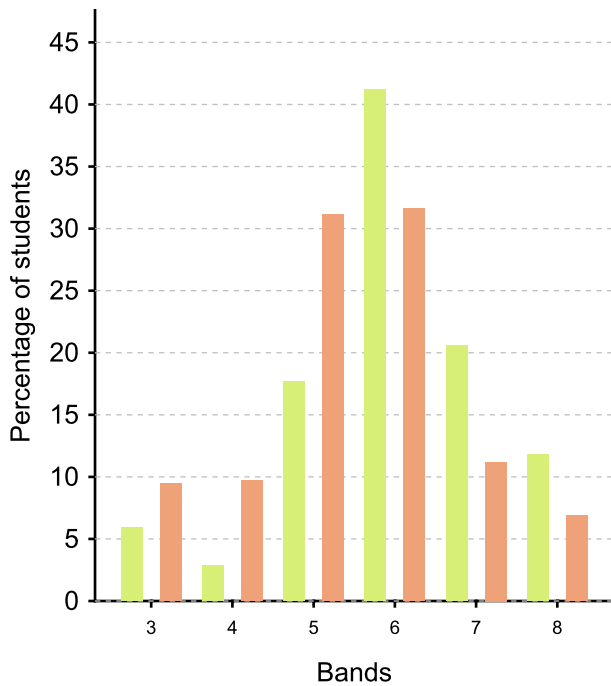
Percentage in bands:
Year 5 Writing



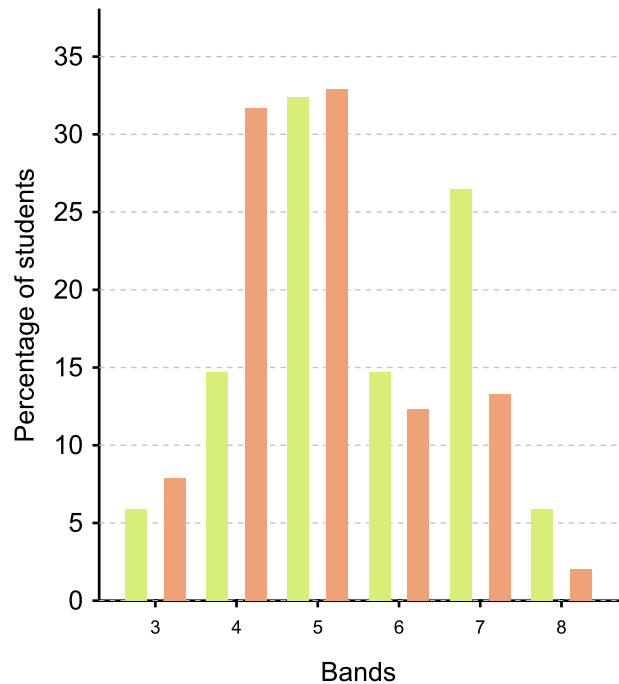
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Numeracy



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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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 for Numeracy has increased to 21.95% and 25.58% in Reading. In Year 5, 32.25% of students were in the top two bands for Numeracy and 20.59% in Reading. The total of all students results in the top 2 bands for Reading and Numeracy is 25%, this is an increase from 18.8% in 2016.

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. Five Aboriginal students sat for the Year 3 NAPLAN tests and 20% achieved in the top 2 bands for Numeracy with 60% in Reading.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year students, parents and teachers took part in the Tell Them From Me surveys and were involved in focus group discussions. More information about these surveys can be found on the following website: surveys.cese.nsw.gov.au. The responses were collated and each group was asked to form statements to be addressed in the next school planning cycle.

Students

We believe in a school where everyone is judged and treated fairly. We have fun while learning.

Where no one feels excluded whether it be giving an idea, trying something new or just being themselves.

Parents

We believe in a school where everyone feels welcome, children are happy, working at their individual level, given opportunities and teachers are supported by the community.

Teachers

We are a diverse school where individuals are happy, valued and connected through equitable opportunities. We take risks to be successful and are equipped for life's challenges.



Policy requirements

Aboriginal education

Woodland Road Public School is committed to the improvement of student outcomes of Aboriginal and Torres Strait Islander students so that they excel in all aspects of school life.

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.

Aboriginal students work with our class teachers and parents to develop and then implement Personalised Learning Pathways (PLPs). Students worked on goals derived from their individual PLAN data. These goals complemented their work in the classroom.

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.

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. The role of the Anti-Racism Contact Officer (ARCO) is the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures.

The school continues to deliver a differentiated and inclusive curriculum designed to meet the needs of students from all cultural backgrounds while providing opportunities to celebrate culture.