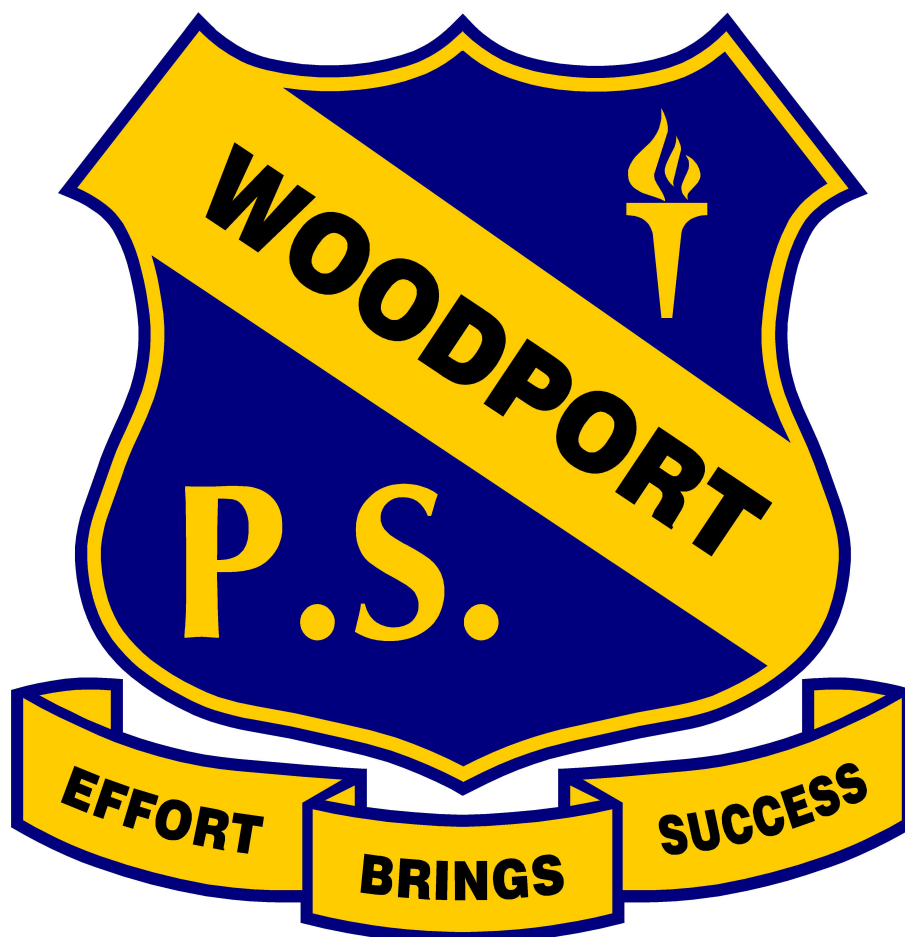


# 2020 Annual Report

## Woodport Public School



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## Introduction

The Annual Report for 2020 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

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Woodport Public School

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## School vision

Woodport Public School's learning community is committed to nurturing productive and successful citizens of the future in a safe and stimulating educational 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 456 students including 16 Aboriginal & Torres Strait Islander students (3.5%) and 74 students with English as an Additional Language (EAL/D) (16%). 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 range of backgrounds and 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 appreciated by our school community through their active involvement and support.

