

Woniara Road School

2019 Annual Report



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Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment 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.

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Message from the principal

2019 was a year of consolidation after a year of considerable change for the school in 2018. The leadership of the school saw the appointment of a new relieving Assistant Principal (with the substantive Assistant Principal going on maternity leave in September). The school had an even stronger focus on HSC course completion and transitioning to post-school options than usual as two-thirds of the school's enrolment was in Stage 6, and we had our largest ever contingent (more than a quarter of the school) of students sitting HSC examinations.

Through the year the school looked to build on its culture of strong relationships, high support, and high expectations. In doing so, we were also able to build on the successful wellbeing programs and learning opportunities that have been established over many years. This report will attest to the achievements this work led to in 2019.

Danny Callaghan

Principal



School background

School vision statement

Learning for Life

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

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

Woniara Road School is committed to providing every student the opportunity to achieve their personal best through engaged, active and supported learning in a safe, respectful and nurturing school environment. In doing so, the school aims to be a Centre of Excellence in promoting individualised learning, student wellbeing, engagement and academic success.

School context

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

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

The school works in consultation with parents, carers, mental health professionals, community supports, and the students themselves to develop highly personalised individual learning plans that address students' unique academic, social, and emotional needs.

The majority of students access a mainstream curriculum via Sydney Distance Education High School. This curriculum is supported by extensive in-school programs that support learning and increase students' independence, social skills and anxiety management skills.

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

Self-assessment and school achievement

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

Strategic Direction 1

Improved Student Learning and Engagement

Purpose

To improve student outcomes by embedding evidenced-based, collaborative, personalised and future-focused learning experiences within a framework of high expectation and wellbeing supports. Through improving student engagement, students achieve higher than expected growth in individual plans in the key areas of literacy, numeracy, and creativity, enabling them to confidently access future opportunities.

Improvement Measures

Increased proportion of students achieving higher than expected growth on internal data measures.

Increased proportion of students achieving stage-based outcomes in literacy.

Increased proportion of students achieving stage-based outcomes in numeracy.

Increased proportion of students actively engaged in their learning and seeking HSC or equivalent vocational certification.

Progress towards achieving improvement measures

Process 1: Individual Learning with a Growth Mindset:

Develop and incorporate specific measures of student achievement, methods of assessing the effectiveness of individual learning strategies, and evidence-based strategies to improve student outcomes in the key areas of literacy, numeracy and creativity.

Evaluation	Funds Expended (Resources)
Individual Learning Plan templates have been refined through a process of co-design between class teachers and senior students. Intention is to better capture student growth in ways that are tangible and relevant to them. There was increased confidence within transitioning students on self-report measures.	SSP Quality Teaching Support (\$61,452) Professional Learning (\$14,917)

Process 2: Engagement Programs and Future-Focused Learning:

Implement evidenced-based small group and collaborative learning practices in the areas of literacy, numeracy, and STEM.

Evaluation	Funds Expended (Resources)
Timetable and staffing adjustment in 2019 were made to increase cross-class collaboration and expose students to a greater number of staff members. This was to both expand their academic interactions and encourage broader use of supportive resources. Success was evidenced by a higher proportion of HSC and TVET completion among senior students	SSP Quality Teaching Support (\$61,452) Professional Learning (\$14,917)

Process 3: Data Skills and Use:

Implement effective student tracking, assessment and reporting systems to identify school performance and student growth in key areas.

Evaluation	Funds Expended (Resources)
The school increased its use of student self-reporting measures including Tell Them From Me. In using it to identify student growth it was discovered there were still limitations and that more contextually appropriate, bespoke measures would need to be created in 2020.	SSP Quality Teaching Support (\$61,452) Professional Learning (\$14,917)

Strategic Direction 2

Improved Quality Teaching and Learning

Purpose

To create a culture of continuous improvement where staff are supported and inspired to engage in professional learning and develop evidence-based, future-focused quality teaching practices, enabling them to facilitate improved academic and wellbeing outcomes for all students.

