

# 2020 Annual Report

## Sir Eric Woodward Memorial School



5675

# Introduction

The Annual Report for 2020 is provided to the community of Sir Eric Woodward Memorial 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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## Message from the principal

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The year 2020 has, in deed, been challenging, not just for Sir Eric Woodward students but for their families and the staff who support them. Learning from Home (for our face to face students) challenged staff to teach parents what and how to support their child, and parents the overwhelming responsibility of sharing teaching and learning opportunities and programs in the home context. Our Distance Education families and staff were already experts in this area and their support and resources made this task easier for everyone else. Communication between the school and home was very important during this period with Microsoft Teams, Seesaw and Zoom being the preferred platforms, though phone calls and videos proved successful for many who struggled without visual engagement. Around 10% of students attended throughout this period and needed to adjust to a very different school environment where staff led some inventive activities to maximise learning for such a varied group of students. Programs over terms 3 and 4 continued to be impacted by COVID-19 where the school was unable to either run excursions, nor accept volunteers, therapists and specialist facilitators on site. As we conclude the 2020 school year, we have not only lamented much of this change, but learnt a lot too: learnt about resourcefulness, resilience and comradeship and how to pivot an experience into an opportunity.

Sian Watkins

## School vision

Our vision is:

To empower students to be successful confident and creative learners with skills for life. At our core is a focus on the whole student, achieving equity and excellence for all within an exemplary integrated services setting.

## School context

Sir Eric Woodward School (SEWS) operates both face-to-face and distance education classes. The school provides quality education for a diverse student population. This includes students in K-12 with high support needs, K-6 with an Autism Spectrum Disorder and distance education classes for students P-12 state-wide with an intellectual disability.

The school provides outcome-based education programs utilising the NESAs K-12 syllabuses (7-12 Life Skills), and personalised learning plans for all students. The school is embraced by its community resulting in enhanced resources and regular community participation. SEWS teaching and non-teaching staff are experienced in special education, dedicated to quality education and to meeting the additional needs of students enrolled at the school.

## 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>

## Strategic Direction 1

### Wellbeing

#### Purpose

To enhance the engagement of students, staff and the community enabling them to connect, succeed and thrive.

#### Improvement Measures

Every student is actively engaged in their learning and has the tools to make a positive behaviour choice.

Increased parent understanding of, and engagement in, school wide wellbeing initiatives focusing on Positive Behaviour for Learning program.

#### Overall summary of progress

Throughout this period the school continued to work towards the application of strong individualised and whole school well-being initiatives. These included ongoing movement towards implementing the PBL framework of positive behaviour support as well as specific staff professional learning to enhance capacity. This will be a continued focus in our upcoming Strategic Improvement Plan (SIP) in an effort to strengthen the whole school application of the PBL principles in student support. This process has also involved greater engagement with the schools families in an effort to strengthen partnerships in positive behaviour support. Towards the end of the 2020 year SEWS introduced a whole school well being initiative in the form of a therapy dog program. Feedback, observations and data reflect a strong correlation between program engagement and improved student outcomes aligned with well being, behaviour support and PLP goal achievement. The school will continue to use this program as one part of its strategic directions set out to enhance student well being as part of its SIP improvement measures commencing term 2, 2021.

#### Progress towards achieving improvement measures

**Process 1:** Implement a consistent positive wellbeing model.

Evaluation	Funds Expended (Resources)
<p>Increased number of students and staff using PBL language.</p> <p>All students and staff are working towards an understanding of what being a safe, respectful learning looks like across the school.</p> <p>Signs not complete. Designs have been finalised and will be installed next year.</p> <p>A continued focus will be on supporting families in the consist use of PBL terminology and strategy for when supporting their child's behaviour whilst at home.</p>	<p>\$8600 - casual relief for staff to engage in high impact professional learning.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$8600.00)</li></ul>