Woodport Public School values and develops links between academic achievement, students' well-being 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of 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	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## 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 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>Overall, considering the year that 2020 has been, our students have performed well across the board in literacy. We have had a strong focus on spelling, student learning goals and what success looks like in the classroom. The staff has worked on consistency of practice through the development of a scope and sequence in spelling and ways to support individual students through differentiated instruction.</p> <p>When measuring our success in reading in K-2, we essentially achieved our improvement measure with 89% of children in Kindergarten reading at level 8 or above; 88% of Year 1 students reading at level 18 or above and 96% of Year 2 reading at level 26 or above. We are proud of our achievements in reading.</p> <p>In regards to our improvement measure of increasing the percentage of students Years 3, 5 and 7 in the top two skills bands in NAPLAN Reading, we were unable to evaluate due to NAPLAN not being administered in 2020. When analysing the results of the Department's Check-in Assessment our school performed above state and statistically similar school groups (SSSG) in both Year 3 and Year 5. In Year 3, 60% of our students scored in the top two bands compared to 49.1% in SSSG and 51.4% in state. In Year 5, 38.8% of students scored in the top two bands compared to 37% for SSSG and 36% for state in reading.</p> <p>We are unable to report on the increase of Year 3, 5 and 7 Aboriginal students in the top two skill bands for NAPLAN Reading by 2020 to match or exceed the broader population due to NAPLAN not taking place. In the Department Check-in Assessment for 2020 our data is not valid due to the small cohort size, however in Year 3, three out of the four Aboriginal students scored in the top two bands in reading and in Year 5 two out of four students were in the top two bands.</p>	<p>Casual Relief for English planning days - \$2500</p> <p>Resources - \$1500</p> <p>PAT Assessment - \$2600</p>

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

Evaluation	Funds Expended (Resources)
In numeracy, we have focused on developing our skills in quality teaching of	Casual relief for Maths planning days,

## Progress towards achieving improvement measures

Mathematics, particularly in the area of place value. This year we moved away from textbooks and designed lessons that better support the learning needs of our students. Departmental staff have led the work we have been doing in the development of our scope and sequences and in the design of a new programming format K-6. Our Learning and Support Teacher has worked with staff to assess students to establish strong baseline data to ensure our teaching is targeted and has modelled pedagogy to ensure a consistent approach throughout the school in identified areas.

In regards to our improvement measure of increasing the percentage of Years 3, 5 and 7 students in the top two skill bands in NAPLAN Numeracy, we were unable to evaluate this due to NAPLAN not being administered in 2020. When analysing the results of the Department's Check-in Assessment our school performed above state and statistically similar school groups (SSSG) in Year 3 with 53.3% of our students in the top two bands compared to 49.5% in SSSG and 51.8% in state. Year 5 performed below state and SSSG with only 17.9% of students in the top two bands compared to 28.2% for SSSG and 30.1% for state. This has been identified as a focus area for our Strategic Improvement Plan 2021-2024.

We are unable to report on the increase of Year 3, 5 and 7 Aboriginal students in the top two skill bands for NAPLAN Numeracy by 2020 to match or exceed the broader population due to NAPLAN not taking place in 2020. However, our Aboriginal students participated in Department Check-in Assessment for 2020. Our data is not valid due to the small cohort size, however in both Year 3 and Year 5, one out of the four Aboriginal students scored in the top two bands in numeracy.

lesson observations and mentoring -  
\$5800

## Strategic Direction 2

### Wellbeing of All

#### Purpose

The school has an inclusive framework to support the well-being 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>Our work within this strategic direction included promoting and celebrating a 'Year of Gratitude' at Woodport PS which built on from our 'Year of Kindness' in 2019. This initiative has been pivotal in supporting our students, staff and community through a difficult and often confusing 2020. Staff participated in professional learning on the PDHPE syllabus to ensure programs reflected the new content and supported the learning needs of every student. Stage teams worked together to develop a scope and sequence and units of work that are contemporary, relevant and challenging. All staff worked towards the creation of an integrated approach to student well-being with the aim that every child develops the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.</p> <p>Year 6 students were extremely fortunate to participate in the transition to high school program, Passport to Success, delivered by a trained facilitator from The Smith Family. The program provided students with a better understanding of what to expect at high school and answered the questions and concerns that they had. Further, students developed essential skills and knowledge in time management, note taking, staying motivated and tips on how to study. Key results were 85% of students reported feeling more confident with being able to read and understand a timetable/schedule, 72% of students increased their knowledge and understanding of high school, 85% felt more positive about the move to high school, 80% of students improved their time management, 68% improved their homework management and 85% of students enjoyed participating in the program.</p> <p>A critical component of PBL was the continued reflection and analysis of data to ensure a consistent approach to student well-being was being delivered. Behaviour data continued to be analysed twice a term, driving lessons and leading to an evaluation of the school's well-being reporting processes and procedures for the classroom and playground, leading to adjustments being made. Professional learning on the new forms and a detailed explanation of expectations was delivered to all staff. Five teachers attended Tier 3 training to ensure we had good processes in place for managing and supporting children with high behaviour needs. In 2020 the percentage of students with</p>	<p>Casual Relief for planning days and behaviour data analysis- \$3200</p> <p>Rewards Days - \$2000</p> <p>Data analysis PL - \$2100</p>