Improvement Measures

Increased use of evidence-based teaching strategies by all teachers.

Improved data collection and analysis processes provide a comprehensive view of student progress, which then informs future teaching and learning strategies.

Increased proportion of teaching staff have attained and are maintaining accreditation at Highly Accomplished or Lead teacher in key areas of the professional standards.

Progress towards achieving improvement measures

Process 1: Evidence-based Teaching:

Develop, implement, and engage in high quality evidence-based professional learning, with a focus on effective feedback, direct instruction, and explicit teaching.

Evaluation	Funds Expended (Resources)
All teachers demonstrating evidence of use of effective feedback, direct instruction and explicit teaching through peer-to-peer classroom observations within their PDP.	SSP Quality Teaching Support (\$61,452) Professional Learning (\$14,917)

Process 2: Collaborative Practices:

Develop and implement innovative collaborative teaching and learning practices tailored to the school context.

Evaluation	Funds Expended (Resources)
Timetable and staffing adjustment in 2019 were made to increase cross-class collaboration and allow staff to spend a longer period of time with different staff members. Staff were able to observe practice, share strategies and reflect on a wider range of teaching strategies within a specialised setting.	SSP Quality Teaching Support (\$61,452) Professional Learning (\$14,917)

Process 3: Evaluation Practices:

Develop and implement robust data collection and analysis processes that inform future modifications to teaching and learning practices.

Evaluation	Funds Expended (Resources)
The school increased its use of student self-reporting measures and modified the Individualised Learning Plans to better track student progress. From this it became apparent that the school could still increase its data collection for evaluation in 2020, particularly increasing formative assessment data and contextually relevant student survey data.	SSP Quality Teaching Support (\$61,452) Professional Learning (\$14,917)

Strategic Direction 3

Promoting Positive Pathways

Purpose

To create and strengthen a network of community partnerships, providing students with greater access to individuals and organisations that can support them in their wellbeing, academic goals, and social development, culminating in the collaborative development of comprehensive transition plans for students that addresses their needs and goals at every transitional stage.

Improvement Measures

Increased proportion of students meeting or exceeding transition targets.

Increased percentage of students reporting that they are confident with community engagement.

Increased proportion of students actively engaged with mental health and vocational supports.

Progress towards achieving improvement measures

Process 1: Transition Partners (Vocational):

Establish and strengthen partnership with TAFE to develop school-specific TAFE-based courses.

Evaluation	Funds Expended (Resources)
Rate of attendance and course completion of all TAFE based courses (i.e. TVET, Yes program, tasters, tafe transitions and VET courses) has risen from 2018.	HSC VET Funding (\$8,900) Linking Funding (\$3,050) RAM Equity (\$12,516)

Process 2: Transition Partners (Wellbeing):

Improve level of collaboration in transition planning processes with partners to develop a shared ownership for providing students and families access to successful long term mental health support.

Evaluation	Funds Expended (Resources)
School Exec and Counsellor and have formulated a plan of action to increase rate of engagement with external psych supports amongst WRS students. Early increase in engagement. Student Support Officer recruited to start 2020 to support in the transition process.	HSC VET Funding (\$8,900) Linking Funding (\$3,050) RAM Equity (\$12,516)

Process 3: Community Engagement:

Provide greater opportunities for community engagement through student leadership initiatives, SRC programs and volunteering, empowering students to become active and engaged citizens in the community.

Evaluation	Funds Expended (Resources)
Evidence of increased community participation by school community members in both self-reporting surveys and observational data.	HSC VET Funding (\$8,900) Linking Funding (\$3,050) RAM Equity (\$12,516)

