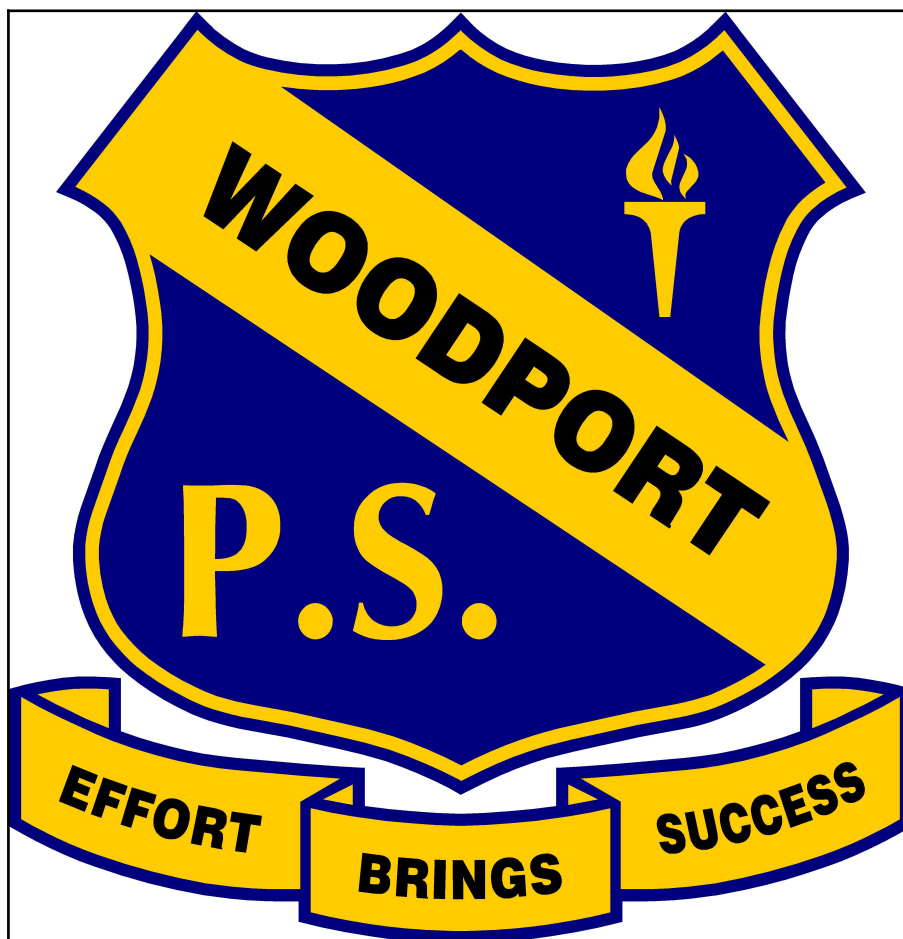


Woodport Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Woodport Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Woodport Public School

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School background

School vision statement

Woodport Public School's learning community is committed to nurturing productive and successful citizens of the future in a safe and stimulating learning environment. Students at Woodport value learning and respect the rights of themselves and others.

School context

Woodport Public School is a comprehensive primary school with 436 students including 11 Aboriginal & Torres Strait Islander students (2.5%) and 62 students with English as an Additional Language (EALD) (14%). It is located on the Central Coast Highway, with Erina High School directly opposite. The school has strong links to Erina High School and each school within the Erina Learning Community (ELC).

The school population comes from a diverse range of backgrounds. The school receives School Based Allocation Resource (SBAR) funding for key programs and implements a number of teaching initiatives for early and middle years literacy. The school enjoys a strong partnership with our very supportive P&C, the Tjudibaring Local AECG and the community is actively involved in supporting a wide range of school programs and events. With a focus on the whole child, Woodport Public School offers a range of extra curricula activities such as the Student Representative Council, band, dance, choir, sporting programs, public speaking and drama, which are valued by our school community through their active involvement and support.

Woodport Public School values and develops links between academic achievement, students' wellbeing and emotional and physical programs such as Positive Behaviour for Learning (PBL) and You Can Do It (YCDI). We aim to provide high quality educational opportunities for each and every child with a strong focus on literacy and numeracy whilst integrating meaningful technology to support learning.

The school ensures staff has access to a broad range of resources and professional development opportunities to build teacher skills so they can provide a stimulating and challenging learning environment for all students.

We celebrate students' strengths and reinforce our school motto on a daily basis that *Effort Brings Success*.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Literacy and Numeracy

Purpose

The school has a quality learning culture in which all staff are delivering effective, evidence-based teaching practices to ensure the students' educational needs are supported and enriched.

Improvement Measures

90% of students will be reading at the following levels; Kinder – 8, Year 1 – 18 and Year 2 – 26.