**Process 2:** Enhance positive community engagement.

Evaluation	Funds Expended (Resources)
<p>1. School Stream consent forms were sent to all classes/students at SEWs in December 2020.</p> <p>Classes/students who were trialling School Stream in 2020 found the mode of communication to be beneficial, parents/carers were able to receive news in a timely fashion.</p> <p>School Stream training was set up for admin staff for SDD Term 1 2021.</p>	<p>\$1216.94 -Schoolstream</p> <p>\$1155 - SeeSaw</p> <p>\$5300 - Casual relief</p> <p>\$118 -Technology Consumables</p>

## Progress towards achieving improvement measures

2. School community find the newsletter to be informative and a positive way of connecting with the school community. Newsletters will continue in 2021 to be produced twice a term. In 2021 School Stream will be another way of enhancing connection with the SEWS community. The School planning team are using survey results, as well as teacher discussions during What Works Best PL to plan for SIP implementation in 2021.

### Process 3:

Evaluation	Funds Expended (Resources)
<p>Staff surveys conducted throughout the year indicated that staff felt strongly supported by school executive as well as their colleagues. That staff well being and support was reflected in the strengthening of practice and relationships throughout the school. That staff were able to identify sources of well being support available both in school and provided by the DoE.</p> <p>The school will continue to analyse opportunities for enhancing staff well being through program, professional learning and internal practices throughout the period of the incoming SIP.</p>	<p>Specific, AP led sector based timetable of faculty meetings throughout each week.</p> <p>Weekly on-line sessions with a focus on enhancing staff well-being.</p> <p>Access to DoE EAPS services via referral and on-site throughout 2020 as per whole school need.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

## Next Steps

Application of whole school well-being initiatives as well as measures to enhance community engagement and collaboration with external bodies will be key target areas in the schools Strategic Improvement Plan (SIP) commencing term 2, 2021 in an effort to further improve the outcomes for SEWS students.

## Strategic Direction 2

### Quality Learning

#### Purpose

To further develop student learning by ensuring effective literacy and numeracy programs are implemented across the school.

#### Improvement Measures

Students show improvement in literacy and numeracy skills through differentiated assessment procedures.

All staff implement Key Word Sign communication.

#### Overall summary of progress

SEWS participated in the Assessment for Complex Learners trial throughout the year, broadening the scope, staff capacity and holistic access to a greater range of assessment tools now currently being utilised within the school. Outcomes from this program and means of assessment will be a focus area as part of embedding high quality whole school assessment practice as part of the schools incoming SIP in 2021.

Use of specific, student centred assessment practice as well as feedback gathered through the use of on-line applications such as Seesaw and Zoom have allowed the school to strengthen the learning outcomes for students across the school.

Key word sign is now strongly embedded within school practice. With ongoing PL conducted within each staff meeting, as well as specific face to face faculty meetings. This has been strengthened by a whole school approach being applied and reflected within personalised learning plan goals and incorporated into teaching and learning practices for specific students at SEWS.

#### Progress towards achieving improvement measures

**Process 1:** Implementation of whole school Key Word Sign program.

Evaluation	Funds Expended (Resources)
Key Word Sign is referenced and embedded in weekly and termly practice. KWS has had a positive effect across the school and will continue to augment communication in all areas.	\$15200 for Core value visuals and KWS.
Speech Pathology supported literacy and communication goal attainment across the school.	\$65000 additional SLSO from SSP supplementary funding to support literacy and communication programs
Key Word Sign has also served to strengthen the application of PBL principles and support a holistic approach in enhancing positive behaviour outcomes throughout the school.	\$10000 speech therapy from SSP supplementary funding to support literacy and communication
	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$5000.00)</li><li>• SSP Supplementary Funding (\$10000.00)</li></ul>

**Process 2:** Establishment of garden-based learning numeracy program.

Evaluation	Funds Expended (Resources)
The Garden based learning project team have completed programs for Numeracy and Literacy to support early stage 1, stage 1 and life skills outcomes.	\$7800 for casual relief
	\$20000 - Therapy support from SSP supplementary funding

## Progress towards achieving improvement measures

Outdoor GBL spaces have been utilised by classes to meet Numeracy and Literacy goals

This project also links and has strengthened our connection with indigenous culture and local Aboriginal elders/ leaders in the community. This has served to increase our school engagement with and improve upon knowledge of local culture.

