

# Woniora Road School Annual Report



5609

## Introduction

The Annual Report for 2017 is provided to the community of Woniora Road 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 and external validation 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.

Craig Smith

Principal

### School contact details

Woniora Road School

83-85 Woniora Rd

Hurstville, 2220

[www.woniorard-s.schools.nsw.edu.au](http://www.woniorard-s.schools.nsw.edu.au)

[woniorard-s.School@det.nsw.edu.au](mailto:woniorard-s.School@det.nsw.edu.au)

9580 6818

## Message from the Principal

Woniara Road School's motto of 'Learning for Life' is a testament to its commitment to providing a positive, nurturing, and engaging learning environment for all students. It strives to be a place where students and their families feel safe and supported, where students can reengage with their learning and improve their wellbeing. Through this reengagement, we endeavor to prepare our young people to be resilient, confident and compassionate contributors to the world around them, not only for the betterment of themselves, but for the wider community. Our aim is to enable all students to reach their potential and gain a recognised academic or vocational qualification, and to transition into either further learning or employment.

2017 was a year of reflection for the school. For many years we have been introducing and modifying programs, and while this continued in 2017, our focus was on developing future-focused, evidence-based practices, improving our data collection practices, and using this data to help us assess the impact we are having on our students.

The School Excellence Framework (SEF) was introduced to the school in 2015. The SEF provides schools with standardised metrics for school performance that greatly assist with self-assessment and can act as a road map to school improvement. In 2017, the school underwent its first external validation of a self-assessment. A full analysis of the findings is presented later in this report, which reflect the excellent work being done at Woniara Road School.

The school has also begun to greatly expand and improve its data collection processes. In a 21st century educational setting, technology plays a key role for both students and staff, and schools have access to a wider range of tools and training than ever before. With this in mind, Woniara Road School intends to seek out and make full use of any tool, course, or innovation that ultimately leads to improved outcomes for its students. In 2017, this has taken the form of the creation of several student surveys and tracking sheets, which help us gather relevant data from students to assess the effectiveness of engagement programs on improving attendance and mood, and to discover correlations between engagement program participation and improved educational and social outcomes.

Some notable achievements in 2017 include:

- 100% of graduating students successfully finding a post-school option, including two gaining entry into university, one undertaking a TAFE course, one joining an employment agency and another finding part-time work.
- Professional learning through the Futures Learning program in Flexible Learning Spaces and Future Focused Immersion Experiences. As a result of this professional learning, the school reconfigured its learning spaces to provide students with greater access to mobile technology such as laptops, and attempted to create a comfortable, productive learning environment that reflects the changing nature of the 21st century workplace.
- A highly successful art exhibition organised by our artists-in-residence which was held at the Hazelhurst Gallery. It showcased a total of 53 individual and collaborative artworks in a range of media, including drawings, collages, photography, videos, and songs. The exhibition's opening day was also catered by our Barista Breakthru team.
- The establishment of a TAFE YES program, which was a joint initiative between Woniara Road School and Enmore TAFE. A small group of Woniara Road School students were trained in special effects makeup over the course of two weeks. We will be aiming to continue the YES Program in 2018 and beyond.
- The creation of a Woniara Road School chess club, a weekly engagement program focused on student leadership, mentoring, and peer education.
- The forming of a school band through the music therapy program, and their first live performance at our 2017 school formal.

The following Annual School Report provides detailed information about Woniara Road School's achievements, programs, initiatives, and evaluations for the 2017 school year. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Craig Smith**

**Principal**

## School background

### School vision statement

*'Learning for Life'*

Woniara Road School's vision is to maintain our culture of care, respect and empowerment by being committed to delivering a positive, supportive, enriching and engaging learning environment for all students.

By promoting quality individual education, student wellbeing and transition opportunities, we aim to enable our students to become successful learners, confident and creative individuals and active and informed citizens.

Woniara Road School is committed to providing every student the opportunity to achieve their personal best through engaged, active and supported learning in a safe, respectful and nurturing school. The school aims to provide a supportive and safe learning environment that promotes student wellbeing, engagement and academic success.

### School context

Woniara Road School is a NSW government school for specific purposes located in the Hurstville area. The school enrolls secondary-aged students from the Sydney area and caters directly for students diagnosed with an internalising emotional disorder and/or mental health issues.

Woniara Road School is a diverse learning environment that values and develops each student's strengths, unique talents, and academic potential. The school's focus is a strategic and planned approach to support each student's cognitive, emotional, social and wellbeing needs, by providing educational experiences and opportunities combined with wellbeing management that develop students' social skills, independence, personal worth, and responsibility.

The school works in consultation with parents, carers, mental health professionals, community supports, and the students themselves to develop personalised learning plans that address all students' unique academic, social, and emotional needs. The majority of students access a mainstream curriculum via Sydney Distance Education High School. This curriculum is supported by an extensive collection of in-school programs that support learning and increase students' independence, social skills and anxiety management skills.

