

Woodland Road Public School

Annual Report



2018



4492

Introduction

The Annual Report for **2018** is provided to the community of Woodland Road 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

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

Thrive Through Opportunity

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 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, strategically 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, resilient and informed global citizens.

School context

Woodland Road Public School is located in St Helens Park, 5 km south of Campbelltown. Our feed areas of Bradbury, Airds, St Helens Park and Wedderburn, are suburbs which are diverse in social and economic context, yet connected by the school. Set in an attractive, spacious, natural environment the school strives to provide quality teaching and learning programs to move children beyond their potential. The student population of 274 includes children of Aboriginal descent (12%), children with a language background other than English (27%) as well as children requiring additional support in learning, mobility and social skills.

The school motto "Grow with Love and Learning" is clearly demonstrated by students achieving success in a caring environment. With a focus on literacy and numeracy our experienced staff is able to differentiate learning to cater for the needs of the individual. Future focussed skills are balanced with fundamentals, creative arts and sport to provide each child's education through active involvement community events and classroom activities. Each classroom is equipped with an Interactive Whiteboard and students have access to iPads and laptops.

The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising initiatives.

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 2019.

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.

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For more information about the School Excellence Framework:

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

Strategic Direction 1

Wellbeing

Purpose

To embrace a holistic approach to wellbeing that addresses the cognitive, emotional, social, physical and spiritual wellbeing domains.

The development of the students confidence and resilience through proactive student wellbeing programs, co-curricular activities and student voice in all aspects of school life. Provision of programs which promote self-efficacy and provide academic and emotional support for both staff, students and parents. Provision of individualised learning pathways which enhance the learning potential for all.

Overall summary of progress

This year, staff have made it a priority to address the ever changing demands of wellbeing and welfare in a continuously changing socio economic demographic. Being the first year of this school planning and reporting cycle, staff have been working collaboratively to analyse and evaluate our current processes and practices throughout the school in regards to wellbeing, this including our discipline procedures and acknowledgement of positive behaviours. The staff of Woodland Road Public School are in the process of evaluating needs based strategies to implement that will address the social and cultural needs of the school community. This has been supported by Professional Learning by behavioural expert Carl Warren who will be supporting the school's progress in the future.

The Positive Behaviour for Learning (PBL) program has continued to run with a well-established team of teachers. Areas of need were individually identified based on each class' context and addressed with research based strategies. On the playground, the distribution of tokens (a school wide positive behavior reward system) increased by over 200% with teachers and students using consistent language to reinforce positive behavior with a shared sense of purpose.

A girls' and boys' social group was formed which focused on building cooperation and resilience amongst students in need of support. Students were given the opportunity to meet as a group to work on social skill building, teamwork, collaboration and strategies for self-regulation. This program proved to be beneficial for all students involved as well as staff in ensuring a positive relationship outside of the classroom. It is set to continue in 2019.

Throughout 2018, the staff and school community have been involved in the Community of Schools (CoS) initiative which allowed for Professional Learning around resilience and wellbeing and the participation of the wider school community in the CoS Cup, which provided opportunities for students and parents to engage with other local schools. A total of 160 staff, students, parents and families attended to represent Woodland Road Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased school community member participation in school programs, events and initiatives	\$12000	Community of Schools Cup– 160 participants Homework Survey (161% increase) 2017– 52 parent responses 2018– 84 parent responses 6% improvement in parent attendance rate at parent teacher interview

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in students receiving targeted support	\$125000	<p>9% rise in the number of students on a personalised learning program</p> <p>Ongoing review of the Learning and Support referral system</p> <p>12% increase in the number of students discussed at Learning and Support meetings</p> <p>8 School Learning Support officers employed from K–6</p>
An increase of community participation in Aboriginal initiatives.	\$8000	Garamada group working with Hub initiative promoting culture and identity. Every Aboriginal and Torres Strait Islander student working on PLP
Improved attendance rates.	\$6000	<p>Overall 1.8% improvement in attendance rates</p> <p>Small number of students falling under 80% and being supported on targeted attendance program with HSLO support and school/community partnership.</p>

Next Steps

- PBL – Training for whole staff on Staff Development Days and Staff conference, revision of our student welfare and behaviour policy, signage around the school of the three rules for all areas, identification of major and minor behaviours to ensure staff consistency, PBL Mascot designed and on signage, EBS data collection process and communication processes to parents, lessons created in response to areas of need, communication of focus lessons to staff, fast and frequent reward system implemented in alignment with the school reward system.
- Attendance – Continue to monitor attendance through EBS, classroom teacher/parent relationships, attendance officer and Home School Liaison Officer. Continue to monitor attendance and review processes and procedures with staff including through regular stage meeting agendas and monitoring.
- Review of school based procedures for support.
- Increase engagement with local AECG.