### **Funding Sources:**

- SSP Supplementary Funding (\$20000.00)

## Next Steps

The school will continue to utilise the principles of KWS as part of supporting and embedding a PBL framework across the school to support positive behaviour outcomes for all SEWS students.

We will continue to work collaboratively with SEWS families to support positive behaviour strategies at school and at home to enhance learning outcomes for all students.



## Strategic Direction 3

### Quality Teaching

#### Purpose

To develop and implement a consistent and cohesive approach to assessment and reporting.

#### Improvement Measures

All staff know what data is available.

All staff know how to analyse student progress data.

All staff are using data informed programs.

#### Overall summary of progress

Throughout the period, staff have utilised a range of concrete and on-line assessment and feedback deriving tools to support analysis of student development and help formulate personalised learning plan goals.

Executive have utilised this feedback and sources of data available to help inform program development, program funding and support for enhancing the quality of teaching practices at SEWS.

#### Progress towards achieving improvement measures

**Process 1:** Develop a framework of assessment tools appropriate for the varied student cohort and utilise identified reporting tools.

Evaluation	Funds Expended (Resources)
<p>1. Trial completed. Feedback given to CESE, finding was that the tool is useful for a baseline level of assessment and provision of information about next steps. Some strategies provided.</p> <p>2. Assessment matrices were finalised, published and provided to staff for literacy and numeracy. New off line tracking systems purchased and investigated to support progression of education and adjustments.</p> <p>3. The Special Ed team is available across the state with over 800 members and 4500 resources spread across zones of mild, moderate, and significant levels of adjustment.</p> <p>4. Student progress in literacy and numeracy monitored.</p>	<p>1. Assessment for Complex Learners Trial: \$4770</p> <p>2. General team Expenditure: \$980.07</p> <p>3. SSP funding \$68000</p>

#### Next Steps

Next steps include improvement in the use of assessment to inform enhanced teaching and learning practices across the school. This will be reflected in our incoming school SIP, specifically, strategic direction 1: Student Growth and Attainment.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Student support - uniforms / big keys uppercase keyboard/NAIDOC celebration - Uncle Laurie Brimson - carving and smoke ceremony.</p> <p>DESU teacher support SLSO - SSP funding</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$3 783.00)</li> <li>• SSP Supplementary Funding (\$20 000.00)</li> </ul>	<p>Support provided to individual students helped them access their learning.</p> <p>Aboriginal totem carving complete.</p> <p>Teaching staff recorded more time for Real time teaching and assessment with SLSO support available.</p>
<b>English language proficiency</b>	<p>\$3207- additional SLSO - 13 days</p> <p>\$10000 - professional learning</p> <p>\$68000- SSP supplementary funding - literacy support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$3 207.00)</li> <li>• Professional learning (\$10 000.00)</li> <li>• SSP supplementary funding (\$68 000.00)</li> </ul>	<p>Communication represents a significant part of the work evident at Sir Eric Woodward School, and now forms part of the SMART goals evident in PLP's (shared collaboratively with parents/ families).</p> <p>Increased opportunities for student to gain 1:1 support with literacy activities.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$38175- 71 teacher relief days</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$38 175.00)</li> </ul>	<p>Teaching staff reported increased knowledge and understanding of student achievement and needs across the school due to time provided for collaboration.</p> <p>All staff were provided with the opportunity to engage with a supporting staff member to review and achieve PDP goals.</p> <p>Executive staff provided with additional release to support faculty planning.</p>
<b>Socio-economic background</b>	<p>\$23776- student assistance equipment/uniform/excursions/dedicated specialist learning spaces to deliver support programs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$23 776.00)</li> </ul>	<p>Students were successfully supported to have access to essential resources to support their education.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	51	56	53	54
Girls	24	22	24	26

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.

## Post school destinations

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Throughout the year, Sir Eric Woodward school supported the families of senior students to make well informed decisions about their child's lives after they left school. Through Transition Plan meetings and an information session for families of senior students, families were well supported to understand what was required for their child to successfully transition out of school. In 2020, most of our students graduated, with the goal of participating in community and centre based programs, that focused on the development of independent living skills, social skills and work skills, as well as leisure activities. One student is working in the fencing industry in rural NSW.

