

2020 Annual Report

Woniara Road School



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Introduction

The Annual Report for 2020 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

The start of 2020 school year was already one of significant change for the school with more than a third of the school student body transitioning into the . In addition, we had several new staff members including a full-time student support officer and the funding for more through the SSP Staffing Methodology Review. We also had a new full-time therapy dog through the Guide Dogs NSW/ACT Pets as Therapy Program. With such change comes a lot of exciting prospects as well as a new full-time therapy dog within the school. Little did we know how much change was on the horizon.

One thing that always struck me as an amazing aspect of Woniora Road School is how quickly people become integral and valued members of our school community. The way that culture is supported by both the existing staff and existing students, setting the tone for us all to feel included, valued and unconditionally supported to develop and grow is something I have been proud to maintain.

The speed at which the pandemic hit was challenging, for all of our school community. I've always been grateful for and appreciative of the selflessness of the staff here, and the support we show each other when life throws a complex challenge our way and with Covid-19, life was throwing challenges at all of us, all at the same time. Under such circumstances, staff could be forgiven for being a little frayed or frazzled. Yet, the atmosphere around school as we were moving towards lockdown still felt like the same old calm, soothing and warm environment visitors always comment on when they visit our school. As the lockdown began the focus, creativity and innovation that staff had to move our engagement and therapeutic programs such as Room 13, Music therapy, The Radio show, Drama and strategy games was remarkable. Coming out of lockdown, returning to school was another challenge, in the short space of a few weeks, 5 days a week schooling was now safe and encouraged. Yet, we still couldn't go on excursions or meet as a whole staff. But the focus remained on how we could get our students back to school.

This year has been described in the news 2020 as 'The Year from Hell' or the 'Year to Survive'. I'm incredibly proud that our school community still found so many ways for students to thrive in this 'Year to survive'. Just some of the new initiatives that came in action in 2020 were;

- The Creative Arts Club
- Toby's Estate Barista Certification.
- The reemergence of the Premier's Sporting Challenge.
- Healthy Relationship Workshops.
- Bite Back Workshops.
- The Pawgust Guide Dogs fundraiser.
- The Healthy End of Term BBQ Banquets.
- Drama.
- Choir (or socially distanced singing in term 3)
- HSC minimum standard testing.
- Additional Literacy and Numeracy support with specialist teachers.
- Lunchtime social skills clubs.
- Morning Motivation sessions with the Occupational Therapist and PE teacher.

- The Woniora Road Student Hub.

These initiatives, added to our existing program saw some amazing individual growth amongst our student body in a most challenging year. It places the school in good stead for even more improvement and growth in 2021.

Danny Callaghan.

Principal.

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

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)
HSC Minimum Standards incorporated as another standardised measure of academic growth in individualised learning plans for all Stage 6 and Year 10 students. 45.2% of all Year 10 and Stage 6 students have successfully passed the minimum standards test in all three domains. 96% of Minimum Standards were met by departing Year 12 students.	Professional Learning (\$14,822) SSP Quality Teaching Support (\$61,452) Staffing Methodology Review

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)
Establishment of additional teaching positions for Literacy and Numeracy support. Recruitment was delayed by the Covid-19 pandemic however these positions were filled by the end of term 3. More intensive targeted support was introduced into the school program from the end of term 3 onwards. A 'Literacy and Numeracy' hub space was created within the school to allow for collaborative planning between the 'Assessment' team members.	Professional Learning (\$14,822) SSP Quality Teaching Support (\$61,452) Staffing Methodology Review

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)
An 'Assessment team' (comprising APs and the newly recruited English and Maths teachers) was established and a focus on PAT assessments and	Professional Learning (\$14,822)

Progress towards achieving improvement measures

student work samples were used to create a data wall mapping students against the literacy and numeracy progressions. Some initial impact was evident in students moving up one or two levels on HSC minimum standards between terms 3 & 4. The progressions were then shared for class teachers and embedded into the IEP process.

SSP Quality Teaching Support
(\$61,452)

Staffing Methodology Review

Next Steps

As the final year of the school plan, at the end of 2020, the school completed a situational analysis to determine the strategic directions for the iteration of the school plan. The school community was consulted and from this consultation three different directions were formulated for the next plan.

