

2021 Annual Report

Woodenbong Central School



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Introduction

The Annual Report for 2021 is provided to the community of Woodenbong Central 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.

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Message from the principal

2021 has continued to pose challenge for Woodenbong Central School and our Communities. It has highlighted our ongoing collective resilience, the importance of our connections in times of rapid change and uncertainty, the willingness of our community support the space we make for learning and help each other as well as our broad and long term sense of community at Woodenbong Central School.

We began the school year with COVID advice that impacted activities, in particular how we engaged with community, along with the cumulative affect of fire and drought.

Excursions remained impacted in 2021, however, we resumed the leadership excursion to Sydney for our School Captains to visit Parliament House and meet the State Governor. The two captains took away inspiration from Hon. Janelle Saffin who took the time to connect with our Northern Rivers students as a whole.

While most sporting activities were able to proceed early in the year impacts of COVID-19 continued to interrupt representative sports from time to time, particularly Athletics and Cross Country, which was cancelled at State level.

During 2021 we again experienced Learning from Home. This highlighted the resilience of our community as well as the great job the teachers and staff at Woodenbong Central School do support the learning and wellbeing of our students. The Learning Hubs were well-utilised and our Aboriginal Education Officer was able to ensure a coordinated approach to learning support for Aboriginal families. We were resources appropriately to support our students learning from home. Our 1-1 laptop program in high school, our 1-1 iPad program in primary and our primary laptops meant that we could provide a device to all our students. We sourced wireless dongles to allow families to connect to the internet. Our teachers prepared electronic and hard copies of lessons, called our parents to keep them up to date, checked-in on students and worked flexibly to meet students learning needs.

Our Year 12 students were at school more regularly as teachers felt it was important for them to have as close as possible normal lessons to help them with their HSC studies. Even though students returned to full time studies at school COVID restrictions meant that parents were not allowed on site for most of our normal activities, including assemblies. At the end of term 3 we said farewell to Year 12, but not in our normal manner. No parents on site meant we could nothold our Farewell Breakfast with parents and our normal Farewell Assembly. We held our second virtual assembly of theyear, our first virtual Year 12 Farewell Assembly. It was good that parents and families could still participate, even if it...

Our normal Presentation Day Assemblies and Year 6 Farewells were also significantly impacted by Covid-19. However, with our community we adjusted and adapted. At Woodenbong Central School we are lucky to be so well supported by our local Communities. Our school and the generosity of the wider Woodenbong Central School Community provide our students with a wide range of opportunities and the support required to assist our students experience to success both within and beyond the classroom. These provide our students with the chance to try and trial a variety of experiences. These experiences allow the students to try new things, to find and enhance a passion for learning. An interest makes learning more pleasurable, students are more likely to spend time learning the necessary skills. The ability to learn helps with any future career paths. The skills our students learn at Woodenbong Central School

their education provides our students a powerful start for their future life. We also assist our students develop their talents through persistence and hard work.

At Woodenbong Central School, we passionately believe that our students deserve the best and they deserve to live empowered lives with passion and purpose.

This Year we welcomed Miss Tanya Ogg as English teacher, Mrs Rebecca O'Meara as Mathematics Teacher and Mr Ashley Clarke as Special Education Teacher.

When given the opportunity our students perform at the highest levels. We hope that in 2022 our students will have closer to the normal number of opportunities we provide for our students as COVID-19 restrictions continue to be relaxed. All of our students always represent themselves, our school and their Communities with pride. Our students are excellent ambassadors for the community and our school. Their friendliness, politeness, and willingness to participate means they always represent themselves and Woodenbong Central School with distinction. At Woodenbong Central School, we led the use of and utilise a variety of practices to support and enhance student learning. Our teachers effectively blend the tried and true with a range of innovations to engage our students with high quality learning experiences. This takes many forms such as the use of technology to enhance student learning, collaborative practices both within our school and with other schools, as well as pedagogical practices of utilising different learning spaces.

Whatever we do, our focus is always on our students and their learning. We are always measuring the impact of these initiatives on student learning. We continue to invest in our teachers and the resources required to support them to enhance learning opportunities for our students. We constantly develop opportunities to allow them to create, collaborate, problem solve and develop their higher order thinking skills. We this will remain a focus in 2022 along with the development of the quality of our students' written work.