Strategic Direction 2

Leading

Purpose

To inspire effective partnerships and a model of continual school improvement that shape a supportive school culture. To empower staff to engage in evidence based pedagogy and sustainable practice which facilitates life-long learning and leadership opportunities for all stakeholders.

High performing schools have strong leadership, clear directions and a shared vision for the future. Quality school leadership is effective when it is distributed across people within the school and the wider community, utilising expertise and empowering all involved. Our purpose is to build school and community capacity, engagement, growth mindset and collegiality. School leaders, teachers, students, parents and community members work collaboratively to develop, implement and evaluate systems and structures that promote a quality learning environment and improve student outcomes.

Overall summary of progress

Throughout the year students, parents and teachers were provided with internal and external opportunities to engage in leadership roles. Students were able to develop partnerships within their peers groups and younger students, utilising leadership skills through the Action Team Program and their involvement as mentors in the Getting Ready for School Program, both collaboratively developed between teachers and students. These have the long term positive effects on growth mindset and engagement of all participants.

Teachers and Parents worked as partners in ensuring parents were upskilled and supported in their undertakings within the school community. Parent workshops in 'Parents as Learning Mentors' and Guided Reading were implemented and applied using a collaborative model with 40% of the staff directly involved with the P&C.

Teachers embarked on extensive training in areas reflective of the teaching standards, empowering them to become aspiring leaders within their own capacity. Professional learning as individuals and teams participated in extensive learning on the Seven Steps to Writing process, Building Numeracy Literacy concepts and Personal Development goals. Teachers were encouraged to aspire to leadership roles through an aspiring leader initiative offering opportunities for higher duty responsibilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students in Years 3–6 actively participate in internal and external leadership opportunities.	\$15 000	Leadership camp Action teams New peer support leaders into Getting Ready for School program
Increased opportunities for parents to be involved in leadership roles across the school.	\$3000	Training workshop for parents to extend the PALM program into other areas of literacy P&C committee support \ mentor through a small teacher / P&C leaders
All teachers working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and reflective of	Seven Steps to Writing – \$5000 BNL Cost –\$ 10 000	School Team and personalized Seven Steps to Writing PL Stage 3 BNL

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
the priorities reflected in the school plan.		Aspiring leaders Growth coaching

Next Steps

- Improved opportunity for community/parent voice in driving school direction and focus areas to boost their leadership within the school context.
- Introduction of an aspiring leaders group and relieving executive process to build the capacity of teachers to become future school leaders
- Build the profile of our student leadership group, through a wider lens on improving their leadership abilities and student voice within our school and as part of a wider local network
- Build processes to support aspiring leaders and join Community of Schools Leadership initiative.



Strategic Direction 3

Learning

Purpose

To provide challenging and student centered curriculum that promotes creativity, innovation and engagement as 21st Century learners.

Children learn most effectively when learning is challenging, personalised, targeted and engaging. High quality learning environments are dynamic and differentiated, student-centred and foster a love of learning. Our purpose is to create a learning environment where all students are catered for, empowered to succeed and experience a sense of belonging. Students are motivated, self-directed learners who create future learning goals and engage in feedback to enhance their learning.

Overall summary of progress

Quality assessment and reporting:

Assessing student learning is an integral part of the classroom as it improves learning and informs teaching. In determining the progress of this strategic direction there needs to be a greater emphasis on tracking/monitoring of student data from year to year and identifying, interpreting to enhance further learning of all students. Adjustments were made to the K–6 collection of end of year data so that it provided 2019 teachers a baseline for each student and increased teacher knowledge to target/plan for learning at the beginning of the school year.