## Progress towards achieving improvement measures

positive well-being was 90.69% this was an uplift of 6.32% from the previous year (84.37%).

In regards to our measure of the percentage of students feeling a sense of belonging at our school, we have made considerable gains. Our 2018 data showed 65% of our students felt a sense of belonging. Our data from 2020 shows 74% of students feeling a sense of belonging which represents an increase of 9%. This has however, fallen short from our target of 81%. When we look further into our TTFM student data though, we note that on average 93% of students are reporting positive relationships at school compared to 85% across the state. In addition, advocacy at school sits above state (7.7) at 8.2 and significantly less of our students have experienced bullying either at school or across the internet (22%) when compared to state (36%). This percentage is still unacceptable to us and we will continue to work in this area.

**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 establishment of a local PDHPE network across neighbouring primary schools in the Erina Learning Community further supported our work in the implementation of the syllabus and consistency across all schools. Collaborative practices were established and included sharing and adapting relevant programs to suit the context of our schools.</p> <p>To ensure we remained focused on supporting every individual in our school, the Learning and Support Teacher worked with class teachers to review performance data and develop lessons that targeted the specific learning needs of each student. The process was very collaborative.</p> <p>As part of a University of Newcastle Quality Teaching Rounds (QTR) study, four teachers were provided with professional learning and implemented QTR to build staff capacity and confidence. These rounds included readings, lesson studies that embed the Quality Teaching Framework, targeted feedback, time for professional dialogue whilst operating in a supportive learning environment. This will be expanded in 2021.</p> <p>We have been unable to measure our success according to student growth for this year as the NAPLAN assessments were not administered due to COVID-19 restrictions. We are however, able to compare student growth through our PAT assessments from Year 3 to Year 5. The results indicate that 88.8% of children in Year 5 achieved expected growth in reading but only 21.8% achieved expected growth in numeracy. As stated previously, numeracy will be a focus in the new Strategic Improvement Plan with an emphasis on quality implementation of explicit teaching using assessment data to differentiate the curriculum and instruction, to support all students to achieve improved student growth and attainment.</p> <p>Our measure of success relevant to the school Excellence Framework, as validated through our External Validation process, identified our school as Delivering. This is only representative of our results in 2019, when our students sat the assessment online for the first time. Prior to 2019 our results were on a strong upward trajectory. We expect that this upward lift will continue as our student become more familiar and confident with the online NAPLAN process.</p>	<p>Casual Relief for planning days and lesson observations - \$4000</p> <p>Resources - \$450</p>



### 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 inquiry based teaching practices.

Evaluation	Funds Expended (Resources)
<p>Our work in this area has involved building a deeper understanding of inquiry based learning in our staff. Planning days have included whole stage groups working collaboratively to develop integrated units of work that included the skills of working scientifically, design and inquiry, relevant to real life situations and problem solving. We worked closely with staff from Rumbalara Environmental Education Centre and other Departmental staff to inform planning as well as assist in the development of units and quality practice in classrooms.</p> <p>In reference to our measures of success, the TTFM Teacher Survey - Eight Drivers of Learning Technology data is showing us sitting at 7.4 compared to state at 6.7. This represents an increase of 0.6 from the previous year. 2020 saw a continued focus on building technology skills in staff and students with professional learning provided to staff from Google and when home learning was thrust upon us staff supported one another to build the capacity of everyone. All students from Years 1-6 used Google Classroom for home learning. Results show staff feel 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. Building confidence in using technology to set and track progress towards learning goals are areas for development.</p>	<p>Casual Relief days for whole school planning and stage collaboration days \$8400</p> <p>Resources - \$5000</p>