At Woodenbong Central School relationships matter. Relationships are key to assisting students to learn and develop. The strong relationship between Woodenbong Central School and our wider communities we serve is unique and crucial for our students and their education. Our Restorative Practices enhance our relationships. They help build, maintain and where necessary repair relationships. A Restorative framework of high expectations coupled with the necessary supports continues to be implemented across the school. A sense of Community continues to be seen as a strength of the school by parents, students and the staff. These collaborative efforts make Woodenbong Central School a great school. Woodenbong Central School is a place where we all work together to achieve the best for our students. Our continued collaboration will make Woodenbong Central School an even better place.

We appreciate the time, effort and quality of art works members of our community are bringing to Woodenbong Central School. We have a new mural in primary depicting the 2019 fires and another outside the school hall depicting a Githabul creation story about a local landform Glennie's Chair. In 2022 we will continue to build on the gains we have made in recent years. We are developing new strategic directions for 2021-2024, however we will ensure we focus on what matters: our students and their learning.

School vision

A community learning, teaching and leading together for the future.

We believe in practice that is collaborative, reflective and restorative. We believe:

- in the power of **collaboration** to achieve improved practice for teachers and equity of outcomes for all students.
- **reflective practice** provides a means for leaders, teachers and students to improve their practice and learning outcomes with open-mindedness (critical and creative thinking), responsibility and whole-heartedness (high expectations relationships).
- we can address the needs of the school community when we are committed to building, maintaining and restoring healthy relationships. **Restorative practice** is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful.

Learning: We believe in using pedagogy that is marked by high expectations matched by high support, is dialogue based, meets the needs of the individual, uses processes for feedback, builds capacity for learning resilience and allows for creative choice and expansion of the learner's world.

Teaching: We have high expectations that every teacher is a leader in their classroom and they know every student, they know their strengths, their areas for further development, and they're working together to improve those learning outcomes using data and evidence informed practice.

Leading: We have high expectations that our leaders know those whom they lead, facilitate and create the environment for collaboration, reflection and learning.

School context

Woodenbong Central School (WCS) is a K-12 school that aims to prepare students for their future role in a rapidly changing world by building capacity adapt and thrive.

WCS is a comprehensive central school with around 190 students. Approximately 35% of the students identify as Aboriginal or Torres Strait Islander.

The school is well resourced to support the learning needs of all students. All students have access to technology. The school has a 1-1 laptop program for students from Year 5 to 12 and a 1-1 iPad program for Kindergarten to Year 12 students. Equity funding is used to support student learning and the initiatives outlined in the Strategic Improvement Plan.

WCS's Learning Support Team provides identified students with additional assistance.

WCS is seen as one of the hubs of the local remote and rural community, in the foothills of the Northern Border Ranges. Parents, staff and students view WCS's sense of community as a strength of the school. WCS will build on this strength by designing, implementing and evaluating learning experiences that are significant and relevant to students by utilising the local community's expertise and resources.

Over the years WCS has established a strong relationship with the traditional owners of the land on which the school is built, the Githabul Nation. WCS will continue to strengthen this relationship to ensure that all Aboriginal students achieve equitable outcomes.

The focus at WCS has been on building an engaged learning community that focuses on improving student achievement and developing capacity to meet individual learning needs through high quality learning experiences guided by collaborative and reflective practices.

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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning through explicit, consistent and evidence-informed pedagogical practices. Our teachers will collaboratively and individually evaluate their effectiveness and reflective on their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

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.

- Evidence informed pedagogical practices to support growth in student learning.
- Collaborative practices and the use of student data to reflect on teacher practice.

Resources allocated to this strategic direction

Literacy and numeracy: \$9,612.78

Location: \$34,289.52

Professional learning: \$8,600.00

QTSS release: \$16,929.82

Socio-economic background: \$44,847.04

Aboriginal background: \$49,800.00

Summary of progress

Our focus for 2021 was on the use of :

- Evidence informed pedagogical practices to support growth in student learning.
- Collaborative practices and the use of student data to reflect on teacher practice.

.Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on evidence informed pedagogical practices to support growth in student learning and collaborative practices and the use of student data to reflect on teacher practice was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across most faculties, in the form of coaching and mentoring, has been provided for staff at their point of need, however further support for new relieving executive required. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement. This has been shared with all stakeholders.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

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
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy towards the system negotiated target.	The proportion of students achieving expected growth in NAPLAN numeracy has increased. Individual student progress is reported directly to parents and carers throughout the year.
Improvement in the percentage of students achieving expected growth in NAPLAN reading towards the system	The proportion of students achieving expected growth in NAPLAN reading has decreased. Individual student progress is reported directly to parents and carers throughout the year.

negotiated target.	
Improvement towards the system negotiated target for the percentage of students achieving in the top 2 numeracy for both secondary and primary.	Data indicates a 13% decrease in the percentage of students achieving in the top 2 bands for numeracy in primary and a 3% percent decrease in the percentage of students achieving in the top 2 bands for numeracy in secondary, however secondary remain 2% above the agreed upper bound.
Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to the lower bound system-negotiated target.	No ATSI students in HSC pathway for 2021.
School Excellence Framework assessment of the element "Student Performance Measures" indicates the school is Delivering and working towards Sustaining and Growing.	Self-assessment against the School Excellence Framework assessment of the element "Student Performance Measures" indicates the school is Delivering and working towards Sustaining and Growing.
Improvement towards the system negotiated target for the percentage of students achieving in the top 2 in reading for both secondary and primary.	Data indicates a 15% decrease in the percentage of students achieving in the top 2 bands for reading in primary and a 33% percent decrease in the percentage of students achieving in the top 2 bands for numeracy in secondary.

Strategic Direction 2: Evidence Informed Wellbeing Practices

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

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.

- A planned approach to Wellbeing
- Meeting Individual Learning needs

Resources allocated to this strategic direction

Professional learning: \$6,000.00

Socio-economic background: \$89,694.02

Location: \$44,846.52

Low level adjustment for disability: \$73,126.82

Summary of progress

Our focus for 2021 was on the use of :

- A planned approach to Wellbeing
- Meeting Individual Learning needs

Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on evidence informed pedagogical practices to support growth in student learning and collaborative practices and the use of student data to reflect on teacher practice was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across most faculties, in the form of coaching and mentoring, has been provided for staff at their point of need, however further support for new relieving executive required. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement. This has been shared with all stakeholders.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to support an aligned focus on both SEF defined Curriculum and Wellbeing. This will support further improvement in teaching practice across the school.

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 proportion of students attending > 90% by 2% working towards the system-negotiated lower bound target.	The number of students attending school 90% of the time or more has decreased.
All students monitored by LST have an Individual Education Plan that monitors student progress and is evaluated at least twice a year.	All students monitored by the LST have an Adjustment Summary that is used to guide adjustments in teacher programs. Faculty time used to regularly evaluate adjustments for specific students as well as universal adjustments.
School Excellence Framework assessment of the element 'Curriculum'	Self assessment against the SEF indicates the school is Sustaining and Growing in the element of 'Curriculum'.

shows maintenance of Sustaining and Growing.	
School Excellence Framework assessment of the element 'Wellbeing' shows maintenance of Sustaining and Growing.	Self assessment against the SEF indicates the school is Sustaining and Growing in the element of 'Wellbeing'.
Improve proportion of students reporting Sense of Belonging working towards 2022 target.	Survey indicates maintenance of students sense of belonging.

Strategic Direction 3: Evidence Informed Teaching, Leading and Learning

Purpose

To enhance our students' learning, the school's leaders will facilitate and create the environment for collaboration, reflection and learning; where our teachers will collaboratively use the teaching and learning cycle to implement evidence based pedagogies enhance student learning. Our teachers will effectively use data to inform their practice and individualise student learning.

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.

- Culture of continuous improvement and high expectations
- Highly effective Classroom practice

Resources allocated to this strategic direction

Aboriginal background: \$13,620.17

Socio-economic background: \$89,694.06

Location: \$22,423.52

Low level adjustment for disability: \$44,847.03

Summary of progress

Our evidence informed teaching, leading and learning focus for 2021 was on the use of :

- Culture of continuous improvement and high expectations
- Highly effective Classroom practice

Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent culture of continuous improvement and high expectations and highly effective classroom practices across the school and used the analysis of a range of contextual data to identify the point of need with student learning.