Personalised Learning: This second component of our strategic direction was addressed through a number of strategies, through professional development in the Language, Learning and Literacy program for early literacy and Seven Steps to Writing and implementation Daily 5 in Years 3–6. These programs had a significant positive impact on student learning outcomes. Students had greater opportunity to work at an individual level, with a range of choices in learning activities, they were encouraged to identify their "learning zone", and to choose activities that were challenging and supported effective learning. Reflecting on achievement encouraged students to identify and plan for the next step in their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Differentiated instruction and student grouping is incorporated into all areas of literacy and numeracy	\$130000	All students requiring support were identified and PLPs were implemented and reviewed regularly. Programs were developed with SLSOs. Stage planning was completed to support students in literacy grouping. Professional Learning on the Literacy and Numeracy Professional Progressions was conducted for all staff K–6. Awareness of differentiation in numeracy was raised in professional learning.
Increase value added trend in literacy and numeracy.	\$220000	80% Kindergarten students reaching Eafs target benchmark or above. 80% Year 1 students reaching Eafs target benchmark or above 86% Year 1 students reaching Eafs target benchmark or above 87% Year 1 students reaching Eafs target benchmark or above
Increase number of students from Aboriginal and no Aboriginal	\$54000	Small percentage of Aboriginal students in top Year 3 bands.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
backgrounds achieving in the top 2 skill bands.		<p>Average NAPLAN data over time indicates in Year 3 Writing boys School 373.5 exceeding the state 341.49 in 2019</p> <p>Average NAPLAN data over time indicates in Year 3 Numeracy School Aboriginal girls 388.8 exceeding the state 376.27 in 2019.</p> <p>Average NAPLAN data over time indicates in 55.5% Year 3 girls in reading scored 4.1 under state scores.</p>

Next Steps

- Increased emphasis on individual goals in literacy and numeracy.
- PLPs are reviewed in the 5 weekly cycle with parents and team leaders.
- Formative assessment is revisited in stage professional learning.
- K–6 Monitor and track learning growth, provide feedback and implement strategies to improve student learning.
- Support students to reflect on their learning and celebrate growth.
- A more rigorous analysis of data – triangulation.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$27 290	All ATSI 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 while working with teachers from the school and developing links with the wider community.
English language proficiency	\$68 466	Funding for students with English language proficiency needs was used for programs that had a strong emphasis on the development of oral language skills, vocabulary development, reading skills and comprehension. An EAL/D teacher was employed one day a week for targeted support for new arrivals. All new arrival students received extensive targeted support to acquire language skills. School Learning Support officers also provided class support to assist students to improve their language proficiency. All students moved at least one phase based on EAL/D progressions.
Low level adjustment for disability	FTE 0.9 \$37 466	A full time LST teacher was employed to work K–6 supporting students and teachers. The Learning Support Team tracked, monitored and assisted all students requiring accommodations. Students were catered for through the creation of Individual Support plans and Behaviour Support plans. School Learning Support Officers (SLSO'S) 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. A total of 6 SLSO's were employed on a full time basis to support students.
Quality Teaching, Successful Students (QTSS)		Staff engaged in differentiated professional learning to support identified areas of student need in each grade. Staff collaboration in literacy and numeracy ensured that there was greater consistency in teacher judgment in each classroom.
Socio–economic background	FTE 0.3 \$213 368	<p>A teacher was employed 1 1/2 per week to work K–6 in supporting the educational outcomes of students. Every student was tracked against the Literacy and Numeracy Continuum. The data was analysed by the Instructional Leader and classroom teachers to ensure that all students were "on track" and that any issues with achievement were identified. Students identified at risk then had support programs implemented to ensure ongoing achievement.</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> <p>Initiatives included L3, TEN and 7 Steps to Writing. Formative assessment and PLAN</p>

