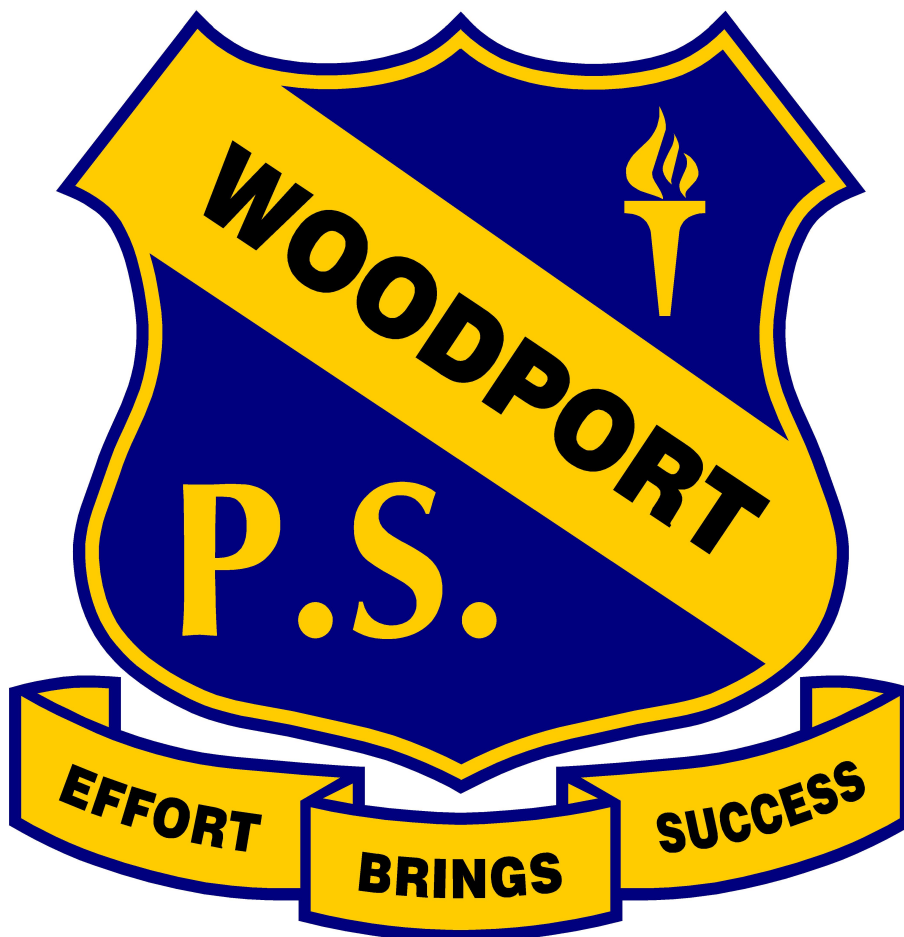


2021 Annual Report

Woodport Public School



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Introduction

The Annual Report for 2021 is provided to the community of Woodport Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

Woodport Public School

The Entrance Rd

Erina, 2250

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

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

4367 7324

School vision

Woodport Public School is committed to nurturing an inclusive, collaborative learning culture, and fostering high expectations for staff and students. We empower students to be responsible, active citizens so they can lead rewarding lives as engaged members of society.

School context

Woodport Public School is located on the Central Coast of NSW. The school works alongside the community and caters for students in Kindergarten to Year 6. Woodport Public School has 43 staff members and a student enrolment of 444. Students come from a wide range of socioeconomic backgrounds with 4% of students identifying as Aboriginal and 18% from an English as an Additional Language or Dialect (EAL/D) background. We have strong links to Erina High School and each of its partner primary schools within the Erina Learning Community (ELC) as well as the Tjudibaring Local AECG and the local community.

The school culture is based on connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote excellence. Woodport Public School values a K-6 approach to Positive Behaviour for Learning, promoting safe, respectful behaviour in and out of the classroom. Students are encouraged to be lifelong learners and to always strive for personal best.