Professional dialogue on evidence informed pedagogical practices to support growth in student learning and collaborative and reflective practices and the use of student data to reflect on teacher practice was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. A co-designed leadership framework continues to be developed by executive as a further support to new and relieving executive. Differentiated support across most faculties to implement adjustments, in the form of coaching and mentoring, has been provided for staff at their point of need, however further support for new relieving executive required to lead consistent practice across K-12. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement and presented to whole of staff a regular intervals.

Next year in this initiative we will work with staff to establish a process to support guided reflection on teaching programs and effective, accurate and collaborative evaluation, including non-teaching staff support staff to ensure consistency of practice across all faculties K-12. This will support further improvement in teaching practice across the school.

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
School Excellence Framework assessment of the element 'Assessment' indicates maintenance of Sustaining and Growing.	Self-assessment against the School Excellence Framework assessment of the element 'Assessment' indicates maintenance of Sustaining and Growing.
School Excellence Framework assessment of the element 'Data Skills and Use' indicates maintenance of	Self-assessment against the School Excellence Framework assessment of the element 'Data Skills and Use' indicates maintenance of Delivering, working towards Sustaining and Growing.

Delivering working towards Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$130,071.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woodenbong Central 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Implementation of IEPs, RMP, BSP - all linked to student goals. <p>The allocation of this funding has resulted in: Students achieving individualised learning goals, improved learning behaviours, mitigation of risk to self, others.</p> <p>After evaluation, the next steps to support our students with this funding will be: LST to work with Executive to plan for sustained and scheduled professional learning to support teachers to implement adjustment summary component of programs and link to IEPs etc. LST and Executive to review support in 5 weekly cycles through the evaluation processes embedded with IEPs/RMP/BSP and contextual data from Sentral.</p>
<p>Socio-economic background</p> <p>\$224,235.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woodenbong Central 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> <ul style="list-style-type: none"> • Culture of continuous improvement and high expectations • A planned approach to Wellbeing • Meeting Individual Learning needs • Highly effective Classroom practice • Collaborative practices and the use of student data to reflect on teacher practice. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through [program] to support student learning • staff release to increase community engagement <p>The allocation of this funding has resulted in: Executive co-develop a collaborative and reflective practice framework to work directly with staff to structure processes and procedures with faculty and Teams (Teaching, Wellbeing, LST). All teams engage in scheduled Generative dialogue, Peer Coaching, sustained dialogue and the use of data to reflect on teacher practice and inform future teacher practice. Staff are supported through additional LaST time to engage with stakeholders around meeting student needs, including Careers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Each faculty to continue planning and implementing own approach to Generative/sustained dialogue within meetings, collaborative and reflective settings. Executive and AEO to continue fortnightly scheduled Generative dialogue within executive meeting settings and 5 weekly one-to-one Generative</p>

<p>Socio-economic background</p> <p>\$224,235.12</p>	<p>dialogue with Principal.</p>
<p>Aboriginal background</p> <p>\$141,081.17</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woodenbong Central 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"> • Culture of continuous improvement and high expectations • Collaborative practices and the use of student data to reflect on teacher practice. • Other funded activities <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 deliver personalised support for Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in:</p> <p>Rigorous analysis of the data to determine impact , including data from regular AEO and executive check-ins with families are used for future school planning to provide continuous improvement, ensuring students grow in their learning.</p> <p>Learning Meetings have supported the evaluation cycles of IEPs to ensure currency of data and tracking of progress and reporting to stakeholders. AEO included in executive structures that enable teachers to collaborate and reflect on and adapt practice.</p> <p>Whole of school approaches are more focused on quality data and professional learning around the use of data to reflect on teacher practice and inform future practice.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to support progress around all staff collaborating and reflecting on having collective impact - including non-teaching support staff - guided by learning plans informed by quality data and forming quality data.</p> <p>Learning Meetings to continue - LST to create ongoing whole of staff learning opportunities/professional learning to co-develop and implement, evaluate learning plans.</p> <p>Continue working with AEO as support for executive to to enhance collaborative and reflective practice, including all stakeholders.</p> <p>Continue to support executive and faculties to ensure quality data through teaching, learning and wellbeing structures.</p>
<p>Low level adjustment for disability</p> <p>\$117,973.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Woodenbong Central 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"> • Meeting Individual Learning needs • Culture of continuous improvement and high expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students

