

2020 Annual Report

Woronora River Public School



3735

Introduction

The Annual Report for 2020 is provided to the community of Woronora River 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

Woronora River Public School

Prices Circuit

WORONORA, 2232

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

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

9521 3582



School vision

At Woronora River Public School our staff and community are committed to delivering evidenced based programs which allow students to grow and develop the skills of self-motivated effective learners.

Students engage in a variety of rich, innovative and future focused learning experiences across the curriculum to prepare them for life beyond primary school.

Social and emotional learning is embedded as a whole school approach to develop confident well balanced students and a positive, safe and friendly school culture.

School context

Woronora River Public School is a small school located next to the beautiful Woronora River in the Sutherland Shire.

Woronora River Public School provides a culture that excels in exhibiting the attributes of a happy and safe environment. Student welfare is highly valued by the school community and a comprehensive range of programs and initiatives is in place to ensure the safety and wellbeing of all students, as well as to promote self confidence and self-esteem. We also value the empowerment of students to be self-directed and responsible for learning and behaviour.

The school has a strong emphasis on providing quality educational programs and offers a broad range of extra-curricular activities. Our varied and balanced curriculum emphasises deep knowledge and understanding, addresses individual needs and values enjoyment of the learning process.

Our community works in conjunction with a supportive P&C who contribute funds to support teaching and learning activities.



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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning and Teaching

Purpose

At Woronora River Public School the purpose of Excellence in Learning and Teaching is to achieve at the highest possible standard. Students will become self-motivated and effective learners who strive to achieve in all aspects of their learning. Staff embed the school's learner qualities into their teaching practice and use evidence to continually reflect and improve.

Improvement Measures

Increased proportion of students achieving in the top two bands in literacy and numeracy in NAPLAN.

80% of students will achieve a years worth of growth in literacy and numeracy.

Improved results in the TTFM survey related to technology.

Overall summary of progress

Over the last three years we have seen an improvement in the number of students reaching and exceeding their expected growth in literacy and numeracy in NAPLAN results. However, due to small cohorts external assessment data at times is not an accurate representation of our school. Due to the COVID-19 pandemic NAPLAN was not held during 2020 and therefore the correlating data is not available. School student data has shown significant improvement for students particularly in the area of writing, spelling and reading. 81% of students in K and Y1 are achieving reading benchmarks. Students identified as not reaching the desired growth are receiving learning support through targeted individualised teaching programs. Technology use is consistent across the school with access to devices equitable K-6. Students are engaging more readily with their home and class learning through the use of online structured learning environments e.g. Microsoft Teams and Google Classroom.

Progress towards achieving improvement measures

Process 1: Visible Learning

Develop a visible learning community where student growth is supported through implementing evidenced based practices in all classrooms.

Evaluation	Funds Expended (Resources)
All teaching staff have an elemental knowledge of formative assessment practices and the purpose of their role in the teaching and learning cycle. Professional learning was conducted for all staff and a collaborative practice of sharing experiences and resources is firmly established. Continued development of teacher knowledge and school practices will be maintained during 2021.	Professional Learning Sessions Visible Learning resources - books \$1320

Process 2: Connected School Community

Create an effective and evolving technological school environment for students, staff and community to engage collaboratively with their learning and each other.

Evaluation	Funds Expended (Resources)
A school BYOD policy has been developed and is ready for community consultation. 2020 saw changes to our teaching and learning practices in regards to technology and tested our school resources. It is evident at this point in time, with current student numbers that our computer and iPad pool is sufficiently catering for our student and school need. BYOD will become an optional program for students in 2021.	Casual Teacher employment to cover release for staff \$500

Progress towards achieving improvement measures

Process 3: Effective Programming

Evaluate teaching practices and programs to enhance and support student growth and achievement.

Evaluation	Funds Expended (Resources)
<p>Numeracy teaching and learning practices was a high priority during 2020. With the support of the Literacy and Numeracy Strategic Advisors a thorough improvement of practice plan was agreed upon and enacted throughout the year. Staff have been thoroughly developed in new teaching practices and are continuing to develop their knowledge around the learning progressions and PLAN 2 as a tool to enhance the teaching and learning cycle. Students are engaged in mathematical tasks more deeply as the teachers have provided tasks which develop students working mathematical skills. In 2021 we have become a part of the Primary Mathematics Specialist Teacher Initiative (PMSTI) and will continue to deepen knowledge and strengthen the teaching and learning at our school.</p>	<p>Casual Teacher employment to cover release for staff</p> <p>Peer & supervisor mentoring and observations</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2000.00)• Literacy and numeracy (\$6000.00)• Professional learning (\$2000.00)

Next Steps

P1 - Visible learning focus to continue with the new school plan targeting feedback as a priority.