**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>A key part of our work this year has involved the development of a scope and sequence that spans two years of learning. Integrated units were developed that included Science, Geography and History. This has resulted in the establishment of a common language for learning across the stages and the development of a skills continuum to better assess and respond to the scientific needs of our students. The continuum links to our syllabus documents to ensure all required outcomes are being addressed.</p> <p>In terms of our measure of success, in relation to students feeling interested and motivated, the TTFM data has us sitting at 63%. Though we did not reach our desired target, this result does represent a significant increase from 2019 (52%).</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	\$268,872	Nine temporary School Learning and Support officers (SLSOs) were employed to support children with additional needs. Every class at some stage throughout the year received additional assistance. Teacher relief was provided for Review Meetings and planning time for staff to develop Personalised Learning and Support Plans and Behaviour Management Plans.
Literacy and numeracy	\$26,820	<p>Three K-2 teachers commenced L3 training while another K-2 teacher completed OPL that was commenced in 2019. This quality research based intensive professional learning provided teachers with the tools to provide targeted interventions to students. Improved reading and writing outcomes for students in K-2 was demonstrated and is reported in SD1.</p> <p>A subscription to PM online readers was purchased so reading could continue during learning from home for K-2 students. In Semester 2, a subscription for the Scholastic Literacy Pro program was purchased to trial for all students in Years 3-6 to improve student motivation and to help both teachers and students select books at the appropriate level. Results in the first six months were very positive with many students expressing how much they enjoyed setting reading goals and that they were reading more frequently for leisure. Casual relief was provided for Year 1 teachers to complete the Phonemic Awareness Test on all Year 1 students and to analyse the data so a focused and targeted program could be developed for students requiring additional support.</p>
Professional learning	\$25,313	Professional learning was greatly impacted by COVID-19. Staff spent extensive hours on learning how to deliver effective online learning programs and provide feedback while students were learning from home. All staff engaged in trauma informed practice and how to effectively utilise Student Learning Support Officers (SLSOs) in the classroom. Executive worked with Department experts in Mathematics to drive whole school improvement. Collaborative grade planning time for English, Mathematics and PDHPE was provided along with sessions on spelling and the progressions. Comprehensive professional development was provided to executive staff on the situational analysis in readiness for preparing the Strategic Improvement Plan 2021-2024 and all executive completed the Disability Standards for Education Leaders course.
Aboriginal background loading	\$10,039	Relief was provided to selected staff to refine the whole school Personalised Learning and Support Plan process and assist staff through professional learning so authentic plans were devised for all identified ATSI students. A

<b>Aboriginal background loading</b>	\$10,039	mural was constructed on the storage container on playground 2 in conjunction with ATSI students. ATSI students and a friend engaged in an Acknowledgement of Country workshop where they connected to country and developed their own acknowledgements that have been regularly delivered at meetings and assemblies. All students K-6 participated in a cultural day as part of the PBL Rewards program.
<b>English language proficiency</b>	\$17,365	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. The EAL/D specialist and class teachers collected, analysed and shared information about EAL/D students to identify prior learning, interests and level of English language proficiency. The data was used to inform the development of teaching and learning programs. All students moved along the learning progressions as a result.
<b>Low level adjustment for disability</b>	\$120,516 \$76,569 (0.7 staffing allocation) \$43,948	Selected staff provided mentoring, coaching and additional assistance for classroom teachers by providing professional development, in-class and whole school support. Additional resources were purchased to enhance the teaching of literacy and numeracy and funds were also used to support the implementation of each Strategic Direction. 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. Ernie's Shed (an outdoor learning space) was constructed and resources purchased.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$77,991	An additional teacher was employed to relieve an Assistant Principal to coordinate and lead whole school well-being programs and provide ongoing support to students, families and staff. TTFM data has us performing above state in the area of well-being and staff feel supported.
<b>Socio-economic background</b>	\$61,464	Additional support was allocated to those students with identified needs. A speech therapist was employed to assess students' language and vocabulary development. The speech therapist liaised with teachers to provide support in the classroom and 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. These were written in conjunction with the Learning and Support teacher. Ageing Smart Boards were replaced with High Definition Interactive LED Screens in two classrooms to ensure quality resources are available for students and a screen was purchased for the Principal's office to engage more readily with