It is Woniara Road School's objective to provide each student with an educational pathway leading to the attainment of an academic and/or vocational accreditation.

## 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 conducted a self-assessment using the School Excellence Framework, and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practices across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of quality education to our students. In the process of compiling our submission for the external validation of our 2017 self-assessment, the whole school embarked on a detailed learning journey around student performance and strategic planning. The journey highlighted our strengths as a school in delivering personalised learning in a whole-school context. The process also brought the School Excellence Framework (SEF) into a practical perspective that can help us to meet student needs as well as guide long-term planning. The process allowed the staff to review their impact, professional learning needs and accountability. All staff feel more positive about and focused on embedding change that leads to improved student outcomes.

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

### Promoting Improved Student Learning and Engagement

#### Purpose

To improve student outcomes by actively engaging them in meaningful, collaborative, personalised and future-focused learning experiences within a framework of high expectation and wellbeing supports, and as a result, improving student engagement, literacy, numeracy, creativity and technological skills, enabling them to be empowered 21st century citizens who are freely able to access future opportunities.

#### Overall summary of progress

The school began to develop specific processes targeting areas identified in the school plan which enable improvement in achievement measures.

In 2017, the process of creating Individual Education Plans (IEPs) was reviewed. Several new IEP templates were sourced, examined and trialed. Ultimately, a new format was developed and implemented in semester two. Staff found that the new format allowed for greater student and caregiver input, presented information about academic interventions in a more streamlined fashion, and highlighted the key directions and goals for each semester more clearly.

In the process of future-focused learning and engagement, the implementation of Stage 6 tutorial groups began for Year 11 students at the beginning of 2017. Student performance in subjects where tutorial groups were implemented was analysed and compared to previous years. The analysis found that the tutorials led to significant increases in assessment marks and subject retention, and decreases in N-award determinations. Student surveys also indicated that students felt more engaged with the course content, and were more confident performing writing tasks.

Within the process of organisation structures, the school sought to develop an effective student tracking and recording system to improve student programming, the identification of student learning needs, effective feedback, and reporting of student achievement. This included establishing a new tracking system, and assigning a new relief from face-to-face teacher role to oversee the design. The system has provided the school with a richer picture of student progress, and an effective tool in assessing the value of various school programs and interventions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students to improve their percentage of achieving targets in accordance with their individual learning plans, by a minimum of 10%.	<ul style="list-style-type: none"><li>• Global funding</li><li>• Socioeconomic background equity loading</li><li>• Aboriginal background loading</li></ul>	<ul style="list-style-type: none"><li>• New IEP format finalised and ready for implementation in Semester 2.</li></ul>
All students to increase their percentage of achieving sound or above in English, Maths and Science on their half yearly and annual school reports by at least 10%.	<ul style="list-style-type: none"><li>• Allocation of up to \$3,000 investment in classroom management software from global funding</li></ul>	<ul style="list-style-type: none"><li>• Investigation into screen mirroring software to support staff in monitoring and mentoring with e-learning.</li><li>• Training for Stage 5 teaching staff in implementation and use of mirroring software.</li><li>• Class learning surveys to identify student learning needs.</li></ul>
To increase the engagement and attainment of students in all external testing (NAPLAN, ROSA and HSC) from the last 3 year cycle by an average of 10%.	<ul style="list-style-type: none"><li>• Global funding</li><li>• Socioeconomic background equity loading</li><li>• Aboriginal background loading</li></ul>	<ul style="list-style-type: none"><li>• New student profile format and tracking system for new enrolments completed and shared at staff meetings.</li><li>• Senior interviews to identify student learning needs and transition goals.</li><li>• MacqLit program to develop student literacy skills.</li></ul>

#### Next Steps

- Design and implement an Innovative Numeracy Program.
- Design and implement Stage 5 STEM tutorial sessions.
- Implement a new tracking system for student performance against key academic outcomes.

## Strategic Direction 2

### Promoting Improved Quality Teaching and Learning

#### Purpose

To build staff quality teaching and learning capacity through focused professional learning that creates a culture where every staff member is prepared for leadership and 21st century learning. Staff are engaged in ongoing, evidence-based, future-focused learning and practices via individual, shared and whole-school learning experiences, leading to improved capacity of teachers to deliver quality teaching and to meet the diverse academic, social, transitional and mental health needs of all students.

#### Overall summary of progress

The school has embraced adopting evidence-based quality teaching and learning practices, and in 2017 a significant portion of professional learning was in developing staff expertise in this area.