Socio-economic background	FTE 0.3 \$213 368	ensured that all staff were delivering programs consistently across grades and that programs were targeted at student need. Samples of students were tracked using progressions.
Support for beginning teachers	\$12000	<p>Each Beginning Teacher had a mentor with training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback. Extra release was implemented and strong teacher/mentor relationships were formed which helped the beginning teachers deliver quality teaching and learning outcomes and contribute to the learning community.</p> <p>The funding support for early career teachers was used to provide professional learning meetings, mentoring, release time and access to beginning teachers' networking and professional learning opportunities. It also allowed for extra release time with mentors in working towards accreditation at Proficient level, programming, lesson observation and reflection. The two early career teachers achieved their accreditation at Proficiency by the end of 2018.</p>
Targeted student support for refugees and new arrivals	\$822	Students recieved intensive support from the EALD teacher
Eafs	\$159 272	<p>The Early Action for Success strategy continued at Woodland Road in 2018 for the second year. A case management approach was introduced where student data is used to keep the focus on evaluating the impact of teaching on student learning. Regular sessions, delivered by our Instructional Leader, continued to focus on building teacher capacity to use a 5 weekly cycle of assessment data to identify the literacy and numeracy learning needs.</p> <p>All students who had not responded to differentiated class instruction (Tier 1) or small group (Tier 2) instruction, were provided with a personalised learning plan that pinpointed achievable, short term goals. These were developed and implemented by the Instructional leader K-2, Class teachers, Learning and Support Team and SLSOs.</p> <p>The Instructional Leader also worked closely with students and teachers providing in-class support and purchased a range of literacy reading resources K-6 purchased from P & C donation to support K-6 student reading acquisition.</p> <p>Professional learning for teachers in tiered literacy interventions in 2018 have been: L3 Stage 1 – two staff members; L3 Stage 1 OPL – three staff members; L3 ES1 – one staff member and L3 Kindergarten OPL – two staff members.</p> <p>Woodland Road Public School was successful in an EOI for Building Numeracy</p>

Eafs	\$159 272	<p>Leadership. The team consisted of: The Principal, Instructional Leader, one Early Years teacher and one 3–6 class teacher. The professional learning of BNL was designed around evidence from research, school and state–wide data and identified needs of participants. Our BNL team were provided with professional learning to build the pedagogical and mathematical knowledge of the team, enhancing their knowledge and practices in areas such as:</p> <ul style="list-style-type: none">• Embedding working mathematically (the mathematical proficiencies)• Planning and working with big ideas• Designing, implementing and evaluating rich tasks and units of learning• Continuing to develop classroom environments that enhance student engagement
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	133	129	151	154
Girls	122	124	116	120

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.1	93.5	93.3	94.1
1	93.1	93.2	91.3	92.4
2	93.9	93	92.3	93.4
3	93.3	94.6	92	92.4
4	91.8	93.3	94.9	89.9
5	92.6	92.4	92.6	93.9
6	93.4	94.4	91.8	92.3
All Years	93.3	93.5	92.6	92.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance is monitored by the Learning Support Teacher (LST) who; checks class rolls for student attendance patterns and communicates with class teachers to check that phone calls and letters are sent home to gain an explanation for a student's absence.

If a student was absent without explanation the attempt to contact parents/caregivers was made by the class teacher. 90% of the time there was a quick response with an acceptable reason for the absence and the student returned to school without further concern.

When the class teacher was unable to make contact or felt that a reason for absence was unsatisfactory they

communicated to the LST that further action was needed. This involved making phone calls or organising meetings with parents/caregivers to express the importance of a student reaching the expected percentage of attendance.

Regular contact was made with the Home School Liaison Officer who supported the school in monitoring student wellbeing; this led to an improvement in a targeted group of students who increased their attendance level and became engaged in learning experiences.

Continued recognition was given to students who improved their attendance through incentive systems and a 'rainbow postcard' being sent home.

Students who are able to maintain strong attendance were recognised by receiving a certificate and the end of each semester.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.71
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.57

*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

During 2018 the staff of Woodland Road Public School completed a number of professional learning activities

which occurred weekly, on the three mandated School Development Days and four twilight Sessions.

Carl Warren led our Community of School Staff Development Day helping to consolidate the understandings of Positive Psychology and Behaviour. A number of teachers were also involved in a variety of courses related to their own teaching goals and school strategic directions. Our executive staff completed professional learning meetings with the Community School Executive Initiatives which will be further developed in Join the Dots, 2019. All staff participated in their Professional Development Plans (PDP) with these forming the basis of ongoing professional learning throughout the year. Mandatory and other identified professional learning courses included;