Increase Year 3, 5 and 7 students in the top two skill bands for NAPLAN Reading by 2020 by 10% to 51%, 45% and 40% respectively. Increase Year 3, 5 and 7 students in the top two skill bands for NAPLAN Numeracy by 2020 by 10% to 60%, 41% and 33% respectively (Baseline three year rolling average 2015–2017).

Increase Year 3, 5 and 7 Aboriginal students in the top two skill bands for NAPLAN Reading and Numeracy by 2020 to match or exceed the broader population (Baseline three year rolling average 2015–2017, not significant for Year 3 and 7, Year 5 27% and 18% Reading and Numeracy).

Progress towards achieving improvement measures

Process 1: Implement and embed high quality literacy practices across the curriculum.

Evaluation	Funds Expended (Resources)
<p>The focus in this area has been to improve student outcomes in literacy, with an emphasis on spelling and sentence structure. Teachers have been working collaboratively to develop differentiated and engaging activities to enhance student outcomes in these areas. Programs reflected this and student progress was monitored on PLAN2 to drive future teaching and learning programs.</p> <p>NAPLAN results indicated our Year 3 to 5 average scaled growth was comparable to the state in spelling and reading with grammar & punctuation, a key target area for 2019, sitting above state and like schools, when comparing the percentage of students achieving at or above expected growth. Our Year 3 reading and writing results have been outstanding, even with the move to NAPLAN online, and our targets for 2020 are on track. The percentage of students in the top two bands in both spelling and grammar & punctuation will remain a focus in 2020. The data for Aboriginal students is not reportable as there was a small cohort.</p> <p>In regards to our reading level target, at the end of 2019 we had 84% of students in kindergarten reading at level 8, 97% of student in Year 1 reading at level 18 and 80% of students in Year 2 reading at level 26.</p> <p>Throughout 2019, individualised learning plans were created to target students who were not meeting expectations in spelling, reading and writing. Staff were supported in the development of targeted programs reinforced by the Learning and Support Teacher and School Learning Support Officers. Personalised reports were produced to inform parents of their child's progress. Further professional learning on responsive, individualised teaching will occur in 2020.</p>	Resources \$5,000

Process 2: Develop, implement and embed high quality numeracy practices.

Evaluation	Funds Expended (Resources)
Throughout 2019, staff participated in professional learning in the teaching of additive strategies, place value and fractions. Staff have trialled various numeracy programming formats to identify the most effective from	Maths Planning Days \$14,000 Resources \$500

Progress towards achieving improvement measures

Kindergarten to Year 6.

NAPLAN 2019 indicated the need to continue our focus in numeracy, with our results not meeting expectations. We will continue to build our understanding of incorporating hands on activities and solving real life mathematical problems in 2020.

Throughout 2019, individualised learning programs were created to target students who were not meeting expectations in numeracy. Personalised reports were produced to inform parents of their child's progress.

Strategic Direction 2

Wellbeing of All

Purpose

The school has an inclusive framework to support the wellbeing of all students and staff, enabling them to connect, succeed, thrive and become confident lifelong learners.

Improvement Measures

An increase in student growth from Year 3 to Year 5 to 60% and Year 5 and Year 7 to 70% in Reading. (Baseline 3 year rolling average 2015– 2017 44.7% and 59.2% respectively)

An increase in student growth from Year 3 to Year 5 to 70% and Year 5 and Year 7 to 70% in Numeracy. (Baseline 3 year rolling average 2015– 2017 64.4% and 63% respectively)

NAPLAN Value Added across Years 3–5 increases to Sustaining and Growing and Years 5–7 maintained at Sustaining and Growing

Students exceed the NSW Government Norm with Positive Sense of Belonging (Baseline – 81% for School and State in 2017 Tell Them From Me, Student Engagement survey)

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Well Being remained a significant focus with behaviour expectations explicitly taught across the whole school to ensure consistent implementation by all staff. Through PBL (Positive Behaviour for Learning) the focus was on embedding consistent classroom expectations for behaviour across K – 6. Students and teachers continue to focus on the use of consistent language associated with these classroom expectations . This saw a reduction in classroom behaviour incidents from 108 (2018) to 68 in 2019.</p> <p>The Tell Them from Me student survey indicated that 88% of students felt they had positive relationships with their peers and 81% stated that they displayed positive behaviour while at school.</p> <p>2019 saw us embrace the Year of Kindness and we regularly discussed and demonstrated ways to be kind and respectful to others, especially at times when feeling upset. Throughout the year, students were encouraged to practise random acts of kindness. A kind word, gesture or even just a smile.</p> <p>Transitions to school and high school were successfully implemented with early intervention programs for kindergarten students and Year 6 to Year 7.</p>	<p>Signage \$2,200</p> <p>Professional learning and planning time for staff \$3,000</p> <p>Resources \$900</p>

Process 2: Develop and enhance collaborative practice through professional learning and formal mentoring to improve staff capacity and confidence.