Our continued focus is on delivering quality teaching programs with an emphasis on improving literacy and numeracy outcomes. The school embeds and integrates technology, STEM (Science, Technology, Engineering and Mathematics) and Creative and Critical Thinking opportunities into teaching and learning experiences. Extra-curricular opportunities in sport, robotics, dance, public speaking, band and choir enable our students to excel through a range of different experiences.

The school has completed a situational analysis that has identified three areas of focus for the Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycles. The whole school community was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. The three main focus areas are Student Growth and Attainment, Quality Teaching and Quality Assessment.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. The executive team also collated data from PAT tests and the online check-in assessments to identify specific areas of need.

Teachers will continue to successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Our work with individual students will be responsive and closely monitored with targeted support provided where growth is not evident.

A strong focus on collaboration and mentoring across the school will drive the implementation of quality teaching and learning programs. Teachers will continue to take part in Quality Teaching Rounds, where professional dialogue is both recognised and valued to improve student outcomes.

Staff will engage in data analysis and pre and post assessments will be carried out, to determine 'where to next' for students. Structures will be put in place to identify students' individual needs. Work will take place on developing quality summative and formative assessment tasks, improving data collection practices and developing greater consistency of judgement within and across the school. Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Delivering
TEACHING: Learning and development	Delivering
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: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Integration funding support: \$324,263.00

New Arrivals Program: \$11,100.00

English language proficiency: \$14,771.95

Low level adjustment for disability: \$84,985.60

Literacy and numeracy intervention: \$22,423.60

Professional learning: \$6,560.00

Socio-economic background: \$25,839.89

Summary of progress

In 2021, we began our focus on personalised learning for students and data driven practices to drive teaching and learning. Learning intention and success criteria professional learning was undertaken which led to learning intentions being used in every classroom. Stage 3 led this initiative and shared their knowledge and expertise with teachers in other stages. Reflection on the learning intentions with students is ongoing and is building the capacity in our students to be self-reflective and self-directed. Three times a term the staff come together and design specific learning intentions and success criteria for mathematics to improve practice and understanding. To ensure we were maximising the education of our High Performing students, all staff participated in professional learning on the High Potential Gifted Education (HPGE) policy and, using this framework, we examined our current practices. This has led to the development of plans to extend and strengthen our support for high potential students.

The focus on personalised learning and data driven practices has ensured our activities and processes have resulted in teams collaborating around the use of data to inform their practice. Staff engaged in data days to deepen our evaluative practices to drive our teaching and learning programs. As a result of this work, teachers reported they were more confident when using data and developing explicit teaching activities and lessons. Students are developing the ability to discuss their personal learning goals or what they need to work on in order to improve. Work will continue in this area with a specific focus on explicit teaching and the design and use of assessment.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift of 3% of students achieving in the top two bands in reading from 45.2% to 48.2% (by 2022 - 51.3% lower bound) An uplift of 3% of students achieving in the top two bands in numeracy from 40.8% to 43.8% (by 2022 - 46% lower bound)	<ul style="list-style-type: none">• We have achieved an uplift of 4.42% in our NAPLAN top 2 bands reading. Our current measure is 49.65%.• We have a decrease of 5.74% in our NAPLAN top 2 bands numeracy. Our current measure is 35.04%.
The proportion of Year 5 students achieving at or above expected growth	<ul style="list-style-type: none">• We have achieved an uplift of 14% in our NAPLAN expected growth reading. Our current measure is 66.69%.