- Child Protection,
- Corruption,
- Code of Conduct,
- CPR & Anaphylaxis,
- Best Start,
- L3 (Language, Literacy Learning)
- OPL L3
- Eafs Conferences;
- LMBR & SAP Finance,
- Welfare & Wellbeing
- School Planning & Strategic Directions,
- Building Numeracy Leadership,
- National Literacy and Numeracy Progressions
- Seven Steps to Writing,
- HR Package,
- Scout,
- Plan 2,
- Growth Coaching
- S.W.E.L.L.
- Collaborative Stage planning ,
- Consistency of Teacher Judgement –Stage based,
- Scout.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	306,320
Revenue	3,002,095
Appropriation	2,853,913
Sale of Goods and Services	19,851
Grants and Contributions	125,333
Gain and Loss	0
Other Revenue	0
Investment Income	2,998
Expenses	-2,678,351
Recurrent Expenses	-2,678,351
Employee Related	-2,468,196
Operating Expenses	-210,155
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	323,744
Balance Carried Forward	630,063

- Regular finance meetings monitor expenditure and is regularly reported at executive meetings.
- The 2018 School Plan and accompanying budget allocations ensure expenditure is carefully planned to support learning programs.
- A 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.
- Money carried forward will be expended in Semester 1, 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,995,578
Base Per Capita	51,630
Base Location	0
Other Base	1,943,948
Equity Total	471,526
Equity Aboriginal	27,290
Equity Socio economic	244,602
Equity Language	68,466
Equity Disability	131,168
Targeted Total	74,393
Other Total	253,185
Grand Total	2,794,682

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

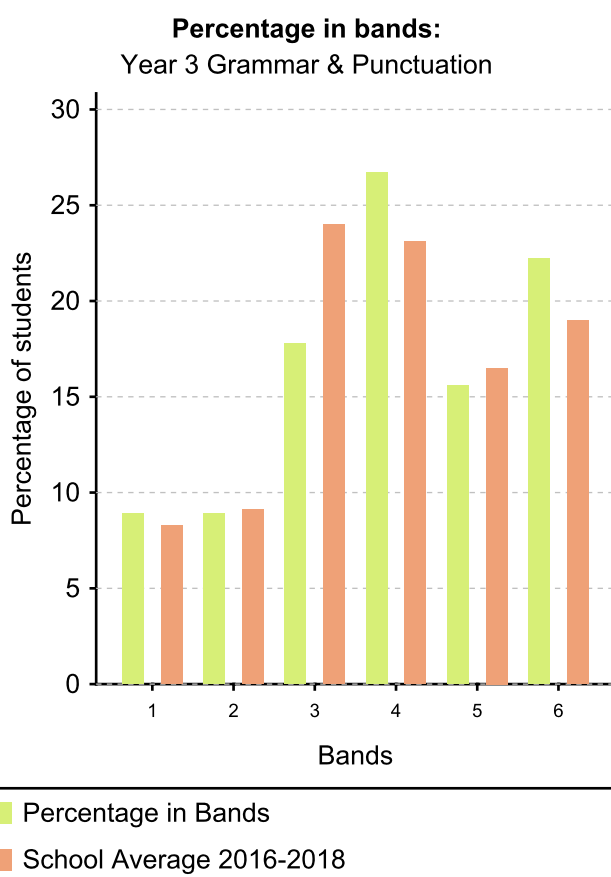
NAPLAN

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.

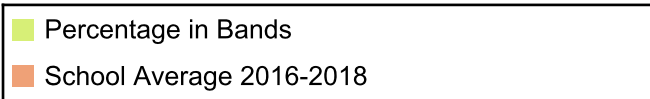
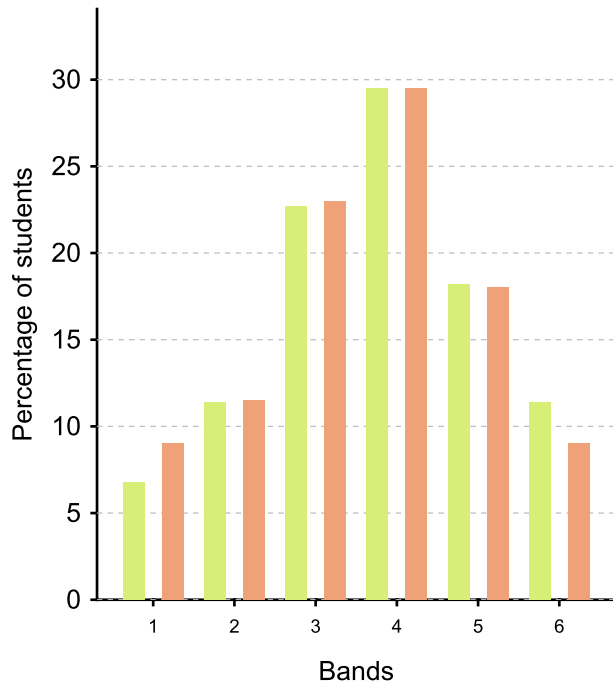
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