Evaluation	Funds Expended (Resources)
<p>The aim was to develop staff capacity to ensure we have a consistent, school-wide approach to learning, using evidence based teaching methods. Teachers collaborated across grades and stages to share their expertise in curriculum knowledge and approaches to student management in order to provide productive learning, with minimal disruptions.</p> <p>All staff authentically reflected on the previous year's Professional Development Plan to set goals. Whole school analysis of the teaching</p>	<p>PDPs, Teacher evaluations and goals \$3,500</p>

Progress towards achieving improvement measures

strengths and gaps were identified and mentoring was organised. The school was re-organised to ensure year groups could maximise team teaching opportunities. Formal mentoring to improve teaching and develop leadership opportunities were established.

Strategic Direction 3

Future Focused Learning

Purpose

To ensure optimum learning takes place, teachers display contemporary content knowledge and employ innovative teaching practices, to support a culture of high expectations in the pursuit of excellence.

Improvement Measures

Eight Drivers of Learning Technology increases to meet the NSW Government Norm (Baseline – 5.7 for School compared to 6.7 for State on the 2017 TTFM teacher survey)

Students meet the NSW Government Norm with Interest and Motivation (Baseline – School 70% and State 78% in 2017 Tell Them From Me, Student Engagement survey)

Progress towards achieving improvement measures

Process 1: Investigate, adapt and implement enquiry based teaching practices.

Evaluation	Funds Expended (Resources)
<p>Two highly skilled and passionate teachers were identified to drive STEM (Science, Technology, Engineering and Mathematics), geography, history and inquiry based learning. A review was carried out to identify the key inquiry skills that students will require in an ever changing world. Professional learning, team teaching and mentoring opportunities were provided to staff to build knowledge, understanding and confidence. In addition, experts from within the community were utilised to increase authenticity and the practical application to real world issues.</p> <p>There has been a significant increase when comparing the Eight Drivers of learning Technology from 2017 to 2019 in the Tell Them From Me survey. Our overall comparison with state has us sitting above state with 6.8 compared to 6.7, an increase of 1.1. Our continued focus in 2020 should see an even greater improvement, in particular, in the areas of staff feeling more capable and confident in working with students to identify challenging learning goals when using interactive technology and helping them overcome personal barriers in this area.</p>	\$5,260 teacher planning days

Process 2: Implement a whole school integrated approach to learning that allows students to be creative and critical thinkers whilst working in a fluid and flexible learning environment.

Evaluation	Funds Expended (Resources)
<p>The focus in this area has been on the integration of Science and Technology, History, Mathematics and Geography K–6. Teachers have been working collaboratively in teams on developing applied learning that incorporates cooperation, problem solving and design learning experiences that link to real world issues.</p> <p>When analysing the Tell Them From Me Student survey, in the areas of effective learning time, relevance and rigour, there has been improvement of 0.2, 0.3 and 0.3 respectively. This indicates students are feeling that important concepts are taught well, instruction is relevant to their everyday lives, is well-organised and has a clear purpose. In addition, 86% of children agree that Science and Technology is interesting and engages them in learning about real world issues.</p> <p>In the area of interest and motivation our improvements have not been realised at this point in time. Further planned work on the incorporation of purposeful, real life learning experiences should see an improvement in this</p>	<p>\$5,260 teacher planning days</p> <p>\$2,094 teaching resources</p>

Progress towards achieving improvement measures

area.