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$12,516	Funding has enabled additional resources for vocational transition programs, including higher levels of staff support on work placements, covered costs on workplace certifications and the purchase of necessary equipment (tools, uniforms etc). This has led to an increase in the number of students from low socioeconomic status (SES) backgrounds successfully completing work placements, achieving vocational certifications and finding part-time employment.
Flexible Wellbeing Funding	\$34,741	<p>Funding enabled the engagement of external providers to collaborate with executive staff in the provision of weekly contextually relevant therapeutic musical and visual arts programs.</p> <p>These programs led to enhanced wellbeing outcomes for students. Other notable achievements included an exhibition of artworks held at the MCA in collaboration with other Schools for Specific Purposes for students with mental health issues as well as the school being commissioned to create a soundscape for a community exhibition on the history of schooling in the Georges River area.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	16	16	17	17
Girls	24	22	22	22

Woniara Road School considers daily attendance a priority and actively works in collaboration with parents, carers, community supports and students to meet attendance targets. When suitable, the school works with regional support staff through the Home School Liaison Program to apply attendance improvement plans. The average school attendance of students was 48.8% for the entire year

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.

Post school destinations

17 Students transitioned from Woniara Road School to post-school options throughout the year. Of these 17 students:

- 12% have entered University courses in 2020.
- 12% have begun apprenticeships
- 30% have enrolled and begun tafe courses.
- 24% have gained employment.

Year 12 students undertaking vocational or trade training

The school had 16 students enrolled in Year 12 in 2019. 62.5% (10) of these students successful completed at least one TVET vocational course.

Year 12 students attaining HSC or equivalent vocational education qualification

The school had 16 students enrolled in Year 12 in 2019. 56.25% of these students completed a full HSC. A further 18.75% completed a partial HSC including TVET courses. 25% of students completed the first year of a pathways program and will complete their HSC in 2020.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	4.5
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	8.02

*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.

Four teachers are New Scheme Teachers who are accredited at proficient level and are maintaining that accreditation. One of these completed their 5 year cycle in 2019. The majority of teaching staff are pre-New Scheme and were accredited at the start of 2018 and are two years into their five year maintenance cycle.

In 2019, to build and sustain teachers' capacity to achieve key school priorities, professional development and training was interwoven into daily practice and staff development days. This included guest presenters, collaborations with St George Child and Adolescent Mental Health Services (CAMHS), and working in partnership with Sydney Distance Education High School. In Term 2, all staff participated in the BTS Spark Personal Resilience workshop. In Term 3, the

school had a one day workshop with Clinical Consultants from the BeYou initiative. Term 4 saw all staff complete the Mental Health First Aid for the Suicidal Person course.

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

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

- Extended Principal Induction Program
- Mental Health First Aid
- Four-day Berry Street Education Model training, a trauma-informed positive education model which links the understanding of trauma on learning and the brain.
- Positive Schools Conference.
- Accidental Counsellor Course.
- Sydney Morning Herald Education Summit.
- Building Learning Character Conference.
- Data Skills in Use Training.

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



Financial information

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	509,851
Revenue	2,357,415
Appropriation	2,348,071
Sale of Goods and Services	1,630
Grants and contributions	5,956
Investment income	1,758
Expenses	-2,075,799
Employee related	-1,924,956
Operating expenses	-150,843
Surplus / deficit for the year	281,616

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.

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

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	1,152,454
Equity Total	12,516
Equity - Aboriginal	0
Equity - Socio-economic	12,516
Equity - Language	0
Equity - Disability	0
Base Total	480,503
Base - Per Capita	18,837
Base - Location	0
Base - Other	461,666
Other Total	511,753
Grand Total	2,157,225

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.

Parent/caregiver, student, teacher satisfaction

Thank you to all the teachers, SLSO's and staff at Woniara this year. Your constant and never-ending encouragement doesn't go unnoticed, and it makes school a safe place we know we are cared for and supported in. To all the year 12 students, I not only wish you good luck but also thank you. The impact you've had on us all is something I can't express enough. If it hadn't been for your encouragement I wouldn't be up here as school vice-captain. We didn't really understand how much your presence in our school impacted us until you were gone. . You weren't just a community, but also a family, and I've realised what big shoes we new seniors have to fill. That sense of family and belonging you created at Woniara is something we will always endeavour to continue for the rest of our time here.

Rose, 2020 School Vice-Captain. (Excerpt from 2019 graduation formal speech).



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.