Team teaching is incorporated in all classrooms, providing opportunities for regular collaborative and peer learning to all staff. This team teaching practice is extended to classroom observations of regular lessons and the Stage 6 tutorial lessons, allowing peer-to-peer critiques and reflection. There is also regular whole-school professional learning on John Hattie's 'Visible Learning' and the seven themes from 'Unpacking What Works Best'. An AP network with other ED/BD schools was established by Woniora Road School to further develop professional learning opportunities in a range of contexts.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A culture of ongoing, collaborative professional learning and improvement that is valued and committed to enhancing student engagement and outcomes.	<ul style="list-style-type: none"><li>An allocation of \$13,258 towards professional learning.</li></ul>	<ul style="list-style-type: none"><li>Staff undertaking professional learning in a wide range of areas relating to Quality Teaching and Learning, and presenting findings to those who did not attend.</li><li>Whole-school and inter-school staff development days.</li><li>Establishment of ED/BD AP Network for collaborative learning in entire network.</li></ul>
A teaching staff who meet more than 90% of their professional learning plans goals that explicitly target developing teacher capacity to meet diverse learning needs and 21st century learning expectations.	<ul style="list-style-type: none"><li>An allocation of \$13,258 towards professional learning.</li></ul>	<ul style="list-style-type: none"><li>Staff from each class participating in professional learning offered by Futures Learning.</li></ul>
All teaching and learning adjustments are well developed and evidence based, drawing on student feedback and data in identifying and addressing individual student needs, and explicitly stated in Individual Learning Plans.	<ul style="list-style-type: none"><li>Aboriginal background loading.</li><li>An allocation of \$13,258 towards professional learning.</li></ul>	<ul style="list-style-type: none"><li>Greatly increased level of student feedback received in the form of surveys and interviews.</li><li>Development of student tracking sheets to streamline identification of student outcome growth.</li><li>Whole-school professional learning on 'Visible Learning' and 'What Works Best', developing teaching staff's capability to deliver evidence-based quality teaching.</li></ul>

#### Next Steps

- Implementation of scheduled teacher learning reflections.
- Further professional learning in evidence-based practices.
- Staff PDPs to focus on attaining Highly Accomplished and Lead teacher accreditation levels.

## Strategic Direction 3

### Promoting Positive Pathways

#### Purpose

To enhance students' learning experiences and opportunities that result in the development of independence, personal management and wellbeing skills to improve confidence and engagement with transition, while working collaboratively with the wider school community so that every student has access to and will be actively engaged in a positive future-focused pathway within a framework of support and high expectations.

#### Overall summary of progress

The school runs numerous evidence-based therapeutic and engagement programs in conjunction with our curriculum provision. In 2017, the school completed a three year process of embedding the collection of student feedback into all of the school's engagement programs. This data has enabled the school to more accurately assess the value of these programs.

Class leaders among the staff participated in the future-focused immersion professional learning, and all classrooms underwent a reconfiguration to ensure the provision of flexible learning spaces which incorporated breakout spaces, collaborative group learning, and planning ideas. Students were consulted and additional resources, including more laptops, were provided. The reconfigured rooms led to increased attendance and participation.

In vocational transition, the school created its first context-specific TAFE taster program through the YES program at Enmore Design College. The five day program was developed through consultation between TAFE staff and Woniora Road School teachers. It was designed specifically to cater to Stage 5 students and provide insight into the learning opportunities at TAFE, specifically in regard to make up and fashion and design, while also exposing them to a tertiary education environment.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students meeting or exceeding IEP targets in relation to attendance, wellbeing and transition. With a focus on improving student safety, access to supports and personal anxiety management and health care.	<ul style="list-style-type: none"><li>• Professional learning allocation</li><li>• Aboriginal background loading</li><li>• Socioeconomic background equity loading</li><li>• Flexible funding for wellbeing services</li></ul>	<ul style="list-style-type: none"><li>• New IEP format finalised and ready for implementation in Semester 2.</li><li>• Increased student and caregiver engagement with the IEP process.</li></ul>
Improved data collection and analysis of wellbeing/engagement programs so that <i>all</i> are well developed and evidence based, drawing on student feedback and data in identifying and addressing individual student needs.	<ul style="list-style-type: none"><li>• Professional learning allocation</li><li>• Flexible funding for wellbeing services</li></ul>	<ul style="list-style-type: none"><li>• Embedded a student feedback process into all engagement programs.</li><li>• Analysis of data provided insights into school programs, which led to adjustments going into 2018.</li></ul>
Increase the percentage of students who are actively engaged with a wide range of external supports (e.g mental health, job support agencies, disability support) across the school.	<ul style="list-style-type: none"><li>• Flexible funding for wellbeing services</li></ul>	<ul style="list-style-type: none"><li>• Identification of at-risk students for clinic meetings with external agency supports.</li><li>• Referrals to CAHMS.</li><li>• High level of student participation in TAFE/TVET programs.</li></ul>