<p>in NAPLAN Reading increases from the baseline of 52.3% to 55.3%</p> <p>The proportion of Year 5 students achieving at or above expected growth in NAPLAN Numeracy increases from the baseline of 57.4% to 59%</p>	<ul style="list-style-type: none"> • We have a decrease of 17% in our NAPLAN expected growth numeracy. Our current measure is 42.19%.
<p>38% of Year 3 students achieving in the top three bands (Stanines 7-9) in PAT Reading (Year 3 students who were enrolled in 2021)</p> <p>45% of Year 3 students achieving in the top three bands (Stanines 7-9) in PAT Maths (Year 3 students who were enrolled in 2021)</p>	<p>36% of Year 3 students who were enrolled in 2021 achieved in the top 3 Stanines in PAT reading.</p> <p>46% of Year 3 students who were enrolled in 2021 achieved in the top 3 Stanines in PAT maths.</p>
<p>Collection of evidence demonstrating an upward trajectory from <i>Delivering</i> in the element of Student Performance Measures and an upward trajectory from <i>Sustaining and Growing</i> in the element of Data Skills and Use as measured by the Schools Excellence Framework (SEF)</p>	<p>As measured against the SEF S-aS we are self-assessing at working within Sustaining and Growing for Student Performance Measures.</p> <p>As measured against the SEF S-aS we are self-assessing within sustaining and growing for Data Skills and Use.</p>

Strategic Direction 2: Quality practice

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence based explicit teaching practice into their pedagogy

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Capacity Building of Staff
- Quality Learning Environments

Resources allocated to this strategic direction

Professional learning: \$12,840.00

Literacy and numeracy: \$24,220.24

Socio-economic background: \$5,821.00

Low level adjustment for disability: \$27,444.71

Aboriginal background: \$9,966.84

QTSS release: \$84,985.44

Summary of progress

Strategic Direction 2 built staff capacity in enhancing quality learning environments to further improve teaching practice and student outcomes. Mathematics planning was a focus area and all teaching staff engaged in data talks, collaboratively planned learning intentions and success criteria and refined our scope and sequence. Staff analysed pre- and post data and aligned students to the Learning Progressions, to ensure the learning was responsive to the needs of each and every student. We engaged the Literacy and Numeracy Strategy Advisors to discuss our plans and determine future directions. As a result of our work, the majority of staff (85%) are already engaging in quality collaborative practices such as team teaching, consistency of teacher judgement, mentoring or peer observations. Whilst teacher collaborative practices are increasing, the data from What Works Best and Tell them From Me surveys has identified that teachers want to further engage in collaborative work with colleagues including opportunities to work together to share lessons and resources and give and receive feedback to share and build expertise across the whole team.

Our work with Quality Teaching Rounds was unable to occur due to a delay in implementation. This professional practice will be a focus for 2022 when the required face to face mentoring and observations, that form a significant part of our planned work, can take place. Despite this, we were able to continue our deep focus in Mathematics and work collaboratively to participate in data talks and plan short, sharp and responsive lessons. There was also a strengthening in the use of learning intentions and success criteria. Our scope and sequence and teaching and learning programs were refined, resulting in a more targeted and responsive approach to the teaching of Mathematics.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student TTFM indicates improvement in ' <i>Expectations of Success</i> ', ' <i>Advocacy</i> ' and ' <i>Sense of Belonging at School</i> ' from a baseline data of 80.9% moving in an upward trajectory towards our 2022 target	<ul style="list-style-type: none">• We have had an uplift of 9.38% in '<i>Expectations of Success</i>', '<i>Advocacy</i>' and '<i>Sense of Belonging at School</i>' from the Tell Them From Me data. Our current measure is 90.28%.
Staff TTFM indicates improvement in ' <i>Collaboration</i> ' and ' <i>Learning Culture</i> ' from a baseline data of 8.4 and 8.5 respectively moving in an upward trajectory towards our 2024 target	<ul style="list-style-type: none">• We have had a decrease in '<i>Collaboration</i>' and '<i>Learning Culture</i>'. Our current measures are 7.8 and 8.4 respectively• We have remained consistent in '<i>School Supports Learning</i>' and have maintained 7.9.