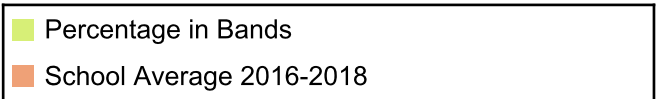
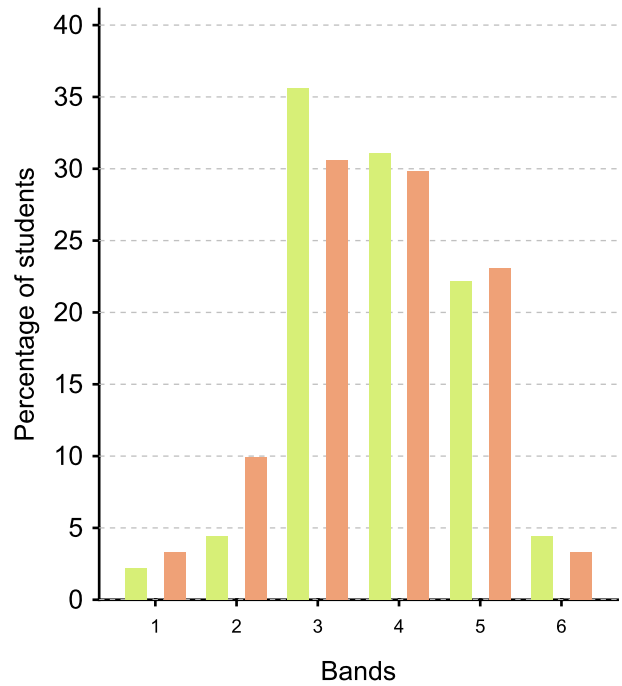
- In writing, 47.7% of students showed at or above expected growth compared to 43.1% for identified schools in our Similar School Group.
- 46% of Year 3 students achieved results in the top 2 bands for spelling
- 18% of Year 3 students fell in the bottom 2 bands for Grammar and Punctuation compared to 17% in 2017
- Results reported in Scout, indicated a 16% reduction in the number of Year 3 students falling in the bottom 2 bands in writing.



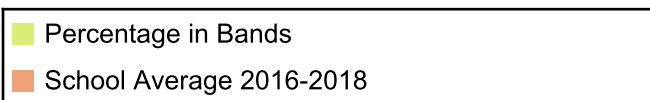
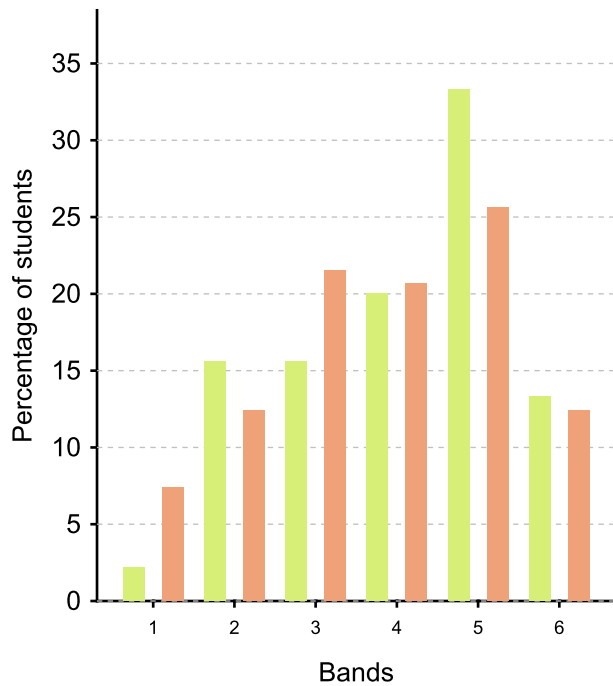
Percentage in bands:
Year 3 Reading