#### Next Steps

- Refine data collection and analysis processes.
- Streamline data analysis to simplify pattern discovery from multiple sources of data.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$982 (\$702 needs-based Funding, \$280 transition funding)	Aboriginal background RAM funding has enabled professional development to familiarise staff with the Aboriginal and Torres Strait Islander Education Action Plan, and teacher release time for planning personalised learning. This has resulted in developing new plans to improve the implementation of personalised learning and support for indigenous students.
<b>Socio-economic background</b>	\$10,540	Funding has enabled additional resources for vocational transition programs, including higher levels of staff support on work placements, covered costs on workplace certifications and the purchase of necessary equipment (tools, uniforms etc). This has lead to a increase in the number of students from low socioeconomic status (SES) backgrounds successfully completing work placements, achieving vocational certifications and finding part-time employment.
<b>Flexible Wellbeing Funding</b>	\$33,067	<p>Funding enabled the engagement of external providers to collaborate with executive staff in the provision of weekly contextually relevant therapeutic musical and visual arts programs.</p> <p>These programs led to enhanced wellbeing outcomes for students and other notable achievements including an exhibition of artworks held at Hazelhurst Gallery and the formation of a school band.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	24	20	16	16
Girls	17	22	24	22

Woniora Road School has the capacity for 42 students. To be eligible to enrol, students must have a current emotional disturbance classification. Students enrolled may present with a variety of internalising, anxiety-based behaviours and mental health issues. Often, the students may experience difficulties with school attendance and engagement. The length of enrolment is based on regular appraisals of the student's individual emotional needs and abilities.

### Management of non-attendance

Woniora Road School considers daily attendance a priority and actively works in collaboration with parents, carers, community supports and students to meet attendance targets. When suitable, the school works with regional support staff through the Home School Liaison Program to apply attendance improvement plans. The average school attendance of students was 58% for the entire year.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	18.2
TAFE entry	0	5.9	27.3
University Entry	0	0	18.2
Other	0	5.9	18.2
Unknown	0	0	0

In 2018, the school will retain the majority of the Year 10 and 11 students, with all students aiming to complete either the Higher School Certificate or a vocational certification. The table indicates the post-school destinations of those students who transitioned during the year. All students at Woniora Road School are provided with intensive support during any transitional phase and the school has a dedicated vocational support program headed by a teacher

previously employed by TAFE, who brings a wealth of knowledge about TAFE and vocational options to students.

### Year 12 vocational or trade training

In 2017, 50% of Year 12 students undertook a TVET or VET-based course. These included Retail Services, Tourism Travel and Events, Animal Studies and Electrotechnology. All students obtained a Certificate II in their VET and TVET courses.

### Year 12 attaining HSC or equivalent

In 2017, 87% of the students either completed an HSC level course or obtained a vocational educational qualification. 57% gained a full HSC with a further 29% expected to complete a pathways program in 2018.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	4.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	7.82
Other Positions	0

\*Full Time Equivalent

The school does not currently employ any Indigenous staff, but works closely with Regional Aboriginal Consultants to assist our Indigenous students.

## 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	30

## Professional learning and teacher accreditation

In accordance with the school plan, participation in professional learning aligned with the three strategic directions was increased in 2017. The key areas addressed by professional learning were:

- Improved quality teaching practices, accomplished by unpacking the seven themes of the Centre for Educational Statistics and Evaluation's 2015 report titled 'What works best'.
- Promoting positive pathways by studying technology's impact on the health and wellbeing of young people.
- Improved student learning and engagement through the design and implementation of future-focused learning spaces.

Three teachers are New Scheme Teachers who are accredited at proficient level and are maintaining that accreditation. One of these completed their 5 year cycle of maintenance at the end of 2016, while another will be completing their cycle in 2018. The majority of teaching staff are pre-New Scheme and will be accredited at the start of 2018 and begin their five year maintenance cycle at that time.

To build and sustain teachers' capacity to achieve key school priorities, professional development and training was interwoven into daily practice and staff development days. This included guest presenters, collaborations with St George Child and Adolescent Mental Health Services (CAMHS), St George Youth Services and working in partnership with Sydney Distance Education High School. In Terms 3 and 4, all staff participated in professional learning focused on effective educational practices with a particular focus on explicit teaching and effective feedback.

Additional professional learning and development included weekly staff meetings, presentations and resource acquisition, the expansion of a staff website to share articles and resources, participation in a range of external training events, including conferences such as the Generation Next Conference on Mental Health and Wellbeing.

Specific courses undertaken by single staff as part of the school plan included:

- Accidental Counsellor Training
- STEM Symposium: Connecting tomorrow's skills with today's learners.

- An introduction to the Numeracy Continuum and PLAN software.
- S7: Sutherland Shire Stage 6 Science Syllabus Strategy
- MaICT: Robotics in the Classroom
- Future-Focused Immersion Experience

The school also continued its participation in professional development within our community of schools. To this end, we all met regularly to share information and improve professional learning opportunities for staff to support student outcomes. The Term 3 school development day was developed in collaboration with three other SSPs for students with internalising mental health issues, and focused on the rollout of the NDIS and the latest in wellbeing management from the 'Happiness and its Causes' seminar.

Staff meetings continued to provide professional learning for mandatory training including child protection, anaphylaxis management, and emergency care, as well as the NSW Education and Standards Authority (NESA) requirements and information.