Community TTFM indicates improvement in ' <i>School Supports Learning</i> ' from a baseline data of 7.9 moving in an upward trajectory towards our 2024 target	
60% of staff engaging in quality collaborative practice as demonstrated by team teaching, consistency of teacher judgement, mentoring and peer observations	At least 85% of staff indicated they engage in quality collaborative practices such as team teaching, consistency of teacher judgement, mentoring or peer observations
Collection of evidence demonstrating an upward trajectory from <i>Delivering</i> in the element of Professional Standards and an upward trajectory from <i>Sustaining and Growing</i> in the elements of Wellbeing, Curriculum, Learning Culture, and Effective Classroom Practice as measured by the SEF	<p>As measured against the SEF S-aS we are self-assessing at working within delivering for Professional Standards.</p> <p>As measured against the SEF S-aS we are self-assessing at working within Sustaining and Growing for Wellbeing.</p> <p>As measured against the SEF S-aS we are self-assessing at working within Sustaining and Growing for Curriculum</p> <p>As measured against the SEF S-aS we are self-assessing at working within Sustaining and Growing for Learning Culture.</p> <p>.As measured against the SEF S-aS we are self-assessing at working within Sustaining and Growing for Effective Classroom Practice due to the implementation of pedagogical practices.</p>
Staff ' What Works Best Improvement, Innovation and Change survey ' indicates improvement in reflection opportunities for teachers to engage in professional dialogue to trial and evaluate new ideas from a baseline data of 2 out of 5	<ul style="list-style-type: none"> • We have had an uplift of 0.3 out of 5 in the 'What Works Best Improvement, Innovation and Change survey' as a result of increased reflection opportunities for teachers to engage in professional dialogue to trial and evaluate new ideas. Our current measure is 2.3 out of 5.
Plot students on the ACARA Personal and Social Capability learning continuum in the sub elements of ' <i>communicates effectively</i> ' and ' <i>negotiates and resolves conflict</i> ' and begin explicit teaching of the required skills identified in the YCDI and PDHPE	Students were plotted against the continuum as a baseline in Term 4, 2021.

Strategic Direction 3: Quality assessment

Purpose

Consistent practices for assessment are used to monitor, plan and report on student learning in literacy and numeracy to analyse student progress and growth over time

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data collection and Tracking
- Effective Assessment

Resources allocated to this strategic direction

Professional learning: \$5,520.00

Low level adjustment for disability: \$10,000.00

Socio-economic background: \$4,160.00

Literacy and numeracy: \$2,600.00

Summary of progress

In order to improve our attendance data and to support our students and families, staff completed professional learning in refining and improving our attendance procedures and processes to further support student attendance. The learning and support coordinator Assistant Principal met with the Home School Liaison Officer on a fortnightly basis and attendance data was reviewed twice a term by the executive team and school counsellor. After analysing data, families were contacted to discuss strategies to improve attendance and certificates were handed out for both improved attendance and 100% attendance. While staff were dedicated to these improvements, our attendance data of students attending greater than 90% decreased slightly. Our work in this area will continue in 2022.

The school also focused on the collection and tracking of data and the use of effective assessment to drive student improvement. Staff were supported by the executive and instructional leader in the analysis of data and the use of PLAN 2 as a tracking tool in monitoring student progress. The analysis of data enabled teachers to reflect on the progress of students which in turn informed their future planning. Teaching and learning programs showed evidence of adjustments and differentiation based on student data with the majority of teachers feeling confident to both plot students on the progressions and use this information to inform future lessons.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending greater than 90% of the time from a baseline data of 85% moving in an upward trajectory towards our 2022 target of 88.3%.	<ul style="list-style-type: none">• We have had a decrease of 2.81% in our students attending greater than 90% of the time. Our current measure is 82.19%.
All staff undertake Professional Learning around the identified Literacy and Numeracy Progressions and are beginning to use them to inform quality assessment and learning experiences	<ul style="list-style-type: none">• At the end of 2021 , 65% of staff felt really confident to plot students using the learning progressions• At the end of 2021 - 53% of staff felt really confident to use learning progressions to drive future teaching
School Based Targets Staff What Works Best Improvement, Innovation and Change survey indicates improvement in regular planning sessions for evaluation,	<ul style="list-style-type: none">• We have had an uplift of 0.2 out of 5 in 'What Works Best Improvement, Innovation and Change survey' indicates improvement in regular planning sessions for evaluation, collection and analysis of data . Our current measure is 2.3 out of 5.