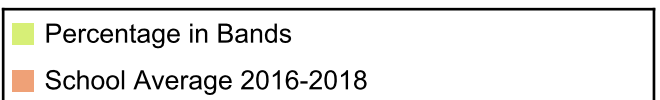
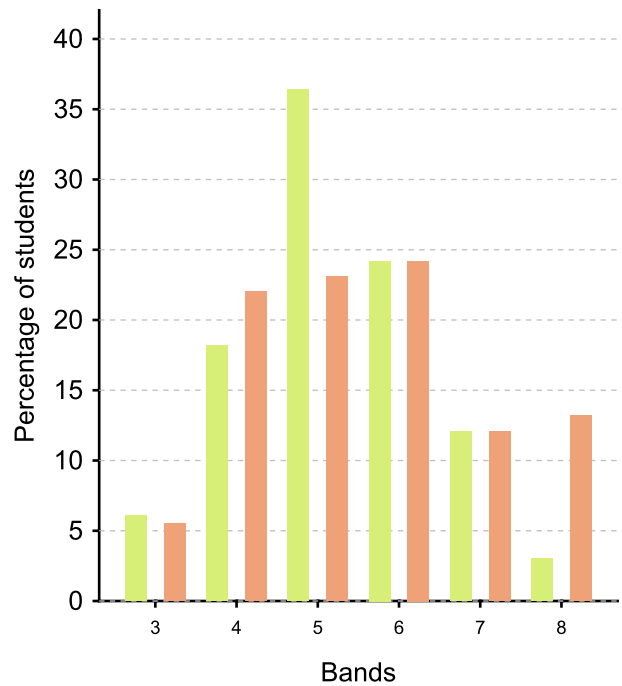
Percentage in bands:
Year 3 Writing



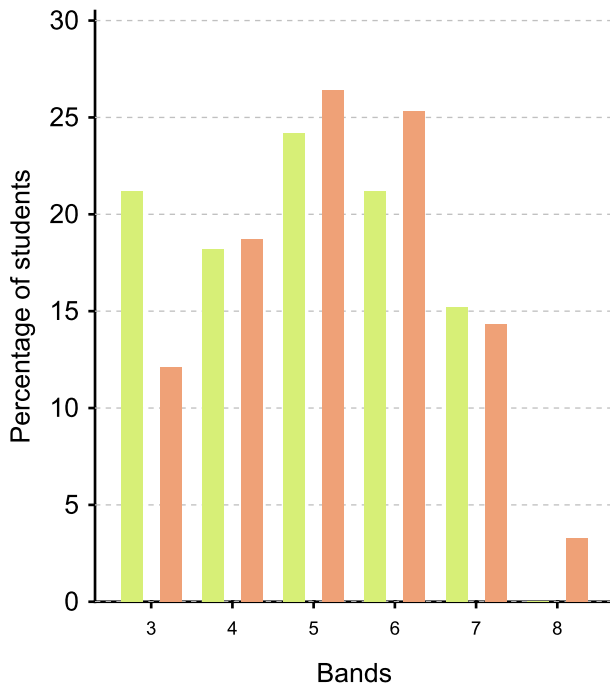
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