## Year 12 students attaining HSC or equivalent vocational education qualification

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All Year 12 students completed a Life Skills Higher School Certificate in 2020.

In consultation with past and present families, Sir Eric Woodward school has reflected on support practices and processes to determine forms and modes of supports required to ensure families feel supported and students experience a successful transition between school and life after school. This area will be the focus of one of our Strategic Directions in our Strategic Improvement Plan 2021-2024.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.35
Teacher Librarian	0.2
School Administration and Support Staff	9.01

\*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

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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

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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.

Throughout 2020 SEWS also utilised a whole school professional learning calendar to support targeted PL and professional reading to be calendared on a weekly basis to support realisation of strategic directions, staff capacity building and PDP goal achievement.

# 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>	920,445
<b>Revenue</b>	4,518,503
Appropriation	4,391,259
Sale of Goods and Services	3,227
Grants and contributions	123,191
Investment income	826
<b>Expenses</b>	-4,143,779
Employee related	-3,821,181
Operating expenses	-322,598
<b>Surplus / deficit for the year</b>	374,724
<b>Closing Balance</b>	1,295,169

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

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

	2020 Approved SBA (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	31,432
Equity - Aboriginal	4,449
Equity - Socio-economic	23,776
Equity - Language	3,207
Equity - Disability	0
<b>Base Total</b>	1,884,079
Base - Per Capita	68,746
Base - Location	0
Base - Other	1,815,334
<b>Other Total</b>	2,347,456
<b>Grand Total</b>	4,262,967

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

## Parent/caregiver, student, teacher satisfaction

In 2020 a number of formal and informal surveys were distributed to the Sir Eric Woodward School community. The purpose of these surveys was to ensure enhanced community consultation about our school and operations.

Students were surveyed and their responses demonstrated a strong positive outlook towards the school. Students indicated they enjoyed learning at home and in the classroom, music lessons, gardening, physical activities (such as the swimming carnival-pictures below), completing their schoolwork using digital technology like Seesaw and being able to make friends. Analysis of this survey data will further inform identification of school priorities for our 2021-2024 Strategic Improvement Plan (SIP).

Staff completed the Tell Them from Me, Teacher survey. This survey provided teachers and SLSO staff with the opportunity to reflect on their school. Survey responses showed that in the areas of Inclusive School, Leadership, Parent Involvement, Collaboration, Challenging and Visible Goals, Planned Learning Opportunities, Quality Feedback, Overcoming Obstacles to Learning and Technology, the school mean was above the NSW Government norm. In the areas of Learning Culture, Teaching Strategies, responses were within the NSW Government norm. In the area of Data Informs Practice, SEWS responses were marginally below the NSW Government norm. Analysis of this survey data will further inform identification of school priorities for our 2021-2024 Strategic Improvement Plan.

Parents were asked to complete a survey about their child's well being and engagement with their educational program. There were 35 parent responses. The results indicate parents feel well-informed about their child's education through Personal Learning Plans and school reports. Initiatives like Seesaw, School Stream and Zoom were well-received. They were keen for the school newsletter to continue to be distributed twice a term. Parents felt Positive Behaviour for Learning language and strategies could be strengthened at home. Analysis of this survey data will further inform identification of school priorities for our 2021-2024 Strategic Improvement Plan. Parents felt very well supported by the school during the *Learning from Home* phase in response to the COVID-19 pandemic.







# 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.

## Other School Programs (optional)

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Sir Eric Woodward school offers a weekly hydrotherapy/swimming program for all face to face students. All students and teaching staff have access to our school therapists, this includes a physiotherapist, occupational therapist and a speech pathologist. In addition the school employs a specialist music teacher to facilitate weekly music lessons. Including TACPAC lessons. A school band was formed in 2020 and released a wonderful video clip of their performance. The band is called the Beat Treats. Late in 2020 we introduced our Therapy Dog Program as we welcomed Ziggy, our Therapy Dog in training to the school. Several classes participated in a gymnastics program during term 3 and 4.