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 new teachers demonstrating evidence of use of effective feedback, direct instruction and explicit teaching through peer-to-peer classroom observations.	Professional Learning (\$14,822) SSP Quality Teaching Support (\$61,452) Staffing Methodology Review

Process 2: Collaborative Practices:

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

Evaluation	Funds Expended (Resources)
Teaching teams were more defined with the student support officer and occupational therapist taking on a significant amount of the wellbeing measures necessary for the students complex presentation. An additional executive position was created with Staffing Methodology Review funding to have a clearer organisation structure to aid communication through the learning from home period.	Professional Learning (\$14,822) SSP Quality Teaching Support (\$61,452) Staffing Methodology Review

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 it's use of student self-reporting measures and modified the Individualised Learning Plans to have student's lead the creation of their plans. The use of Microsoft Teams as a means of tracking and collecting relevant student survey data was a positive outcome out of the shift to learning from home.	Professional Learning (\$14,822) SSP Quality Teaching Support (\$61,452)

Progress towards achieving improvement measures

The school increased its use of student self-reporting measures and modified the Individualised Learning Plans to have students lead the creation of their plans. The use of Microsoft Teams as a means of tracking and collecting relevant student survey data was a positive outcome out of the shift to learning from home.

Staffing Methodology Review

Next Steps

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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)
The rate of attendance and course completion of all TAFE based courses (i.e. TVET, Yes program, tasters, tafe transtions and VET courses) was still similar to that of 2019. Opportunities work placements and some on site courses were significantly restricted due to the pandemic.	HSC VET Funding (\$6,300) Link Funding (\$2,500) RAM Equity (\$19,967)

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)
The inclusion of the Student Support Officer at the start of the year, and then the Occupational Therapist in term 3 allowed the creation of a multi-disciplinary team along with the school counsellor. In collaboration with the school executive formulated a plan of action to increase rate of engagement with external psych supports amongst WRS students, especially for students transitioning at the end of the year.	Flexible Wellbeing Funding (\$17,805) Staffing Methodology Review

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 was apparent prior to the Covid-19 pandemic was apparent through self-reporting and observational data.. During and following the pandemic there was a decline in community participation however in instances where programs did transition to a 'virtual' mode there was still some participation.	HSC VET Funding (\$6,300) Link Funding (\$2,500) RAM Equity (\$19,967) Flexible Wellbeing Funding (\$17,805)

Next Steps

As the final year of the school plan, at the end of 2020, the school completed a situational analysis to determine the strategic directions for the iteration of the school plan. The school community was consulted and from this consultation three different directions were formulated for the next plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$19,967	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	\$17,805	The Flexible Funding was discontinued midway through 2020 and replaced by funding for a full-time Student Support Officer position from the NSW Government's Mental Health initiative. The funds for the first half of the year were pooled with other school funds to recruit and employ a Student Support Officer position from the start of the year. The SSO provided significant support within Strategic Direction 3 and lead to an increase in links with external agencies for transitioning students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	16	17	17	10
Girls	22	22	22	29

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.

Woniora Road School considers daily attendance a priority and actively works in collaboration with parents, carers, community supports and students to meet individualised attendance targets. When suitable, the school works with regional support staff through the Home School Liaison Program to apply attendance improvement plans. After the learning from home period, the school endeavoured to reengage students and the average school attendance increased from Term 3 to Term 4 by 3 percentage points.

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

12 Students transitioned from Woniora Road School to post-school options throughout the year. Of these 11 students:

*17% have entered University courses in 2021.

*33% have enrolled and begun tafe courses.

*25% have gained employment.

Year 12 students undertaking vocational or trade training

The school had 9 students enrolled in Year 12 in 2020. 22% (2) of these students successful completed at least one TVET vocational course.

Year 12 students attaining HSC or equivalent vocational education qualification

The school had 9 students enrolled in Year 12 in 2020. 44% of these students completed a full HSC. A further 44% completed a partial HSC. 11% of student completed the first year of a pathways program and will complete their HSC in 2021.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	4.59
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, 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.