collection and analysis of data from a baseline measure of 2.1 out of 5

Staff **What Works Best Improvement, Innovation and Change survey** indicates improvement in collaboration between teachers so that they have quality time to collectively engage in data, evidence and evaluation from a baseline measure of 2.5 out of 5

- We have had an uplift of 0.3 out of 5 in **'What Works Best Improvement, Innovation and Change survey'** indicates improvement in collaboration between teachers so that they have quality time to collectively engage in data, evidence and evaluation. Our current measure is 2.8 out of 5.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$11,100.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Woodport Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: the student achieving a reading level of 12 by the end of the year. This result sits well above expectation.</p> <p>After evaluation, the next steps to support our students with this funding will be: to target support for additional new arrival students as required.</p>
<p>Integration funding support</p> <p>\$324,263.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woodport Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: identified students being supported by eleven dedicated School Learning and Support Officers in the classroom and during learning from home. Every student had a Personalised Learning and Support Plan that included learning and/or behaviour goals that were linked to their individual need and were reviewed and updated, based on achievement and behaviour data. Of the students supported with Integration Funding who were eligible to participate in the Semester 1 and Semester 2 Check-In assessments, 83% improved in either reading or numeracy, when comparing Term 2 results to Term 4 results.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further develop our processes to identify, collect and monitor the data for each individual student. This will also support our reviewing practices and ensure data is accessible to all relevant staff.</p>
<p>Socio-economic background</p> <p>\$65,820.89</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woodport Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Socio-economic background</p> <p>\$65,820.89</p>	<ul style="list-style-type: none"> • Data collection and Tracking • Personalised Learning • Capacity Building of Staff • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging with external providers to support students with identified needs including speech and language acquisition • professional development of staff in High Potential and Gifted Education, mathematics, reading and STEM • employment of additional staff to support professional learning and planning days in scope and sequence development, programming and lesson planning, data use and using the learning progressions to track and respond to student progress. • staff release to develop expertise in the development of Personalised and Individual Learning Plans based on individual student data and learning needs. <p>The allocation of this funding has resulted in:</p> <p>when comparing the percentage of questions answered correctly by students in the Check -in assessments in Term 4, Woodport PS achieved above similar socio-economic background schools (SSSG) in both reading and numeracy in Years 3, 4 and 6 (Reading Year 3 - school 68.5%, SSSG 62.9%; Year 4 - school 61.4%, SSSG 58.6%; Year 6 - school 67.7%, SSSG 64.4%. Numeracy Year 3 - school 72% ,SSSG 63.2%; Year 4 - school 69.4%, SSSG 66.8%; Year 6 - school 69.8%, SSSG 65.5%). The Year 5 results showed the school sitting slightly below that of SSSG schools (Reading - school 62.8%, SSSG 64.1%; numeracy - school 58.9%, SSSG 61%).</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue building our knowledge to identify and support high potential students within the classroom, using differentiation and individual learning opportunities. Staff will participate in ongoing professional learning and lesson observations to identify and refine strategies that will meet each student at their point of learning need. We will continue to build our understanding of quality mathematics instruction and develop assessments that provide information on what students know and where they need to go in their learning. Students needing additional support will access targeted learning through the use of specialist teachers.</p>
<p>Aboriginal background</p> <p>\$12,966.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woodport Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Capacity Building of Staff • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways • professional learning for staff on the AECG Partnership Agreement, Turning Policy into Action, Aboriginal Histories and Cultures, Connecting to Country and • staff release to further embed Aboriginal Perspectives and Culture in teaching and learning programs