## 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 (\$)
<b>Opening Balance</b>	364,932
<b>Revenue</b>	2,001,043
Appropriation	1,984,037
Sale of Goods and Services	1,770
Grants and Contributions	10,439
Gain and Loss	0
Other Revenue	0
Investment Income	4,796
<b>Expenses</b>	-2,143,728
Recurrent Expenses	-2,143,728
Employee Related	-1,948,481
Operating Expenses	-195,247
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-142,685
<b>Balance Carried Forward</b>	222,248

## School performance

### School-based assessment

#### MacqLit

In 2017 the school delivered the MacqLit program, an explicit and systematic reading support program for small group instruction. Initially all student participants were grouped according to their skill level. They learnt, consolidated and revised a wide range of essential comprehension and vocabulary skills necessary for effective reading intervention. Reinforced Reading, a component of MacqLit, ensured that the students were given sufficient opportunity to practise their reading in connected text. The hourly lessons were delivered by trained staff at least four times a week for each student. 100% of student participants successfully progressed through the regular cumulative reviews built into the program and as a result completed all parts, which consisted of carefully constructed sequences of lessons. 50% of students achieved a 20% increase in reading fluency and 100% of student participants are now reading at age-appropriate level. 100% of student participants strengthened their spelling skills, as indicated by their 2017 NAPLAN results. 100% of student participants achieved sound or above in their school report.

#### 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 understanding demonstrated in these assessments.

#### Year 7 Writing:

- Eligible student who attempted the assessment achieved an individual result of band 6, within the national range of achievement for the middle 60% of Year 7 students.
- Available data indicated an achievement growth of one band level from Year 5 to Year 7.

#### Year 7 Language Conventions (Grammar & Punctuation):

- Eligible student who attempted the assessment achieved an individual result of band 6, within the national range of achievement for the middle 60% of Year 7 students.
- Available data indicated an achievement growth of three band levels from Year 5 to Year 7.

#### Year 7 Language conventions (Spelling):

- Eligible student who attempted the assessment achieved an individual result of band 6, within the national range of achievement for the middle 60% of Year 7 students.
- Available data indicated an achievement growth of two band levels from Year 5 to Year 7.

#### Year 7 Reading:

- Eligible student who attempted the assessment achieved an individual result of a high band 5,

The school's budget is determined by need, with areas of expenditure being identified through the school's management plan. School targets are set and budgets are allocated to ensure that these targets are well-resourced. Action plans are devised to provide structure for the implementation of strategies to achieve school targets. Monies are allocated to pay for utilities, administrative programs, capital programs and extracurricular activities. The Principal coordinates the management plan and the related school budget in conjunction with the staff.

As part of our education management plan:

- In 2017 our school embarked on significant upgrades of the school assets including air conditioning, tree removal and the established hospitality room.
- In 2017, as part of the school plan, the school upgraded its technology resources and purchased additional laptops for students.
- The intended use of the funds for 2018 are extensive sporting facility upgrades and an upgrade to all learning spaces.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	396,118
Base Per Capita	12,269
Base Location	0
Other Base	383,850
<b>Equity Total</b>	11,522
Equity Aboriginal	982
Equity Socio economic	10,540
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	1,103,296
<b>Other Total</b>	432,652
<b>Grand Total</b>	1,943,588

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.

compared to a low band 5 in Year 5.

#### Year 9 Writing:

- 100% of students who attempted the assessment achieved band 5 or above on the achievement scale.
- 50% of these students achieved a band 6, within the national range of achievement for the middle 60% of Year 9 students.

#### Year 9 Language Conventions (Grammar & Punctuation):

- 50% of these students achieved a band 7, within the national range of achievement for the middle 60% of Year 9 students.
- Available data for 100% of students indicated an achievement growth of one band level from Year 7 to Year 9.

#### Year 9 Language Conventions (Spelling):

- 100% of students who attempted the assessment achieved band 6 or above on the achievement scale.
- 50% of these students achieved a band 9, performing above the national average on the achievement scale.
- Available data for 50% of these students indicated an achievement growth of two band levels from Year 7 to Year 9.

#### Year 9 Reading:

- 100% of students achieved band 6 or above on the achievement scale.
- 50% of these students achieved a band 7, within the national range of achievement for the middle 60% of Year 9 students.

#### Year 7 Date, Measurement, Space & Geometry and Year 7 Number, Patterns & Algebra:

- Eligible student who attempted both assessments achieved an individual result of band 4.
- Available data indicated an achievement growth of one band level from Year 5 to Year 7 in Numeracy.

#### Year 9 Date, Measurement, Space & Geometry:

- Eligible student who attempted the assessment achieved an individual result of band 6.

#### Year 9 Number, Patterns & Algebra:

- Eligible student who attempted the assessment achieved an individual result of band 7, within the national range of achievement for the middle 60% of Year 9 students.
- Available data indicated an achievement growth of one band level from Year 7 to Year 9 in Numeracy.

## HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

- 50% of students achieved Band 3 or above in all their subjects.
- 100% of students studying any level of mathematics scored over 80% on the examination mark.
- One student achieved a Band 5 in the Music 1 course.
- One student achieved Band 4 and above in all subjects.

## Parent/caregiver, student, teacher satisfaction

### Response from a parent of one of our graduating students:

My child was referred to Woniora Road School after a long absence from school and being disengaged from her education.

The decision for my child to attend Woniora Road School was made after our visit to the school. Initially we met with the office staff who greeted us with a warm smile and made us feel welcome. We were then introduced to the school Principal. He was friendly and approachable which quickly put my child at ease.

During the tour he explained the various engagement programs available and the ways in which the school could assist students to meet their individual needs.

We were shown the classrooms, which were small, calm and comfortable. We observed the teachers assisting students with individualised learning programs and the students appeared to be enjoying their lessons.

It was noticeable that respect, emotional wellbeing, success and a sense of self-worth for the students were important values at the school.

Woniora Road School has a strong sense of academic achievement and has been instrumental in my child completing her educational certification. Her success in achieving her academic goals was a constant focus by the school, whilst preparing her for community participation and transition to the workplace. Through the tireless support and encouragement of her teachers, and having her emotional needs catered to, my child has developed independence and gained confidence in her ability to succeed in life after school.

The teachers are positive role models with a caring and respectful approach towards their students and their families. Having such a strong rapport enables a good understanding of their students' interests, strengths and motivations. By getting to know their students they are

able to assist them through their challenges, as well as prepare them for transition into the wider community.

The staff frequently contact the parents by phone, at times after business hours, to answer queries, give progress updates or to simply share some news about the child's success during the day. It's such a unique experience and I will always be grateful for the care that was shown to our family.

Thank you to all the teaching and support staff at Woniora Road School for your dedication and commitment to your students and their families.

Vivian

### **The response from one of our graduating students:**

As a graduating student of Woniora Road I can confidently say that without the support of the school I would not be in the position that I find myself in today. The level of support, guidance, compassion and understanding I received from the school has shaped who I am and how I act today. The incredible staff at Woniora Road turned me from someone who avoided school at all costs to someone who wanted to attend everyday.

While like every student I experienced stress and anxiety throughout my final year at school, the staff at Woniora helped me not only emotionally but also with completing my HSC. While many teachers at mainstream schools are occupied by delivering lessons, the teachers at Woniora actively engage in students' lives outside school, which is where the majority of students struggle. The growth of the Barista Breakthrough program in 2017 has immensely helped students. This program prepares students for life after school, it gives them real-life experiences and it sets them up to succeed. I leave Woniora Road School with a wealth of knowledge and skills which have enabled me to succeed and prosper in the world outside of school. I am very thankful for all that the school has given me.

Finn

## **Policy requirements**

### **Aboriginal education**

In 2017, the school continued to implement the Aboriginal Education and Training Policy and the Aboriginal and Torres Strait Islander Education Action Plan. The school increased its commitment to embedding these policies into daily practice and promoting a greater understanding and positive appreciation of Aboriginal culture and history.

This included regular training to familiarise staff with existing policies and procedures, as well as the assessment of our current practices with respect to supporting and improving outcomes for Aboriginal students. This has resulted in developing new plans and strategies to improve the implementation of

personalised learning plans and community consultation.

As part of the school Education Action Plan, the school targeted engagement and connections to school and community as well as attendance and pathways to post-school options.

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

Multicultural education is embedded throughout the school's teaching and learning programs. With the implementation of quality teaching practices, our learning programs are culturally inclusive and address issues such as racism and discrimination. The learning programs include topics and experiences that are significant and relevant to our students to increase engagement and connectedness to education and the community.

In addition to the implementation of multicultural perspectives in the curriculum, the school participated in several extracurricular activities designed to foster an understanding of and respect for cultural difference. These included participation in Harmony Day, Amnesty Day, Shopfront Community Arts and Community Youth Networks.

The school has an Anti-Racism Contact Officer as well as strict policies regarding discrimination and bullying. Wherever possible, staff and students are encouraged to be aware and accepting of all cultures and people. The school aims to foster tolerance and acceptance in a racism-free learning environment.

### **Other school programs**

#### **Vocational Programs**

Transition preparation is a high priority at Woniora Road School with the school investing heavily in community preparation, vocational based engagement programs, work experience, and TAFE/TVET and vocational qualifications.

Student participation in vocational education remained high in 2017.

Some notable achievements include:

- 100% of exiting Year 12 students progressed to university, TAFE or the workforce.
- One student received an early acceptance into university.
- Four students took part in the newly formed YES program via Enmore TAFE.
- 80% of Year 10–12 students took part in the work experience program in a variety of occupations such as hospitality, horticulture, animal care, IT, and television and media.
- 75% of Year 11 and 12 students completed VET-based courses.
- 14 of our students obtained part-time or casual employment.
- Five students completed their white card.