P2 - Optional BYOD for Stage 2 & 3, supported by the extensive pool of mobile devices within the school.

P3 - Primary Mathematics Specialist Teacher Initiative to commence in 2021, Data skills & assessment and programming.

Strategic Direction 2

Positive & Well-Balanced School Culture

Purpose

At Woronora River Public School the purpose of a positive and well balanced school culture is to develop students who are socially aware, caring and responsible for their actions. The whole school community will work collaboratively to instill positive values, behaviours and attributes that are conducive to a productive well-balanced school culture.

Improvement Measures

Improved positive results in the TTFM surveys around connectedness, safety and wellbeing.

Reduction in the CARE referrals across whole school.

Student surveys and student voice show increasing positive opportunities of student leadership distributed across the school.

Overall summary of progress

Tell Them From Me data is a valuable source of information to staff and is analysed regularly to drive school programs to support student wellbeing and learning. Over the 2018 - 2020 school plan years we have seen increased student positive behaviour with the implementation of the PBL system with an increase of 12% of students reporting positive behaviour at school. Likewise a reduction in executive referrals has been noted. More work needs to be done on students connectedness with our mean just shy of the NSW mean. Most students can identify where to get help if they are experiencing negative experiences at school. The change of the Leadership system has seen students specialise in their interest areas e.g. technology, environment and sport. More active and purpose driven engagement from the team has led to successful implementation of student led activities and initiatives.

Progress towards achieving improvement measures

Process 1: Student Wellbeing and Development

Develop and implement a whole school approach to student wellbeing through social, emotional and leadership skills.

Evaluation	Funds Expended (Resources)
Our wellbeing and social and emotional teaching was deeply embedded in school and classroom practices. Teachers used available resources, such as The Friendly Schools program, Smiling Minds and school developed Mindfulness program to enhance our PBL and PDHPE curriculum. Implementation of the new PDHPE syllabus and developing a scope and sequence was a priority for our school during 2020.	Casual Teacher employment to cover release for staff Funding Sources: <ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$1500.00)

Process 2: Positive School Culture

Strengthen the school's CARES practices to promote a system that is supportive, consistent and encourages self-awareness.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) made significant gains during 2020. The students thoroughly understand our school expectations and are able to demonstrate the desired behaviours across non-classroom settings. temporary signage has been visible across the school and negotiations are underway with suppliers to develop our PBL owl mascot and expectation signage for playground areas. 2021 will see the development of classroom expectations curriculum and teaching sequence.	Casual Teacher employment to cover release for staff Funding Sources: <ul style="list-style-type: none">Professional learning (\$3000.00)

Next Steps

P1 - Continuation of wellbeing teaching programs. Increased structured opportunities for students to develop connectedness outside of class learning.

P2 - PBL framework to be implemented in classroom settings to correspond with non-class settings. Clear signage displayed across school. Increase parent community awareness.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	School Learning Support Officer Creative Arts Resources Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 330.00) 	During 2020 the school teachers refined the Personalised Learning Plan practices at WRPS. Engagement with the Aboriginal Education Team, AECG and parents enabled the teachers to develop plans which are authentic and personalised to each student. Our School Learning Support Officers SLSO's worked alongside the class teachers in implementing programs and supporting student learning and wellbeing.
Low level adjustment for disability	Teaching Staff School Learning Support Officers Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$18 000.00) Low level adjustment for disability (\$32 815.00) Low level adjustment for disability (\$17 931.00) 	Teaching and support staff precisely developed Personalised Learning and Support Plans, Individual Behaviour Support Plans with thorough parent consultation as well as liaising with external agencies and DoE Officers as necessary. Learning Support programs continued to support identified individual and groups of students to meet their learning needs and improve outcomes. SLSO support was utilised school wide to assist in implementation of Learning and Support programs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$19 580.00) 	2020 saw a focus on formative assessment and data analysis as tools to enhance student learning. Quality teaching practices at WRPS are supported by professional learning, teacher peer and supervisor mentoring practices as well as observation practices to develop and refine the quality of teaching to promote student success and improvement in learning. COVID-19 school shut downs saw staff collaboratively engage in technological practices which ensured no student was isolated or left behind with their learning.
Socio-economic background	Fees for services e.g. incursions Uniform expenses Excursion expenses Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$5 507.00) 	The funding for socio-economic background was utilised in 2020 to ensure equal opportunity for all students. All students were able to engage in the full school curriculum and have opportunities to participate in extra-curricula school programs such as sport and incursions which align with curriculum learning opportunities.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	58	58	51	50
Girls	56	60	45	37