One provisional teacher successful completed the accreditation process and now at proficient level. Four other teachers are New Scheme Teachers who are accredited at proficient level and currently are maintaining that accreditation. One of these teachers completed their 5 year cycle in 2020. The remaining teaching staff are pre-New Scheme and were accredited at the start of 2018 and are three years into their five year maintenance cycle.

In 2020, to build and sustain teachers' capacity to achieve key school priorities, professional development and training was interwoven into daily practice and staff development days. Following the Covid-19 pandemic, a large number of formal courses were either cancelled or postponed, however others shifted into a 'virtual' delivery model. Additionally, a large amount of professional learning was undertaken by staff using the 'Learning on Demand' resources developed by the department to support the transition to at-home learning. In the later half of the year the executive team undertook a significant amount of Professional Learning to support the new School Excellence Cycle for 2021-2024.

Specific courses undertaken by staff in 2020 as part of the school plan, and in response to the pandemic included:

- Butterfly Foundation body esteem training.
- Extended principal induction program.
- Increasing student learning using metacognitive strategies.
- Youth health forum.
- Road safety education for SSPs.
- First aid for teacher wellbeing.
- Boosting your psychological wellbeing.
- Measuring student wellbeing.
- Distance learning playbook.
- Headspace - 'Reflect, Rebalance and Reorientate'.
- Leading the career learning agenda.
- Student Support Officer Wellbeing.
- Burn 2 Learn.

All learning from these courses was later distilled, contextualised and shared by participating staff and presented at staff meetings for the whole of the school staff.

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 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	791,467
Revenue	2,424,720
Appropriation	2,416,472
Sale of Goods and Services	2,001
Grants and contributions	3,898
Investment income	545
Other revenue	1,804
Expenses	-2,721,244
Employee related	-2,374,250
Operating expenses	-346,994
Surplus / deficit for the year	-296,524
Closing Balance	494,943

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.

As part of our financial management plan in 2020:

- Our school committed funds to a major asset upgrade in the form of a new school entry, facade and major landscaping works in the playground (to be completed in the summer of 2020/21).
- Funds for additional teaching staff which will role into 2021 to support achieving the goals of the new Strategic Improvement Plan.
- Funds for both additional executive staff and an Occupational Therapist through the Staffing Methodology Review.
- Funds for a technology upgrade for all learning spaces.

The school also made adjustments to compensate for the effect of the Covid-19 pandemic in the form of additional technology resources to support students working from home, and additional casual teachers and school learning support officers to build platforms to support student wellbeing remotely.

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	0
Equity Total	20,367
Equity - Aboriginal	0
Equity - Socio-economic	19,967
Equity - Language	400
Equity - Disability	0
Base Total	1,710,964
Base - Per Capita	19,308
Base - Location	0
Base - Other	1,691,656
Other Total	734,776
Grand Total	2,466,107

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Response from a parent of a graduating student.

Our child entered Woniora School after a 9 month stay in a specialist adolescent mental health unit, and 3 exhausting years battling complex and self-destructive mental health conditions. On day one at Woniora, she was barely a shell of a person, unable to interact with any confidence, unable to keep herself safe, unable to travel alone, or even to be left alone for any period of time. Woniora was clearly a wonderful facility, warm and inviting, and well set up. But having received so much specialist help over the previous few years, it seemed inconceivable to us that 'a school' could make any meaningful difference. How wrong we were - the transformation that we saw in our daughter over an 18 month period was absolutely astounding. There is no magic to Woniora school, no secret formula, no mystery. Woniora works because of its processes and practices, policies and procedures, and the skill and professional capabilities of its leaders, teachers and support staff. Beyond that, the Woniora staff have the most incredible and genuine compassion, support, encouragement, and patience. Day after day they have gone way beyond what we could have expected, with a diligent and relentless pursuit of the best outcome for every child. So much happens at Woniora school. Of course there is academic education - with so much support for children that had lost the will and ability to learn, and that would be overlooked at a mainstream school. There is drama to help build self-confidence. There is cooking and barista training, through which students learn new skills. Students learn self-care, they develop independence, for example by getting out and taking public transport. There is counseling, walks with the dog, sports, fitness, meditation and yoga. The list is endless and every activity is supported with individual care and attention, and tireless enthusiasm. Our daughter is not completely 'better', and she may always experience some level of mental health challenges. But she has left Woniora school with a confidence and ability that we didn't dare hope for. She has a good ATAR, has started university, she is making friends, joining clubs; she has started living life, loving life and loving herself. To the wonderful people of Woniora school: thank you - we will be forever grateful.