## Sport & Healthy Lifestyle Program

The existing fitness program was supplemented by a personal trainer who ran weekly sessions with students. The school was also able to obtain a grant via 'Live Life Well' and purchased equipment to support our fitness and 'Look Up' program.

The school continues to invest in health, nutrition and wellbeing to support the well-established link between physical health and mental health. Students at Woniora Road School are encouraged to engage in sporting activities during recess and lunch, and to pursue these interests externally. In 2017, our students took part in a diverse range of sports in the community. These included boxing, representative soccer, yoga, dance, and netball.

## Mindfulness Meditation

Mindfulness Meditation continued as a weekly practice for Woniora Road School students and staff in Tuesday morning assembly. It was an opportunity to reflect on the relevance of mindfulness principles and practices as being part of everyday life. In addition to guided breathing practices, students were presented with informative mindfulness-related material and posters for mindfulness apps. The objective was to increase awareness of positive wellbeing and equip students (as well as staff) with tools to cope with their emotions in a world that can be overwhelming and chaotic.

The return of the weekly Mindfulness and Movement program, facilitated by a qualified yoga instructor, complemented the essential values of mindfulness meditation. Growing awareness of mindfulness meditation was signified by an expanded participation in Tuesday's morning assembly.

## Barista Breakthrough Program

The barista program is run once a week for 20 weeks with a small group of five to seven students. Within the program, students gain the knowledge and confidence to operate a commercial coffee machine, prepare fresh meals for staff and students, and develop accounting, catering and service skills. The objective of the program is to equip students with the necessary skills and tools to successfully work in a kitchen environment, provide employment opportunities and raise funds for the Student Representative Council.

Since commencing the program in 2015, students have prepared over 600 orders and have raised over \$1000 that has been used to sustain and improve the program. Surplus funds have been utilised by the Student Representative Council to purchase various sporting equipment and other items for student use.

In 2017, the duration of the program was expanded, and as a result, all students have successfully achieved the outcomes of the course and can autonomously perform the required tasks necessary to work in a cafe environment. This has also led to several external catering and servicing opportunities such as network meetings, DGO meetings, open days, clinic meetings

and gallery exhibitions.

14 students successfully graduated from the barista program in 2017.

## Visual Arts

The 2017 visual arts program offered students a wide variety of artistic experiences, enabling students to develop their self-awareness and enhance their emotional intelligence. In conjunction with the achievement of curriculum outcomes, this program played a key role in encouraging wellbeing and engagement, giving students the opportunity to learn and explore themselves and the world in ways that led to improved participation in schooling, higher academic outcomes, and greater levels of self-confidence. Data collected from students confirms this. Some of the key highlights of the program included:

- The creation and completion of numerous whole school art projects including: The Wellbeing Library, David and Goliath, Map of Me, Songs of the Cityscapes, Sunken Isle and Tower of Babel.
- The coordination and participation in the Unity in Diversity art exhibition at Seaview Gallery with the EDBD school community.
- Participation in a collaborative art project with Shopfront Arts Co-Op.
- Participation in the St George Metre Square Pop-Up Arts Festival.
- An art excursion to Sculpture by the Sea.

## Horticulture Program

Students were involved in many projects during 2017. Projects included:

- Garden maintenance. Students learnt skills such as pruning, planting, transplanting, pest control, weeding, mulching, watering and fertilising.
- 'Plant a Tree Day'. Students participated in the national program. Plants were sourced and donated to the school by Sutherland Shire Council. The school has a long standing relationship with SSC. Many students have successfully completed Work Experience at the Council's own nursery. The donated native plants were planted behind the Woniora Road School sign.
- Construction. The construction project for 2017 was a bookcase. The bookcase was donated to the WRS library and is located in the Wellbeing Space. Students researched the design, constructed, and painted the bookcase. We plan to construct another bookcase in 2018 to accommodate the ever-growing school library.
- Vegetable garden. Students continued with the raised garden beds project which was funded by ECO grants. The gardens have a wicking system installed in them which is a self-watering system. Students have successfully grown chillis, lettuce, spring onions, spinach, tomatoes, snow peas and pumpkins. Students have enjoyed the vegetables fresh and have used them in the food technology program.
- Green wall. In 2017 the 'Green Wall' in the Wellbeing Space was extended from 3 panels to

12 panels. Students involved in potting up the new plants and maintenance. Students water, prune and fertilise the plants to maintain their health and vigour.

The Horticulture Program will continue in 2018 with the goal of completing more construction projects.

## **Robotics**

The weekly robotics program is now in its fourth year, having evolved from basic Lego Mindstorms robotics to coding. Students are given a choice in what activities to complete based on what will supplement their learning and coincide with their interests.

In 2017, the students worked on drone flying operations, with participants exploring the key components of flight operations and radio frequencies. Another project was building desktops from discarded computer parts. Students learned about all major hardware components of a desktop computer, and how they all fit together inside the case. To end the year, students started learning to how to code in basic programming languages such as Javascript and Python using online learning platforms.