In the Tell Them From Me Parent survey, in the four areas relevant to this process, our school sits well above state average. Parents feel informed (school 8.3, state 6.6), they feel welcome (school 8.9, state 7.4), and feel the school supports their child's learning (school 8.7, state 7.3). Of particular note was the high recognition that our teachers take into account their child's needs, abilities and interests and that teachers encourage them to do their best work.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$13 394	Additional support was provided to Aboriginal students which led to all students making progress as measured against the progressions. Funding was provided for students to attend an Aboriginal cultural awareness day as part of our rewards program. Professional learning for staff to attend 'Connecting to Country' and three regional A.E.C.G meetings. Key staff members were provided planning time to revise and improve the school's Personalised Learning Pathways process, making it more authentic and provide professional learning for staff on goal setting and cultural awareness.
English language proficiency	\$18 723	A teacher was employed to provide additional support for students in areas of literacy and numeracy for identified students. All students demonstrated increased confidence and were able to engage in the curriculum. All students moved along the learning progressions as a result.
Low level adjustment for disability	0.7 Staffing Allocation \$74 701 \$37 949	Additional support was allocated to those students with identified needs. A speech therapist was employed to assess students' language and vocabulary development. She also provided professional learning for teachers to build their capacity in the area of phonemic awareness. The speech therapist liaised with families to provide information about supporting children at home as well as access to external agencies. Data was analysed and time was provided for staff to develop personalised learning and support plans. School Learning and Support Officers were employed to deliver the Seasons For Growth Program to strengthen the social and emotional well being of identified students who were dealing with grief and loss.
Quality Teaching, Successful Students (QTSS)	\$73 954	Selected staff provided mentoring, coaching and additional assistance for classroom teachers by providing professional development, in-class and whole school support. Relief for an Assistant Principal to coordinate and lead whole school well being programs.
Socio-economic background	\$50 545	Chromebooks and two recharge stations were purchased. This has lead to increased engagement and equity of access to technology for all students. Ageing Smart Boards were replaced with High Definition Interactive LED Screens in eight classrooms to ensure quality resources are available for students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	195	197	195	211
Girls	200	211	227	225

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.9	94.8	95	93.9
1	96.2	95.6	94.5	95.2
2	97	95.5	95	94.3
3	94.8	95.8	95.5	93.2
4	95.4	95.3	94.4	95.3
5	94.2	95.3	94.3	93.9
6	93.7	94.1	94.4	92
All Years	95	95.2	94.8	94
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.11
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.32

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	549,077
Revenue	3,695,311
Appropriation	3,501,449
Sale of Goods and Services	37,374
Grants and contributions	152,994
Investment income	3,394
Other revenue	100
Expenses	-3,750,787
Employee related	-3,340,667
Operating expenses	-410,120
Surplus / deficit for the year	-55,476

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	150,640
Equity Total	195,313
Equity - Aboriginal	13,394
Equity - Socio-economic	50,545
Equity - Language	18,723
Equity - Disability	112,651
Base Total	2,884,296
Base - Per Capita	99,017
Base - Location	0
Base - Other	2,785,278
Other Total	189,177
Grand Total	3,419,425

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Students in Years 4–6 from Woodport Public School completed the Tell Them From Me Survey which included nine measures of student engagement. Students at our school have many positive relationships and feel they have friends they can trust and who they feel encourage them to make positive choices (school 88%, state 85%). The majority of students, particularly in Year 5, acknowledge their own positive behaviour at school (81%) and apply effort to their learning, though this percentage is sitting below the state average (school 80%, state 88%). Students recognise the relevance of their learning (7.4), feel they have someone at school who provides encouragement (7.4) and feel the teachers have high expectations for every child to succeed (8.3). Of the students surveyed in regards to science and technology at school, 86% agreed or strongly agreed that science lessons were interesting and helped them learn about real world problems.

Parents from Woodport Public School completed the Partners in Learning Survey, a comprehensive questionnaire covering several aspects of parents' perceptions of the children's experiences at home and school. The survey was open to all parents. Parents have acknowledged our work in building an inclusive school, where they feel welcome and informed. They recognise the school's support of positive behaviour and our focus on creating a safe environment. Our parents understand our work in supporting every student to learn and particularly recognise the many opportunities they have to meet with and speak to the class teacher and school leaders. Our written communication was particularly seen as being clear, informative and easily understood.

Staff from Woodport Public School completed the Tell Them From Me Survey in 2019. Key areas within the survey show our school sitting well above state. Leadership has been recognised as a particular strength with staff acknowledging the support provided by school leaders in helping all teachers create new and challenging learning opportunities for students. Staff feel supported in their teaching and professional growth and recognise the work the leadership team does in creating a safe and orderly school environment. Our results under leadership show the school at 8.1 compared with state at 7.1. Our hard work has been also acknowledged by staff in the areas of collaboration (school 8.0, state 7.8) and learning culture (school 8.2, state 8.0). Teachers value opportunities to work with colleagues to share ideas and strategies, plan lessons and provide feedback. Our results on learning culture recognise our commitment to high expectations for every student and acknowledges the work our teachers do in monitoring and responding to individual student need.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-racism education remains a focus. Multicultural perspectives are embedded in the teaching and learning programs. Staff continue to increase students' understanding of racism and discrimination and its impact on others through teaching and learning programs. Students are encouraged to develop attitudes of respect and inclusiveness.

Two staff members are trained as anti-racism contact officers (ARCO) and any forms of racial discrimination are referred for resolution. All complaints were resolved and no further action was required.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Our school continues to maintain a focus on multicultural education across the curriculum by providing programs that develop the knowledge, skills and attitudes required to live successfully in a culturally diverse society.

The school celebrated Harmony Day with the central message being that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians.