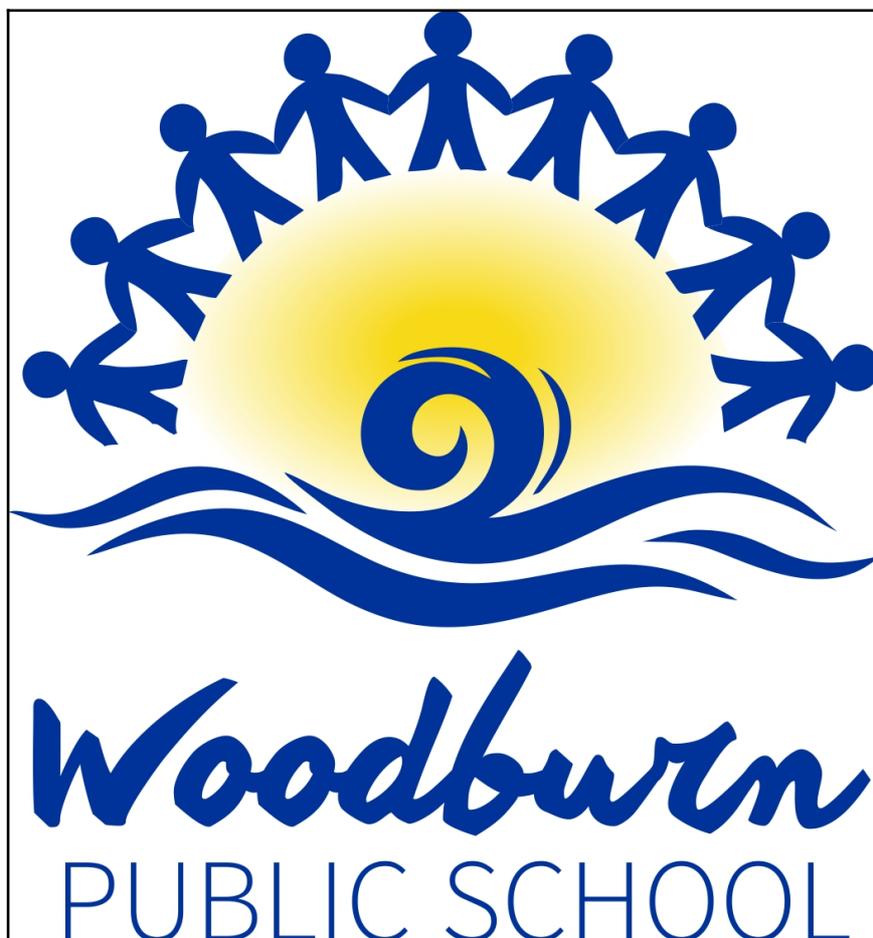


Woodburn Public School

2019 Annual Report



3490

Introduction

The Annual Report for 2019 is provided to the community of Woodburn 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

Woodburn Public School

Woodburn St

Woodburn, 2472

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

woodburn-p.school@det.nsw.edu.au

6682 2502

School background

School vision statement

Woodburn Public School is committed to providing all students with an inclusive education, that provides opportunities to be academically, socially and culturally challenged and developed.

School staff are committed to developing a school culture that inspires the learners of today to be the creators of the future. There is a commitment to doing things better now and for the future.

Our school aspires to being recognised as the educational institution of choice for our school community.

School context

Woodburn Public School is a growing school, focused strongly on the provision of support to all students to meet their academic, social and cultural needs. Student numbers have steadily grown in recent years.

The school caters for the diverse learning needs of students, with two MC (multi-categorical) support classes in place from 2018. Numbers have increased to approximately 140 enrolments for 2018.

Woodburn PS services the educational needs of a low socio-economic community and utilises the additional financial support provided by the Department of Education to try and meet these needs.

Woodburn PS benefits from an active staff that seeks to provide a positive and rewarding learning experience for all students. Literacy and Numeracy are priority areas.

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

Strategic Direction 1

Purposeful Learning

Purpose

To ensure a student centred learning environment that nurtures, guides challenges and inspires all students through an individualised learning journey, with a strong focus on the core literacy and numeracy skills that facilitate success.

Improvement Measures

Wellbeing – Individual Learning Needs:

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each students wellbeing and learning needs in consultation with parents/carers.

Assessment – Student Engagement:

Students and parents understand the assessment approaches used in the school and their benefits for learning.

Feedback from students on their learning derived from their assessments informs further teaching.

Literacy and Numeracy:

Increase the percentage of students demonstrating expected growth in Literacy and Numeracy.

Overall summary of progress

As we enter the third year of a Three Year Plan Woodburn Public School is making positive progress toward our goals and directions. Staff are developing more tailored learning goals for students on an individualised basis, students are generally positively engaged with teaching and learning and staff have already reviewed and explored future directions to enhance the achievement in Literacy and Numeracy for students.

Progress towards achieving improvement measures

Process 1: Individual Learning Needs:

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>Personalised Learning Plans are created for the majority of students across all classes, with more detailed plans and actions established as necessary. Teachers have used Sentral to record personal learning goals for students.</p> <p>Plans are reviewed either termly, for more in depth and targeted plans, or semesterly for students who have longer term learning goals as their focus.</p> <p>Processes and plans used by staff are differentiated according to the level of support and assistance that is used to enhance the students individual learning journey.</p> <p>Personalised Learning Plans are developed in collaboration between teachers, parents/carers, students and relevant support staff. They are analysed at regular review points and refined to assist ongoing student learning.</p> <p>Plans for students who receive Integration Funding Support, or who are placed in one of the school's support classes, or those with more significant learning and support needs are best shared through the school's learning</p>	<p>0.4 Learning and Support Teacher</p> <p>SLSOs</p>

Progress towards achieving improvement measures

support team for whole school support.

Process 2: Student Engagement:

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practices in every classroom, confirming that students learn what is taught.

Evaluation	Funds Expended (Resources)
<p>2019 saw the implementation of a school-wide assessment schedule, with particular focus on PAT assessments in Reading and Numeracy. Data collection was undertaken by the Assistant Principal and Learning and Support Teacher, focussed heavily on trying to identify schoolwide strengths and weaknesses, as well as exploring teaching and learning programs and resources that will lead to improved results moving forward.</p> <p>Data collection was shared with teachers, but not necessarily owned by teachers. This is a future goal to share both data collection and analysis by classroom teachers.</p> <p>There is a commitment from the school and staff to increase shared ownership of the successes and achievements of the school, working collectively to enhance teaching and learning for all students.</p>	

Process 3: Literacy & Numeracy:

Literacy and Numeracy are the core syllabus documents that underpin a strong learning foundation. The school will implement the Literacy and Numeracy strategy, embedding synthetic phonics and other reading strategies to support student achievement.

Evaluation	Funds Expended (Resources)
<p>Student performance in Literacy and Numeracy has been positive, with results generally in line with expectation and pleasing against statistically similar school groups.</p> <p>Literacy and numeracy performance remain a key focus of the school moving forward.</p>	

Next Steps

As mentioned, Woodburn Public School is transitioning to new programs to enhanced Literacy and Numeracy across the school. The implementation of iMaths, which commenced in 2019, and Initialit (commencing in 2020) are evidence based directions being implemented across the school.

Strategic Direction 2

Quality Teaching

Purpose

To provide all students with a rich and meaningful education provided to them through high level teaching and learning programs and practices, that are evidence based and data driven.

Improvement Measures

Professional Standards – Improvement of practice:

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by teachers, and improves practice as required.

Data Skills and Use – Data use in teaching:

Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Overall summary of progress

All staff are engaged with their Performance and Development Plans, aligning these, where appropriate, with the Professional Teaching Standards. Teachers are supported to provide a positive teaching and learning environment that differentiates to meet the needs of students. Data collection and analysis has been the major task of the learning support team, with the plan to extend data ownership to classroom teachers.

Progress towards achieving improvement measures

Process 1: Improvement of practice:

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional learning standards. Professional Standards area reference point for whole school reflection and improvement.

Evaluation	Funds Expended (Resources)
Teachers actively engaged in the Performance and Development Plan processes throughout the school year. Professional learning, where possible, was aligned to school and system goals, seeking to ensure that funds expended where making the greatest impact on school improvement. Analysis of teachers strengths and weaknesses is guiding the cycle of performance an development, with more strategic approaches taken as we move into 2020.	QTSS Beginning Teacher funds Teacher Professional Learning

Process 2: Data use in teaching:

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Evaluation	Funds Expended (Resources)
The cycle of school assessments in 2019 provided data to drive teaching and learning programs across all classrooms, whilst also informing directions and considerations for whole of school decision making.	

Progress towards achieving improvement measures

The introduction of PAT assessments, balanced alongside the student performance data of teachers, has enabled the school to make decisions on programs and initiatives to pursue moving forward.

As a result of data analysis the school will move away from the L#/L3S1 program implemented in recent years, transitioning to InitialLit for Years K–2. Evidence gathered indicated that the iMaths introduced in 2019 was still in a stage of implementation, but noted as a positive experience by staff and students.

The school will look to resource and support the consolidation of these core programs moving in to 2020.

Ongoing teacher collaboration regarding ongoing assessments across all other Key Learning Areas will continue.

Next Steps

Through 2020 classroom teachers will be supported in taking greater ownership of collecting and analysing student performance data. This is considered to be an important driver in staff sharing collaboratively in the overall success and achievement of students and the school.

Strategic Direction 3

Inspired Leading

Purpose

To embed a culture of instructional leadership, shared across a diverse and capable team, where all staff can confidently add to the growth and development of each other.

Improvement Measures

Educational Leadership – Instructional Leadership:

The leadership team maintains a focus on distributed leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

School Planning, Implementation and Reporting – Continuous Improvement:

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

Overall summary of progress

The school leadership team is focused on ongoing improvement and developing all staff as future leaders. Instructional leadership has been embedded in different roles during 2019, with a narrowing of this responsibility in 2020.

Progress towards achieving improvement measures

Process 1: Instructional Leadership:

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Evaluation	Funds Expended (Resources)
<p>The role of Instructional Leader has fallen upon the position of Assistant Principal in recent years. Developing the skills and competencies of this role to support a diverse team of teachers, from very experienced teachers through to beginning teachers, as well as distributing this skill level across all staff continues.</p> <p>The role of the Instructional Leader to capture, analyse and prioritise based on data and evidence has enabled the school to make longer term plans regarding program implementation and support. School improvement, including teacher development, remain a focus area moving in to 2020.</p>	

Process 2: Continuous Improvement:

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.

Evaluation	Funds Expended (Resources)
<p>The school leadership team has worked collaboratively to reflect on school performance, along with the achievement of students across all grades K–6.</p> <p>The executive staff gave opportunities for extensive staff feedback around</p>	<p>QTSS</p> <p>Teacher professional Learning</p>

Progress towards achieving improvement measures

the learning and support provisions of the school, leading to the determination to change roles in 2020. The role of learning support and instructional leadership will be consolidated into a non-class based executive role, whilst another teacher will fill the duties of providing release from face to face allocations in the new year.

Students and community are also given opportunities to have a voice with regard to the school, seeking to develop a united and shared focus of the schools goals and directions.

Next Steps

Instructional Leadership will be narrowed to the role of Assistant Principal in 2020, rather than a shared role across several members of the learning and support team. Whilst this sounds limiting, the focus will be to empower all staff as instructional leaders across our school team, irrespective of a designated title.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$29 211.00) 	Staff worked to developed individual learning goals for all students in 2019, with targeted personalised learning plans for all students receiving Integration Funding Support, those identifying as Aboriginal or Torres Strait Islander, students placed in one of the school's support classes, or where targeted learning and support needs weer warranted.
Low level adjustment for disability	Support Teacher Allocation 0.4 – 2 days per week (\$42686) Flexible funding of \$25206 for SLSO support Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$67 892.00) 	Personalised learning and support was a focus area, however the referral process for teachers to seek and access additional classroom support was not always consistent in request or delivery. A review of the role of the learning and support staff will lead to a narrower provision in 2020. All classes were supported through the provision of School Learning Support Officer allocations in 2019. The extent of this benefitting students related to the people involved, the level of structure placed around the positions, and the nature of the students being supported. As a result of our review, there will be a greater level of support through employment of an additional teacher in 2020, rather than engaging as many SLSOs.
Quality Teaching, Successful Students (QTSS)	Executive release to provide instructional leadership, mentoring and support. Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$28 386.00) 	The school split into three teams for the implementation of teaching and learning in 2019, these being K–3, 4–6 and Support Classes. Each team had access to an identified learning and support teacher/mentor across the year, allowing for stronger focus on the needs for students and teachers within these cohorts.
Socio–economic background	SLSOs across classes Additional Classroom Teacher time where necessary Funding Sources: <ul style="list-style-type: none"> Socio–economic background (\$131 242.00) 	Considerable funds were expended to provide all classrooms, and effectively all students, with access to additional support, both in terms of personnel and programs. Anecdotal feedback indicates that this was a positive benefit, but without comparative data this is hard to measure.
Support for beginning teachers	2019 allocation of beginning teacher support funds, along with additional funding from school budget. Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$4 269.00) 	Beginning teacher support has been provided across the entire year. Targeted professional learning experiences were identified and attended, with the focus on teacher growth and student need. Mentoring has been provided through access to a variety of senior staff, both teaching and executive. An addition 1 hour of release from face to face teacher was also provided across the school year.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	80	77	85	82
Girls	45	48	55	62

Student attendance profile

School				
Year	2016	2017	2018	2019
K	87.6	93.7	94.9	94.2
1	92.2	88.3	92	94.3
2	91.7	93	91.9	90.5
3	94.6	89.9	94.9	91.8
4	94.3	94.7	92.9	93
5	91	95.6	93.9	91.1
6	93.4	93.4	94.7	92.1
All Years	92.4	92.9	93.7	92.5
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)	2
Classroom Teacher(s)	7.99
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	3.81

*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.

During 2019 Woodburn Public School used a range of funding sources to provide Student Learning Support Officers to assist all teachers and classes to better meet student needs.

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	690,021
Revenue	2,474,309
Appropriation	2,421,622
Sale of Goods and Services	5,280
Grants and contributions	42,803
Investment income	4,603
Expenses	-2,483,421
Employee related	-2,119,313
Operating expenses	-364,108
Surplus / deficit for the year	-9,113

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	508,244
Equity Total	228,346
Equity - Aboriginal	29,211
Equity - Socio-economic	131,242
Equity - Language	0
Equity - Disability	67,892
Base Total	1,234,008
Base - Per Capita	35,674
Base - Location	11,517
Base - Other	1,186,817
Other Total	346,999
Grand Total	2,317,596

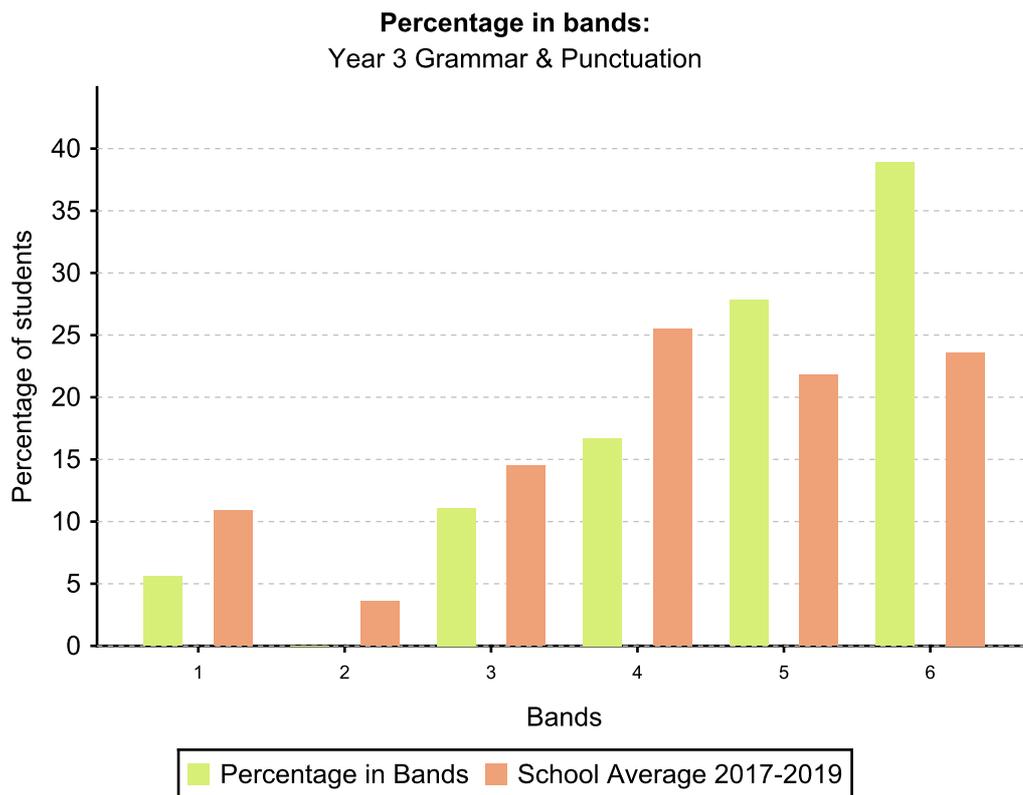
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

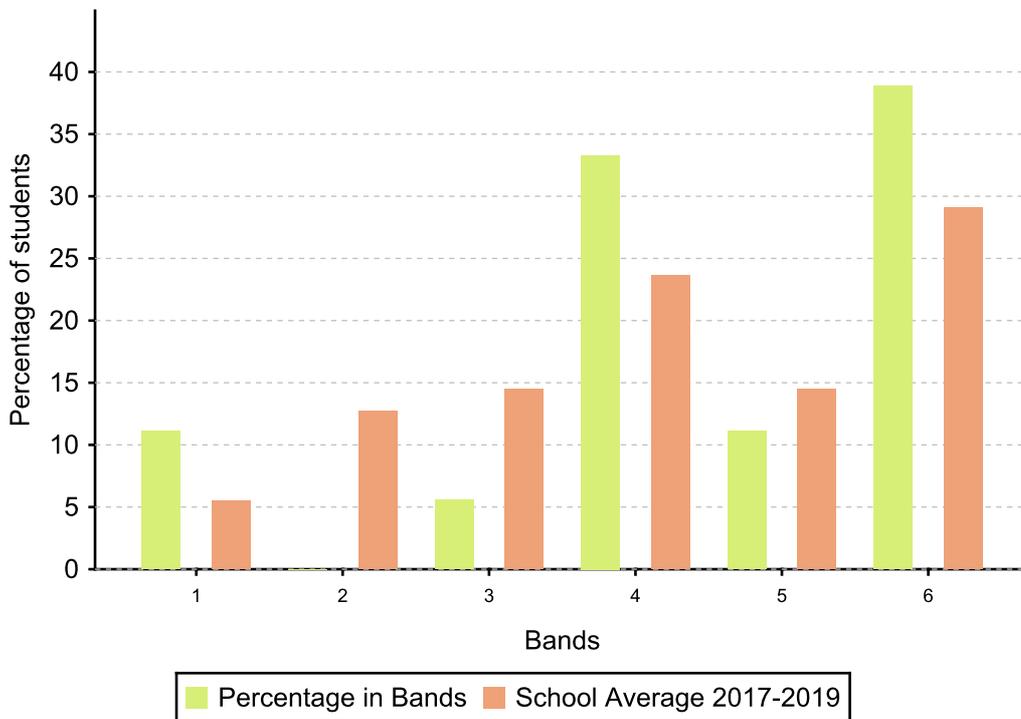
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



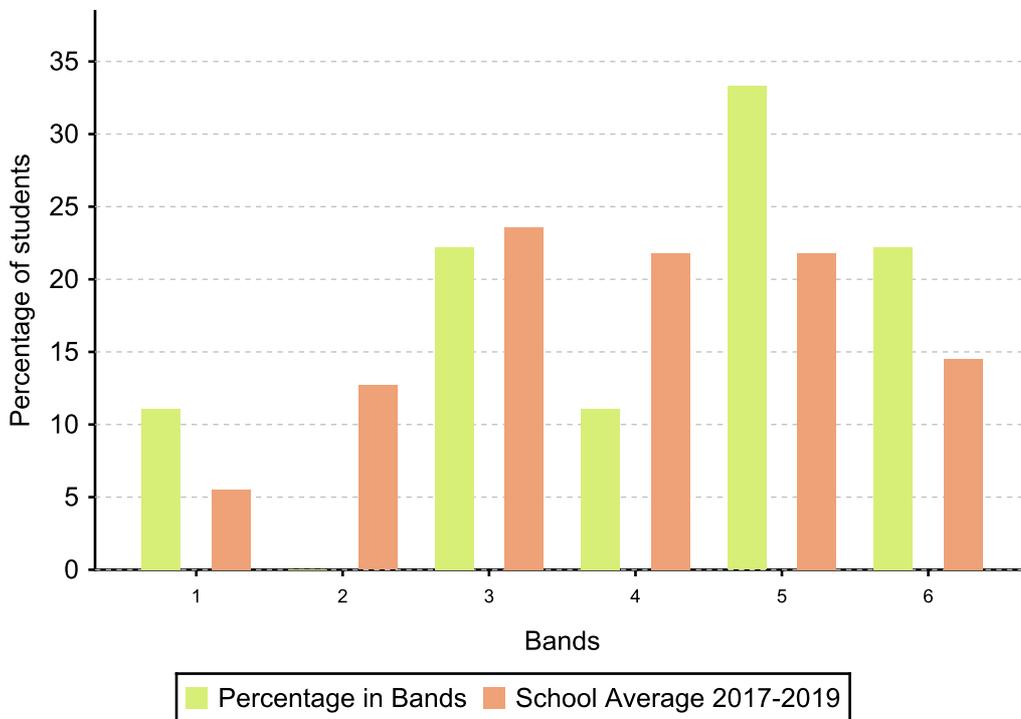
Band	1	2	3	4	5	6
Percentage of students	5.6	0.0	11.1	16.7	27.8	38.9
School avg -2019	10.9	3.6	14.5	25.5	21.8	23.6

**Percentage in bands:
Year 3 Reading**



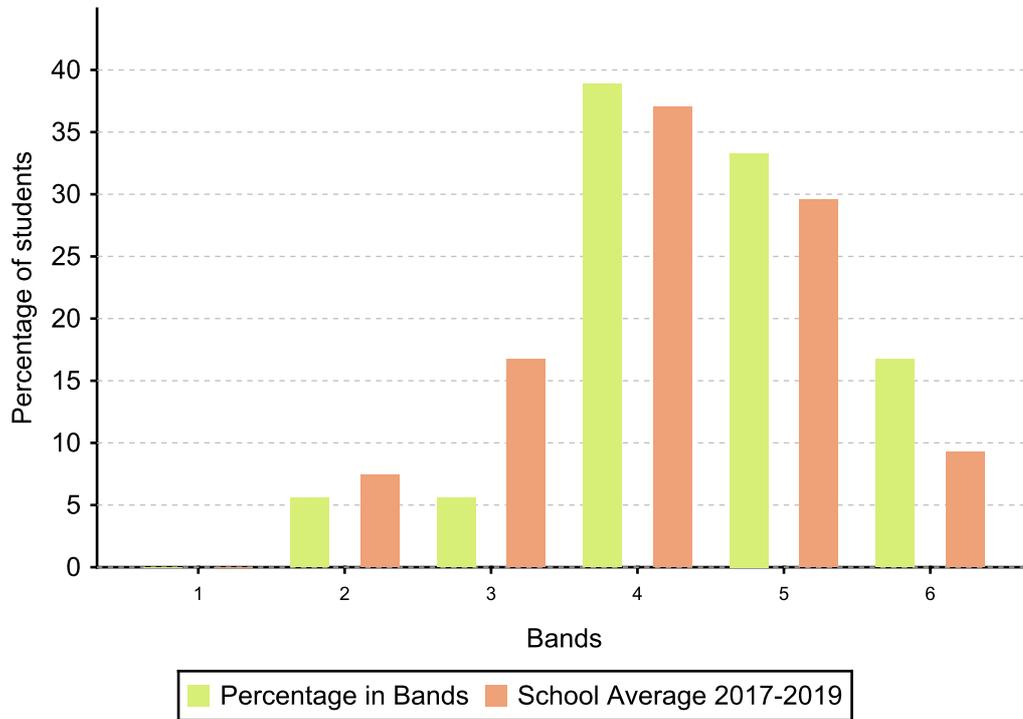
Band	1	2	3	4	5	6
Percentage of students	11.1	0.0	5.6	33.3	11.1	38.9
School avg -2019	5.5	12.7	14.5	23.6	14.5	29.1

**Percentage in bands:
Year 3 Spelling**



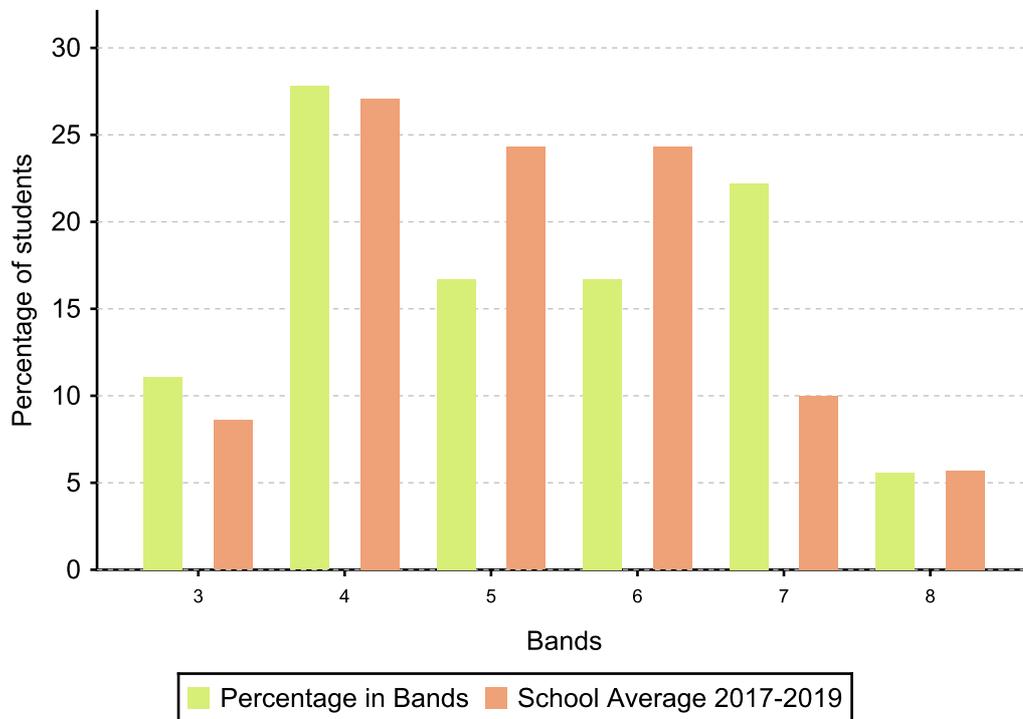
Band	1	2	3	4	5	6
Percentage of students	11.1	0.0	22.2	11.1	33.3	22.2
School avg -2019	5.5	12.7	23.6	21.8	21.8	14.5

Percentage in bands:
Year 3 Writing



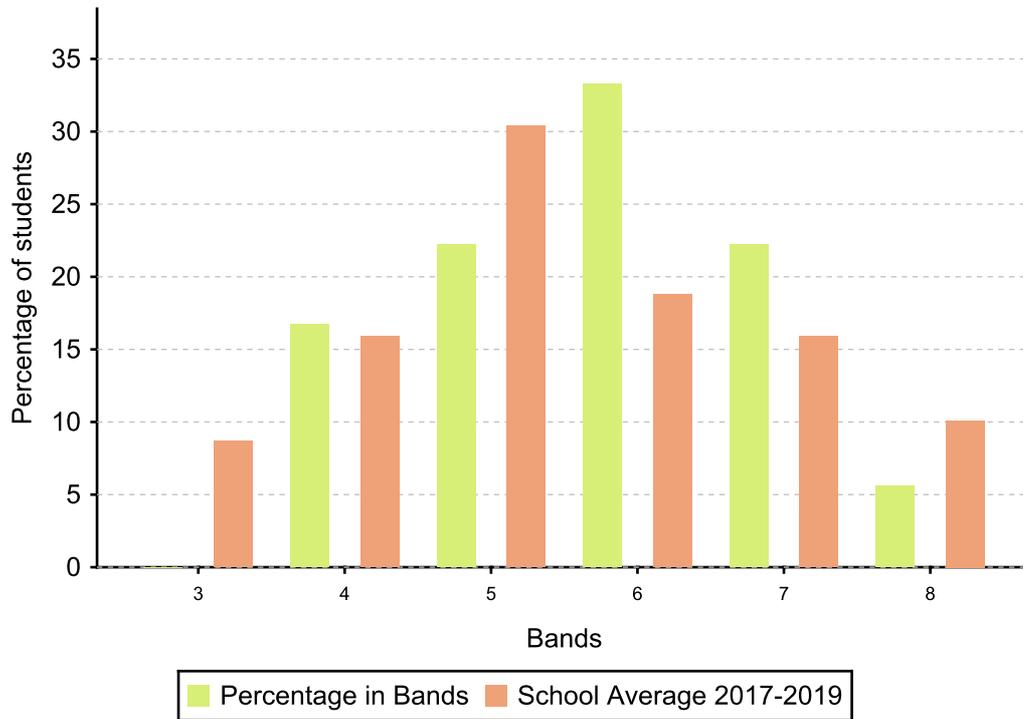
Band	1	2	3	4	5	6
Percentage of students	0.0	5.6	5.6	38.9	33.3	16.7
School avg -2019	0	7.4	16.7	37	29.6	9.3

Percentage in bands:
Year 5 Grammar & Punctuation



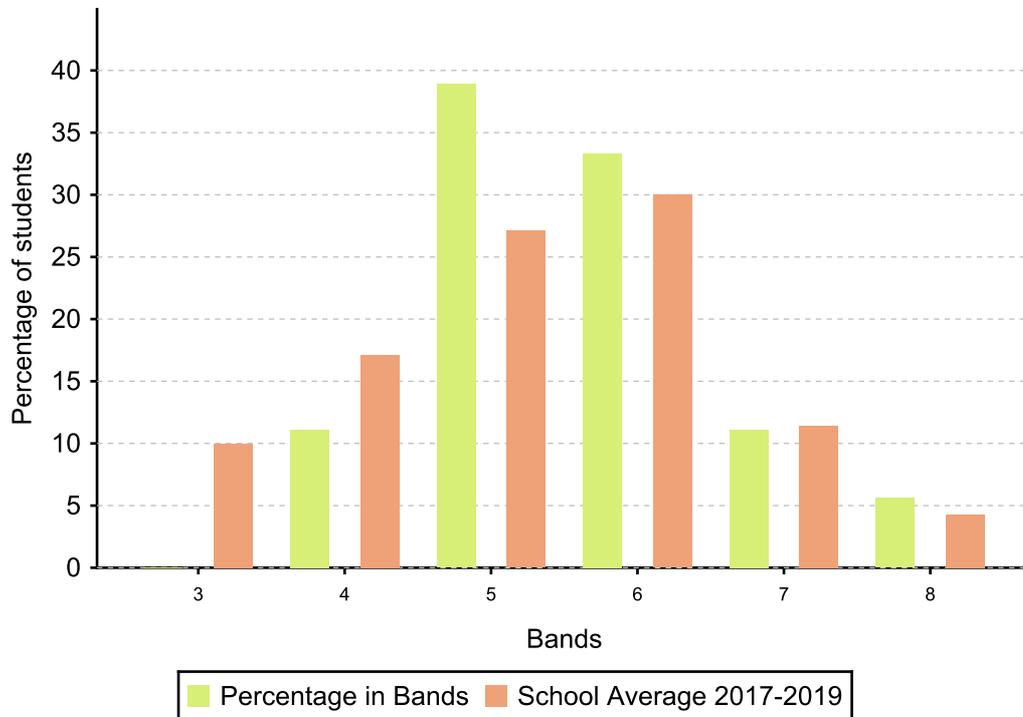
Band	3	4	5	6	7	8
Percentage of students	11.1	27.8	16.7	16.7	22.2	5.6
School avg -2019	8.6	27.1	24.3	24.3	10	5.7

**Percentage in bands:
Year 5 Reading**



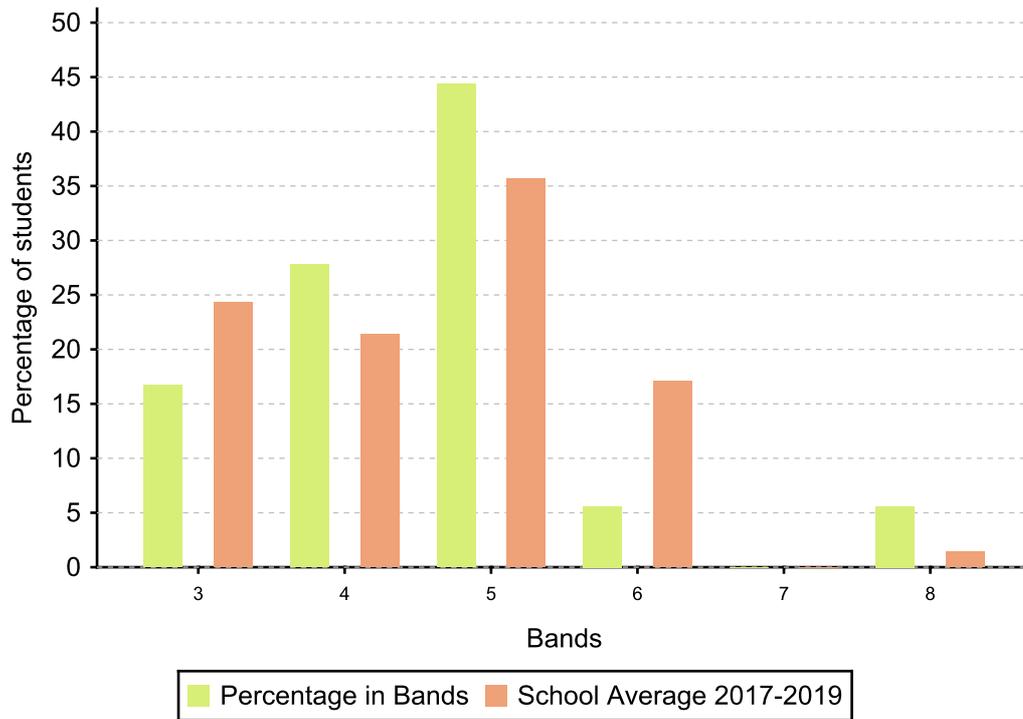
Band	3	4	5	6	7	8
Percentage of students	0.0	16.7	22.2	33.3	22.2	5.6
School avg -2019	8.7	15.9	30.4	18.8	15.9	10.1

**Percentage in bands:
Year 5 Spelling**



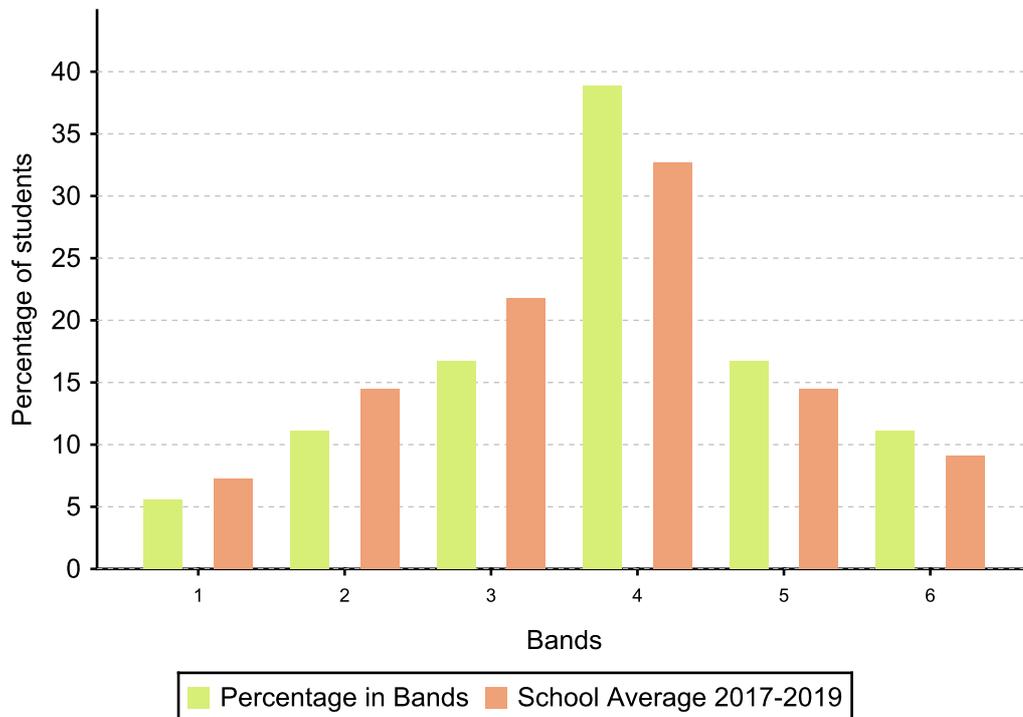
Band	3	4	5	6	7	8
Percentage of students	0.0	11.1	38.9	33.3	11.1	5.6
School avg -2019	10	17.1	27.1	30	11.4	4.3

**Percentage in bands:
Year 5 Writing**



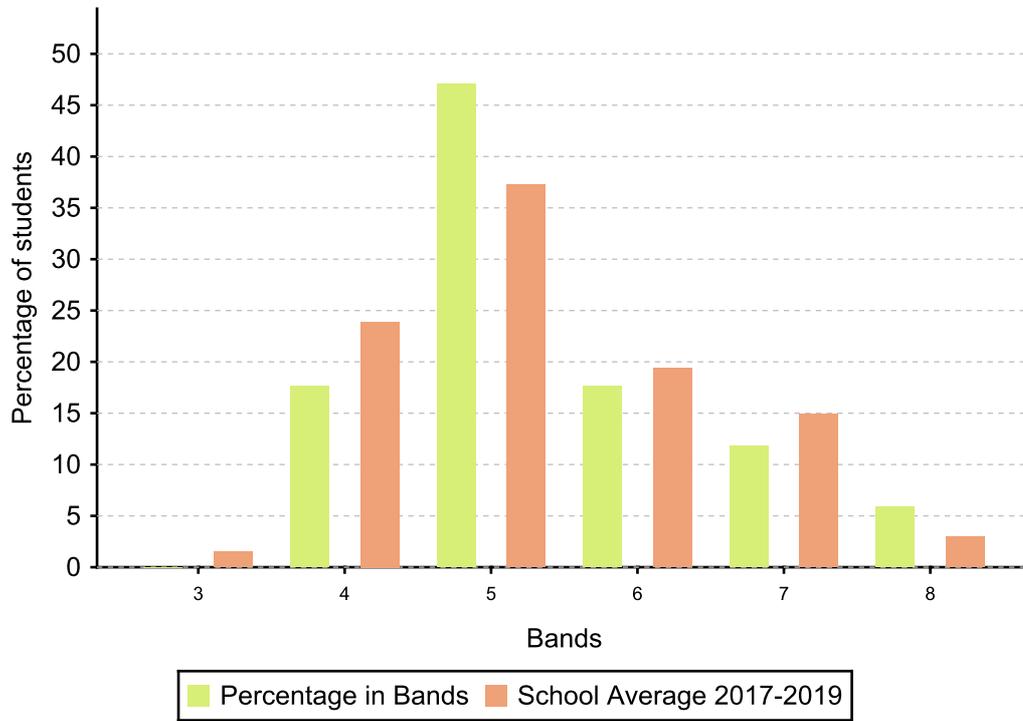
Band	3	4	5	6	7	8
Percentage of students	16.7	27.8	44.4	5.6	0.0	5.6
School avg -2019	24.3	21.4	35.7	17.1	0	1.4

**Percentage in bands:
Year 3 Numeracy**



Band	1	2	3	4	5	6
Percentage of students	5.6	11.1	16.7	38.9	16.7	11.1
School avg -2019	7.3	14.5	21.8	32.7	14.5	9.1

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	17.6	47.1	17.6	11.8	5.9
School avg -2019	1.5	23.9	37.3	19.4	14.9	3

Parent/caregiver, student, teacher satisfaction

Woodburn Public School is recognised by staff as a positive and engaging environment in which to work. Staff have identified levels of cooperation and support as strengths of the school, particularly the support provided by colleagues. Recognition of having a long term principal/executive is noted as being a contributor to this success.

Students, through teacher surveys and the Tell Them From Me data collation, also acknowledge that school is a safe place to learn and that teachers are caring and nurturing.

Parent feedback has been harder to gather as participation in the Tell Them From Me parent surveys has been very poor in recent years. The school is supported by some dedicated executive members of the Parents and Citizen's Association, however it is noted this is a small sample of the school community.

2019 was a year impacted by bushfires. During this time feedback to our school was extremely positive, noting in particular the high level of effective communication and the care and support provided to students and families.

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.

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.