<p>Aboriginal background</p> <p>\$12,966.84</p>	<p>The allocation of this funding has resulted in: all Aboriginal students, who sat the the 2021 NAPLAN assessments, achieving in the middle bands. In the 2021 TTFM, 82% of Aboriginal students felt good about their culture at school with 50% feeling that teachers have a good understanding of Aboriginal Culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: creating a more efficient tracking process to monitor the achievement of student goals and progress. Staff will continue to build genuine and ongoing connections with the Aboriginal Community and there will be ongoing work on increasing staff awareness around cultural knowledge and protocols.</p>
<p>English language proficiency</p> <p>\$14,771.95</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woodport Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in: support being provided to 68 students across the year. Of those students, 43 have been assessed as showing improvement and no longer needing additional support. Of the remaining students, 5 are emerging, 11 are developing and 9 are consolidating their understanding of the English language.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued support using both English language proficiency and low level adjustment funding based on individual data analysis and need. The EAL/D progressions will continue to be used to monitor language acquisition and usage and a structure will be put in place to centralise the collection of data.</p>
<p>Low level adjustment for disability</p> <p>\$122,430.31</p>	<p>Low level adjustment for disability equity loading provides support for students at Woodport Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Capacity Building of Staff • Data collection and Tracking <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSO) • employment of SLSOs to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher to work with teachers to provide additional support for students with learning and behaviour needs • employment of a teacher to provide additional support for EAL/D students in areas of literacy and numeracy <p>The allocation of this funding has resulted in: the Learning and Support Teacher providing specialist assistance to teachers so they can collaboratively support students in mainstream classes with additional learning and behaviour needs. This included teacher mentoring and support in developing Personalised Learning and Support Plans (PLASPs) that meet the specific learning needs of students. As a</p>

<p>Low level adjustment for disability</p> <p>\$122,430.31</p>	<p>result of our work in this and other areas, from 2019 to 2021, there has been a decrease in the percentage of students achieving in the bottom bands of NAPLAN reading and numeracy (Year 3 - reading from 15.5% to 3.2%, numeracy from 11.4% to 5.1%; Year 5 - reading from 15.6% to 12.8%, numeracy from 14.3% to 11.5%).</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to refine our processes for identifying students needing additional support and target resources, including support staff, to address the specific needs of every student at their point of need. As there was a delay in the implementation of Quality Teaching Rounds due to learning from home, we will re-engage with the research, professional learning, lesson observations and peer feedback to further build quality instruction in every classroom.</p>
<p>Literacy and numeracy</p> <p>\$26,820.24</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woodport Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Capacity Building of Staff • Effective Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support which included professional learning, classroom observations, team teaching and mentoring in reading • targeted professional learning in mathematics which included pre- and post assessment design, data analysis, learning progressions, learning intentions and success criteria • stage leaders working collaboratively to refine and update whole school scope and sequences in English and mathematics • professional learning for K to 2 teachers on Effective Reading: Phonological Awareness, Vocabulary, Fluency, Phonics, data collection through ALAN and the Phonological awareness Diagnostic tool <p>The allocation of this funding has resulted in: teachers engaging in quality professional learning in mathematics and reading comprehension. K-2 teachers engaged in further professional learning to build understanding of quality instruction in phonological awareness, phonics, vocabulary and fluency. Scope and sequences were refined and teachers developed greater skill in using learning intentions and success criteria, as evidenced in teaching programs. The school, when comparing the percentage of questions answered correctly in the Check-In Assessments for reading and numeracy, achieved above state in Year 3 (reading - school 68.5%, state 63.1%; numeracy - school 72%, state 63.5%), Year 4 (reading - school 64.1%, state 59.6%; numeracy - school 69.4%, state 66.6%) and Year 6 (reading - school 67.7%, state 64.3%; numeracy - school 69.8%, state 66.1%). Year 5 is sitting slightly behind state at this point in time (reading - school 62.8%, state 63.1%; numeracy - school 58.9%, state 61.4%).</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to build the capacity of staff in specific content areas in literacy and numeracy that have been identified through a strong examination of whole school and trend data. Professional learning will be targeted and staff will be further supported in collaborative planning, observation and feedback.</p>
<p>QTSS release</p> <p>\$84,985.44</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woodport Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$84,985.44</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Learning Environments <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional teacher to release the Assistant Principal to coordinate and lead whole school well-being programs and to provide support to students, families and staff in the areas of: attendance, learning and support, integration support funding, behaviour support plans and playground support interventions <p>The allocation of this funding has resulted in: TTFM data showing that parents feel well informed (school 7.6, state 6.6) particularly when there are any concerns regarding their child at school (8.2). In particular, parents felt that the school supports positive behaviour (school 8.2, state 7.7) and that their child is clear about the expectations for behaviour at the school (9.0). Parents acknowledge the school as inclusive (school 7.5, state 6.7). When comparing Semester 2, 2020 behaviour data with Semester 1, 2021 behaviour data, there has been a decrease of close to 15% in incidents occurring within the playground and classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: to target or adjust our resources to be responsive to identified needs as required. Processes will be put in place to strengthen our communication with the preschool to ensure support is in place from day one of Kindergarten. The LaST will work in collaboration with the class teacher and student to develop personalised learning and support plans using SMART goals and put in place stronger communication processes to parents.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Woodport Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of a classroom teacher to release an AP as an Instructional Leader to support teachers in the analysis and use of data to drive literacy and numeracy improvement. <p>The allocation of this funding has resulted in: an instructional leader supporting staff in the implementation of literacy and numeracy strategies to address need at an individual, small group and class level. Teachers participated in mentoring opportunities to build their expertise in differentiation and designing personalised intervention for students in need. The percentage of students in Year 3 sitting in the top three bands or above, from 2019 to 2021 NAPLAN, has increased significantly in both reading and numeracy (Year 3 - reading: 64.8% to 87.3%, numeracy 70% to 88.1%). Year 5 results from 2019 to 2021 in NAPLAN in the top three bands show an increase in reading (62.5% to 65.4%) and a slight decrease in numeracy from 57% to 52.5%.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to direct our resources and further develop our expertise in the use of assessment data to identify students needing additional support in reading and numeracy. This will be followed up with professional learning to build the skills of every teacher to target areas needing support. The instructional leader will continue to support every teacher through mentoring, lesson observation and feedback.</p>

<p>COVID ILSP</p> <p>\$130,291.41</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of an additional teacher and two paraprofessionals to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy and monitor progress of student groups • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: the delivery of small group tuition which provided targeted, explicit instruction to student groups in identified areas of literacy and numeracy. Of the students in the program, on average across the year, 80.5% progressed in their identified focus area.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data to identify specific student need and drive explicit instruction. Other school resources will be accessed to provide additional in-class support for some students to continue to meet their personal learning goals post involvement in the program.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	195	211	220	211
Girls	227	225	232	233

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95	93.9	95.8	94.7
1	94.5	95.2	94.5	95.2
2	95	94.3	95.4	94.6
3	95.5	93.2	92.7	95.3
4	94.4	95.3	94.6	92.6
5	94.3	93.9	93.1	94.4
6	94.4	92	92.8	92.9
All Years	94.8	94	94.1	94.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	4
Classroom Teacher(s)	15.17
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.32

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	626,384
Revenue	4,241,185
Appropriation	4,125,283
Sale of Goods and Services	27,710
Grants and contributions	86,718
Investment income	575
Other revenue	900
Expenses	-4,296,072
Employee related	-3,855,009
Operating expenses	-441,063
Surplus / deficit for the year	-54,886
Closing Balance	571,498

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.

	2021 SBAR Adjustments (\$)
Targeted Total	262,911
Equity Total	215,990
Equity - Aboriginal	12,967
Equity - Socio-economic	65,821
Equity - Language	14,772
Equity - Disability	122,430
Base Total	3,058,271
Base - Per Capita	111,426
Base - Location	0
Base - Other	2,946,845
Other Total	221,569
Grand Total	3,758,741

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.

Parent/caregiver, student, teacher satisfaction

In 2021, 203 students in Years 4, 5 and 6 completed the Tell Them From Me survey. The survey included questions relating to learning, wellbeing, behaviour and positive relationships. In some questions, students selected a score out of 10 to indicate how well they believed the school was performing. The report the school receives includes the average school score with a breakdown under each year group, as well as the average score across the state. Some questions report on the percentage of students who agreed or disagreed to a statement.