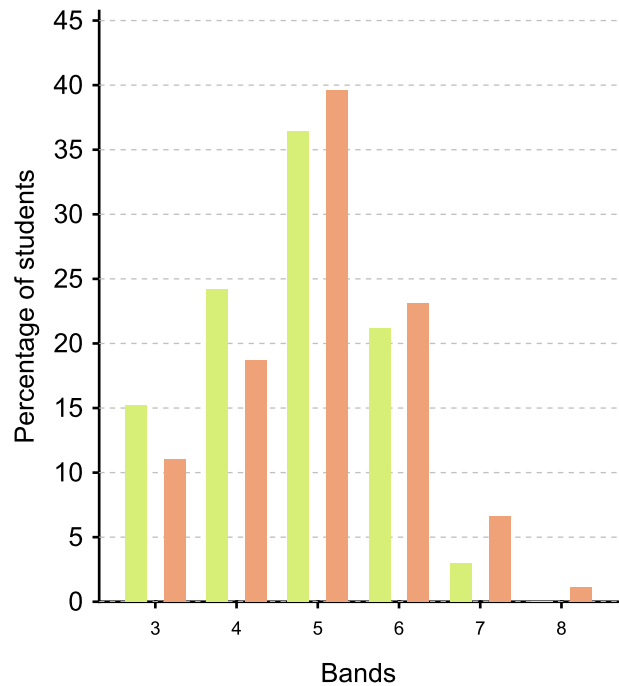


Percentage in bands:
Year 5 Reading



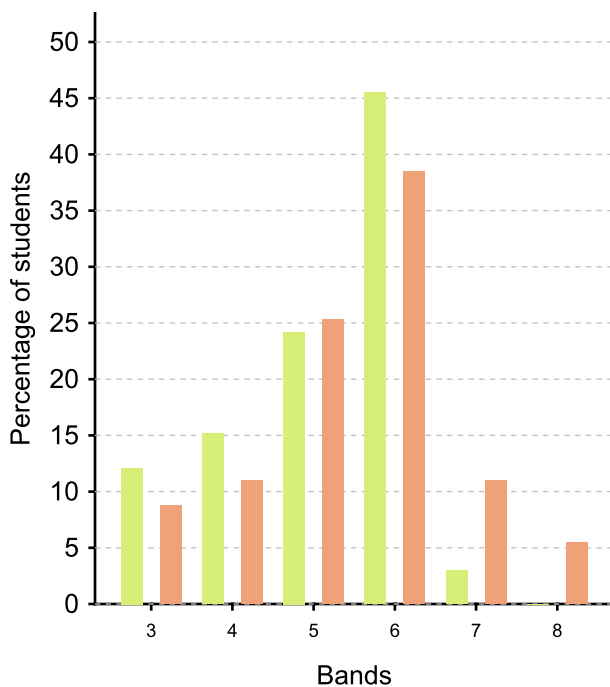
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

- In Numeracy, 62.5% of girls are making at or above expected growth compared to 50.1% for Similar School Groups and 59.4% across the State.
- 67.7% of Year 5 students fell in the middle two bands for Numeracy compared to 46.6% in 2017
- 21.1% of Year 3 students obtained results in the top two bands for Numeracy.

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 is 20.45% and increased to 29.55% in Reading. In Year 5, 3.03% of students were in the top two bands for Numeracy and 15.15% in Reading. The total of all students results in the top 2 bands for Reading and Numeracy is 18.8%, this is down from 25% in 2017.

16.7% of our Year 3 students who identified as Aboriginal achieved results in the top two bands in both Numeracy and Reading.

Parent/caregiver, student, teacher satisfaction

Collated results from the Tell Them from Me survey and school based surveys returned the following results:

Teachers

- Staff composition – Staff of varied years of experience, where people feel valued and encouraged to share their knowledge with each other.
- Collegial planning is strong enabling people to develop common learning opportunities across grades and discuss the use of strategies to increase student engagement.
- Set high expectations on student learning by differentiating tasks and regularly using assessment data to give feedback to students and their parents/caregivers.
- Work in a climate where school leaders are supportive and drive improvement and change.

Parents

- Parents expressed that communication with administration staff is helpful.
- The principal and teachers are accessible to discuss a student's progress across the curriculum as well as behaviour and wellbeing.
- A high percentage of parents feel that their child is encouraged and praised for doing their best. That the teachers help the students develop positive relationships and that they feel safe going to and from school.
- Parents feel that there is a high opportunity for them to have an input in school planning and the review of policies.
- They see that the school newsletter, text messages and the Skoolbag app are the strongest forms of communication about what's happening.
- Parents have been engaged in different activities within the school with 20% having assisted the teachers in the classroom and 49% involved in some other way around the school.

Students

- Students are interested and motivated about their learning.
- They understand there are clear rules and expectations for classroom behaviour.
- Students feel they have someone at school that consistently provides encouragement and can be turned to for advice.
- Across the grades and gender, 71% of the students feel that they have the skills needed to complete learning tasks.
- 84% of the students try hard to succeed in their learning.
- 89% of the students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



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. These were performed at a number of events throughout the year.

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. Throughout 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 throughout the year. We celebrate Harmony Day in March 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 country's 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 stopped and appreciated our diversity and the importance of respect. It provides a real opportunity for students to showcase their cultural heritage and further develop a sense of pride.

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.