Feedback and data from the Robotics programs regarding engagement and effects on wellbeing of participants has been recorded by surveys, and the results have shown an increase in attendance and engagement. The survey indicates:

- 71% of students enjoy robotics.
- 70.6% agree that it helps with learning.
- 73% of students indicated that it has helped with developing social skills and teamwork.
- 63% have indicated that it has helped them with managing their mental and emotional wellbeing .
- 56.9% indicated that it helped motivate them to attend school.
- 77% indicated that engaging in robotics program has developed their critical thinking and problem solving skills.

The Robotics program will continue to grow in 2018, with participants to learn more about solar and renewable energy and build projects utilising these environmentally friendly energy sources.

## **Animal Shelter**

The Animal Shelter Program which was established in 2015 has become a well-loved and powerful engagement program for Woniara Road School students. Students volunteer at the Sydney Cats and Dogs Home each Friday.

The Sydney Cats and Dogs Home, located in nearby Carlton, is the only not-for-profit animal pound in Sydney. The shelter ensures abandoned animals are re-homed and Woniara Road School students are proud to participate and assist in any way possible.

Student volunteers spend time with the animals and also assist in the numerous tasks that are vital to keeping the shelter running smoothly. The program is very popular with students and has helped them

develop social and practical skills. It allows students to take a break from the rigours of academic work and helps improve their mood and emotional state, and to develop stronger relationships with other participants.

After volunteering students are surveyed on the tasks they completed, their moods, and the type of emotions experienced. Prior to volunteering 66% of students identify their emotional state as 6 or below on a scale of 1–10. After volunteering almost 83% of students have noted a considerable improvement in their emotional state and rated it at a level of 7 and above. Students have articulated experiencing a variety of feelings, including excitement, calmness, happiness and pride.

The animal shelter program continues to incentivise participation for new students and existing students alike. Volunteering helps provide them with a sense of satisfaction along with alleviating their anxiety and stress.

## **Music Therapy**

Woniara Road School conducts a weekly music therapy program in which students have the opportunity to engage in a variety of musical activities including song writing, improvisation, music discussion, instrument learning and performance. The program helps to improve mood, reduce anxiety, enhance positive self-image and support emotional expression, with intended outcomes of engagement, achievement, socialisation and wellbeing.

The program is run by an Australian Music Therapy Association registered music therapist, and with the introduction of a new therapist in 2017, the program has seen a significant increase in student attendance and engagement. A self-assessment form, which includes a 10-point scale for mood, is administered before and after music therapy. Results for 2017 showed significant improvements in mood after music therapy.

A highlight of the program was the development of a school band, which included some of the school's most introverted students, and led to a performance at the end of year formal. The skill and self-confidence they developed in music therapy over the course of the year, and the sense of achievement they felt after the public performance was a testament to the efficacy of the program.

## **Radio Program**

The community radio engagement program involves a two hour weekly radio show airing on local community radio station 2NBC 90.1FM on Wednesday mornings. Students develop confidence and broadcasting skills in a relaxed environment that eases them into developing a more professional approach to programming and broadcasting.

In between musical segments, students participate in staff-led discussions. Discussion points can include the critical analysis of English texts by examining themes and exploring related texts. Students meet course

outcomes via stimulating conversation, playing to the strengths and interests of the given individual. Other radio sessions encompass a range of topics including science and history.

Community service announcements are read out on air and help students to develop their public speaking skills with a short and simple prepared statement. If sufficiently confident, students learn to operate the panel, opening up microphones, lining up songs and controlling the volume.

The program also teaches that community radio is a place where everyone can have a voice. Throughout 2017, 15 students participated in the radio program.

### **Chess Club**

In 2017, the school established a weekly chess club. Participants of all skill levels are provided with group and individual coaching, and then matched with an opponent to practice with.

While there is promising preliminary research into the cognitive and academic benefits of chess instruction, the primary focus of the program is on student mentorship and peer learning. The skill and experience level varies greatly within the group, and so students are encouraged to help one another understand chess concepts and analyse positions, rather than solely relying on the staff instructors. 20% of student responses from post-session surveys indicated that they had taken part in some form of peer teaching, a further 20% indicated that they were unsure if they had or not, and 66% indicated that they felt they had learned something new after the session.

When asked if they enjoyed the session this week, 90% of responses indicated that they did enjoy it and would like to return the following week, 4% indicated that they somewhat enjoyed it, and 5% (concentrated into three students) indicated that they did not enjoy it, but that this was a result of a prior low mood. Of the responses that indicated that they did not enjoy the program, 80% indicated that their mood improved somewhat from pre-session to post-session.

Students are also given a degree of ownership of the program. Suggestions for improvements to the program are routinely solicited from students, and the majority end up being implemented. Most significantly, one student suggested that we broaden the scope of the program to include a range of strategy games, and so with their help, the school purchased additional card and board games with elements of strategic and tactical thinking. Another change implemented as a result of student feedback was the inclusion of relaxing, thematically-appropriate music played during sessions.