Of the students surveyed, 84% felt proud of their school, the majority felt a strong sense of belonging (76%) and many felt they had someone at school whom they could turn to and who consistently provided them with encouragement (school 8.5, state 7.7). There was a strong feeling amongst the students surveyed that there were high expectations for success (school 9.0, state 8.7) and that there was a positive learning climate (school 7.4, state 7.2). In regards to learning, students scored an average of 8.6 when asked about the effectiveness of learning time in class (state 8.2). They felt learning was relevant to their lives (school 8.1, state 7.9) and thought that teachers set clear goals for learning, checked for understanding and provided relevant feedback (school 7.8, state 7.5). Students felt teachers were responsive to their needs and scored 8.9 for positive teacher-student relationships (state 8.4). 96% valued their schooling and 92% tried hard to succeed in their learning. Of the respondents surveyed, 90% felt they had positive relationships with friends who encouraged them and whom they could trust, 94% identified their own behaviour as positive and most felt they had not been subjected to bullying of any type (school 70%, state 64%). In regards to our Aboriginal students who were surveyed (36), 82% feel good about their culture but only 50% feel that teachers have a good understanding of their culture.

The school sought the opinions of all parents through the Partners in Learning Survey. The school had 137 responses. The survey included seven key areas and in each of these, parents selected a score out of 10 to indicate how well they believed the school was performing. The report that the school receives includes the school score as well as the average score across the state. In all seven key areas the school performed well above the state.

Overall parents feel welcome (school 8.3, state 7.4) particularly when they speak with teachers (8.6), when they speak with the principal (8.5) and when they seek assistance from the administrative staff (8.9). Parents feel informed (school 7.6, state 6.6) and have identified the most valued forms of communication as being email, newsletter, texts and the school website. In the survey, parents recognised that the school supports learning (school 7.9, state 7.3) and acknowledged that teachers encourage their children to do their best work (8.3). They recognised the school's support of positive behaviour (school 8.2, state 7.7) and expressed that their child was clear about the expectations of the school (9.0). Our parents also acknowledged the school as being inclusive (school 7.5, state 6.7) and a safe place to learn (school 8.0, state 7.4). When asked to reflect on the statement that the school has worked in partnership with parents and students while working and learning from home, 94% of parents agreed or strongly agreed.

Teachers completed the Focus on Learning Survey which represents a total of 24 respondents. The survey focuses on two complementary areas being effective schools, and classroom and school practices. As with the student and parent surveys, teachers selected a score out of 10 to indicate how well they believed the school was performing. The report also includes the average score across the state. Some questions report on the percent of agreement to statements. In all areas the school is performing equal to or above the state.

Teachers acknowledged the strength of the leadership at the school (school 7.6, state 7.1) with 84% agreeing or strongly agreeing that the leaders at the school lead improvement and change. In the area of collaboration (school 7.8, state 7.8) teachers work with others to develop teaching and learning programs (8.3), discuss strategies that increase student engagement (8.3) and discuss learning needs of students with other teachers (8.5). Teachers identified the presence of a strong learning culture at the school (school 8.4, state 8.0) with high expectations (8.9) and a focus on individual student progress (8.8). They acknowledged discussing learning goals for each lesson with students as particularly important to their practice (9.1). Our work with data informed practice (school 8.3, state 7.8) shows teachers using assessment to build understanding of where students are in their learning (8.8). Teachers are using assessment tasks to discuss with students where common mistakes are being made (8.8) and are using this information to inform lesson planning (8.5). When reflecting on the strength of teaching strategies (school 8.3, state 7.9) a particular area of focus for teachers is linking new learning to previous knowledge (9.2) and providing written feedback to students (8.8). These results are also reflected in the area of quality feedback (school 7.8, state 7.3). In regards to supporting the learning of Aboriginal students, 62% of teachers feel they have the knowledge required to engage with students on Aboriginal culture and histories with only 54% of teachers feel confident in their ability to meet learning needs at this stage. 100% of staff saw the school as a welcoming and culturally safe place for all students.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.