<b>Socio-economic background</b>	\$61,464	online meetings, planning and professional learning. Excursion supplementation was provided to students in need.
<b>Support for beginning teachers</b>	\$5,462	One teacher received a mentor and additional release time to enable classroom visits and teacher observations. Regular meetings with mentors supported lesson preparation. Additional professional learning focusing on evidence-based teaching and learning practices and the explicit and systematic teaching of literacy and numeracy skills were undertaken.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	197	195	211	220
Girls	211	227	225	232

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	95	93.9	95.8
1	95.6	94.5	95.2	94.5
2	95.5	95	94.3	95.4
3	95.8	95.5	93.2	92.7
4	95.3	94.4	95.3	94.6
5	95.3	94.3	93.9	93.1
6	94.1	94.4	92	92.8
All Years	95.2	94.8	94	94.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

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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)	4
Classroom Teacher(s)	16.27
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.48

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	493,601
<b>Revenue</b>	4,337,842
Appropriation	4,195,940
Sale of Goods and Services	32,106
Grants and contributions	108,618
Investment income	1,178
<b>Expenses</b>	-4,205,059
Employee related	-3,817,027
Operating expenses	-388,033
<b>Surplus / deficit for the year</b>	132,783
<b>Closing Balance</b>	626,384

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.

We carried forward \$159,000 in staffing for the STEM Project officer, Brisbane Water Principal Network that we hold the funds for and an AP data support position for 2021. \$200,000 was also carried forward as our contribution towards an additional building.



## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	261,922
<b>Equity Total</b>	209,385
Equity - Aboriginal	10,039
Equity - Socio-economic	61,464
Equity - Language	17,365
Equity - Disability	120,517
<b>Base Total</b>	3,168,544
Base - Per Capita	104,860
Base - Location	0
Base - Other	3,063,685
<b>Other Total</b>	178,699
<b>Grand Total</b>	3,818,550

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 93%, state 85%). The majority of students, acknowledge their own positive behaviour at school (90%) and apply effort to their learning, although this percentage is sitting slightly below the state average (school 86%, state 88%). Students recognise the relevance of their learning (80%), feel they have someone at school who provides encouragement (82%) and feel the teachers have high expectations for every child to succeed (88%). The majority of our students (81%) feel great pride in the school, think important concepts are taught well and that class time is used efficiently (83%). A focus for our school would be to improve their positive sense of belonging, as (74%) of students do compared to the state (81%).

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. 181 (up from 70 in 2019) parents completed the survey. A summary of their responses is provided below. They have acknowledged our work in building an inclusive school, where they feel welcome and informed (84%). Parents recognise the school's support of positive behaviour and our focus on creating a safe environment (84%). Our parents know that teachers expect their child to pay attention in class (86%) and that their child understands the rules and expectations for behaviour (89%). Parents also understand and appreciate 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 (84%).

Staff from Woodport Public School completed the Tell Them From Me Survey in 2020. 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 (83%). 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 (88%). Our hard work has been also acknowledged by staff in the areas of collaboration (school 84%, state 78%) and learning culture (school 85%, state 80%). Teachers value opportunities to work with colleagues to discuss ways to increase student engagement, plan lessons and provide feedback for students. Staff understand the significance of developing a positive learning culture, recognise our commitment to high expectations for every student and acknowledge the importance of helping students overcome personal barriers.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.