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	94.5	93.5	91.2
1	96.2	92.8	93.7	96
2	95.9	92.2	90.5	97.9
3	94.3	96.9	92.5	93.6
4	92.1	92.8	92.5	97.2
5	96.4	94.2	91.6	97.1
6	96.5	91.5	94	95.4
All Years	95.2	93.4	92.4	95.7
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

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)	1
Classroom Teacher(s)	2.52
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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.

Woronora River Public School staff engaged with numerous professional learning experiences over the 2020 school year. The focus of this learning was; numeracy, formative assessment, leadership, school planning, CPR & anaphylaxis, creative arts, student wellbeing, Minilit Reading Intervention program, Staff wellbeing, learning progressions, writing, Positive Behaviour for learning (PBL) and dyslexia.

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 (\$)
Opening Balance	151,930
Revenue	1,090,988
Appropriation	1,025,818
Sale of Goods and Services	5,669
Grants and contributions	58,818
Investment income	582
Other revenue	100
Expenses	-1,139,651
Employee related	-962,743
Operating expenses	-176,908
Surplus / deficit for the year	-48,663
Closing Balance	103,267

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.

	2020 Approved SBA (\$)
Targeted Total	16,777
Equity Total	60,676
Equity - Aboriginal	2,330
Equity - Socio-economic	5,507
Equity - Language	2,093
Equity - Disability	50,746
Base Total	860,621
Base - Per Capita	23,088
Base - Location	0
Base - Other	837,532
Other Total	44,513
Grand Total	982,587

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 to access the school data.

2020 NAPLAN

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

Woronora River Public School actively seeks the opinions of parents, students and staff about the school. We continued to work collaboratively with the school community on our strategic directions towards school improvement and growth. We value the input from the whole school community

The results of the data collection found the following results.

The scores for the Likert format questions (i.e. strongly agree to strongly disagree) have been converted to a 10 point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement.

Students

- A increase in student sense of belonging and positive relationships was seen during 2020, which is positive to see after the impact of the COVID-19 pandemic. However this is an area of improvement for 2021.
- Improvement in student effort from 2019. we are on par with the NSW GovtNorm.
- Students continue to maintain perseverance with their learning even when faced with challenges.
- 71% of students feel proud of the school.
- Our school is above the NSW GovtNorm for student participation in school sports & clubs and Expectation for success by teachers.
- Our school is 29% below the GovtNorm for positive homework behaviour.
- Students report positively (above GovtNorm) about having someone at school who consistently provides encouragement and can be turned to for advice.
- 89% of students report that they try to do their best, with 65% of student setting challenges for themselves and 84% trying to improve.

Teachers

- Positive increase in leadership, collaboration and learning culture was reported by teaching staff.
- 100% of teaching staff either agree or strongly agree that school leaders are leading improvement and change and have clearly communicated their strategic vision and values of the school.
- 79% of teachers have seen a positive impact with student behaviour due to the implementation of PBL.
- 100% of staff are happy and supportive of the professional learning opportunities available at WRPS.
- More development in the use of data to assist teaching and learning needs to occur with our school mean (7.3) slightly below the NSW GovtNorm(7.8).
- Technology has varied results with the opportunity to use being high, whilst the use of technology to work towards individual goals being quite low.
- Teachers establish clear expectations for classroom behaviour (9.1).
- Teachers work collaboratively in developing cross-curricular or common learning opportunities (8.8).

Parents

- 50% of parents who participated in the survey are involved in school committees.
- 80% of parents say the physical environment is welcoming with 100% reporting is well maintained
- Meeting and interviews are the most useful way to communicate regarding their children.
- 80% of parents know the school PBL expectations.
- 80% of parents would recommend our school to other parents.
- The school is above the NSW GovtNorm(7.4) for written communication, helpful administration staff and availability to speak with child's teacher (7.5).



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.