Response from a graduating student.

Having come through a number of different places of education, my final stop at Woniora Road School redefined the way I learned: surrounded by compassion, support and people who truly cared. Woniora doesn't just teach students things that will hopefully get them good grades. The teachers and staff are genuinely invested in each individual's wellbeing and health. Every student who comes through Woniora has been through something, and many arrive with an aversion to school as a result. But the staff at Woniora understand this, and offer not only a caring environment, but programs which build important skills such as confidence, independence and self-care. Woniora taught me a lot, not just about maths, English and the like; it taught me about friendship and helped me discover passion for things I'd never considered doing, like our awesome basketball games, drama, being part of the SRC. I've learned about accountability and that I *can* make better choices. Woniora has nurtured me as a person, and continues to do so for so many young people. I am beyond grateful for the support and compassion shown to me by Woniora, and will continue to remember the kindness I received, the life lessons learned and memories to cherish which far outweigh a number we get at the end of high school. Woniora paves a way which other schools would do well to follow. Thank you WRS!

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.

Other School Programs (optional)

Drama

All students at Woniora Road School are invited to attend a weekly Drama session that features a range of exciting acting games and exercises including improvisation, voice and movement training, and script work. Students participate individually, in pairs and as a group in each session, which enables an opportunity to develop personal confidence and self-belief, as well as strengthen trust and camaraderie among peers. It is a step outside of most students' comfort zone to perform in front of an audience, however the creation of a safe and supportive space has led to students embracing the different activities presented each week. Students have learnt how to speak in a variety of accents, accepted each other's ideas during improv scenes, and some students have felt inspired to bring their own written pieces to perform for the group. Practicing dramatic skills required for acting, like clear annunciation, vocal projection and staying calm under pressure, also benefits students in social interactions beyond the Drama program. The enthusiasm for this program has remained consistent since it began over one year ago, which has led to a student incentivised goal of performing an abridged Shakespeare play at the end of Term 2 in 2021. This is in response to the commitment shown from regular student attendance, and also the positive reception after the students worked over the course of a term to perform a showcase in 2020 for teachers and peers. Not only was the students' acting talent revealed, but this showcase served as a positive example for fellow peers to see the sense of enjoyment and confidence that can be achieved when participating in the Drama program.

Choir

Choir was implemented in Term 3 of 2020. Choir is an opportunity for students to sing and express themselves in an inclusive, safe environment. When singing as a group, students get the benefit of controlling their breathing and a natural way to raise oxytocin thus helping to alleviate stress and anxiety.

Choir is run once a week for a session. Students learn proper singing posture and skills by warming up their vocals with

exercises designed to enhance their range, tone and pitch. The student's learn repertoire in four part harmony as well as in unison. The final part of choir provides students an opportunity to sing karaoke together. The students have learned Build Me Up Buttercup by The Foundations, You're My Best Friend by Queens and everything i wanted by Billie Eilish. They have performed at school assemblies and Junior Presentation Day.

Creative Arts Club

The Creative Arts Club was founded in 2019 after students identified an interest in creating a short film as a school community. The student led program is designed to use the student's talents and interests to contribute to the final project. Students worked collaboratively writing a script and then taking on duties such as editor, videographer, actors, set designers, makeup artist and costume designers.

Students spent a term brainstorming film ideas together and editing their ideas to create a succinct storyline. The following term, students collaborated on a script on Google Docs. The students created sets, and designed costumes while the actors worked with staff to memorize their lines and hone their acting skills for a term. The students spent the final term filming and editing to create the final product. The film premiered at Woniora Road School with great fanfare (popcorn!) and an ecstatic, supportive audience.