<p>Low level adjustment for disability</p> <p>\$117,973.85</p>	<p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>Throughout 2021, executive, LST and LaSTs worked with staff to build capacity to make, reflect on and modify learning adjustments for students. All faculties were engaged on scheduled collaborative/reflective sessions to evaluate T & L programs to make responsive learning adjustments, including implementing interventions where appropriate and embed sustained dialogue as a process for goal setting and vocabulary development.</p> <p>All staff engaged in a process by which Adjustments Summaries were used to inform individual adjustments within teaching and learning programs, including assessment.</p> <p>Professional Learning around teacher consistency, collaborative marking, moderation using frameworks and progressions have been utilised more consistently to further support teachers to use of data to inform practice and the explicit teaching of writing.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue, executive, LST and LaSTs working with staff to build capacity to make, reflect on and modify learning adjustments for students. All faculties continue to schedule collaborative/reflective sessions to evaluate T & L programs to make responsive learning adjustments, including implementing interventions where appropriate and embed sustained dialogue as a process for goal setting and vocabulary development.</p> <p>All staff to continue creating and updating Adjustments Summaries to inform individual adjustments within teaching and learning programs, including assessment and writing.</p> <p>Maintain Professional Learning around teacher consistency, collaborative marking, moderation using frameworks and progressions. Staff require writing PL more consistently to further support teachers to use of data to inform practice and the explicit teaching of writing.</p>
<p>Location</p> <p>\$125,441.55</p>	<p>The location funding allocation is provided to Woodenbong Central School to address school needs associated with remoteness and/or isolation.</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"> • Evidence informed pedagogical practices to support growth in student learning. • Collaborative practices and the use of student data to reflect on teacher practice. • A planned approach to Wellbeing • Meeting Individual Learning needs • Culture of continuous improvement and high expectations • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • staff supported by LST to undertake Learning Meetings - 2 goals, Literacy/ Numeracy <p>The allocation of this funding has resulted in:</p> <p>All students have access to learning technologies to support implementation of learning programs, interventions and to support online learning when needed through interrupted periods eg. natural disaster, COVID etc. Staff making regular contact with families as a part of Learning Meetings and communicating learning goals to stakeholders centrally and rigorously</p>

<p>Location</p> <p>\$125,441.55</p>	<p>analysed as data as faculty to inform teaching/wellbeing/learning cycles. Goals around attendance regularly addressed to ensure continuity of learning when interrupted.</p> <p>LST Case management has been improved to allow for more opportunities to have sustained Learning Meetings.</p> <p>LST coordination by both Primary and Secondary Executive has ensured quality feedback regarding both student and teacher needs in learning and wellbeing practices.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Executive LST and Executive to continue to lead the ongoing implementation of Learning Meetings, IEPs and ensure Literacy and Numeracy goals for identified students are collaboratively reviewed in cycles.</p> <p>Professional Learning to align with Wellbeing and Teaching Practice Teams directions, including success criteria.</p>
<p>Literacy and numeracy</p> <p>\$9,612.78</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woodenbong Central 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"> Evidence informed pedagogical practices to support growth in student learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> literacy and numeracy programs and resources, to support teaching, learning and assessment staff training and support in literacy and numeracy updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.20</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Woodenbong Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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 initiative funding include:</p> <ul style="list-style-type: none"> employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <p>K-2 Plan data reflects improvement across literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Early Action for Success (EAfS)</p> <p>\$68,605.20</p>	<p>funding will be: Formative assessment will be prioritised across the school, focusing on immediate feedback.</p>
<p>QTSS release</p> <p>\$16,929.82</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woodenbong Central 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"> • Evidence informed pedagogical practices to support growth in student learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$154,383.03</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 teachers/educators to deliver small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</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 sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	99	97	107	87
Girls	86	93	102	87

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.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	86.3	67.2	73.5	63.2
1	87.9	75.8	58.1	68
2	87.9	79.5	67.8	52.1
3	79.8	71.1	69	47.4
4	79.1	81.3	55.9	57.7
5	87.2	74.2	70.7	51.2
6	82.3	68.5	71.7	60
7	82.6	74.9	62.3	63.2
8	88.2	80.3	69.2	51.9
9	83.7	82.8	82.5	59.6
10	74.4	79.4	75.1	66.8
11	84	55	64.8	58
12	60.1	78.3	58.2	59.6
All Years	81.6	75	67.9	58.3
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
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

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

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	8
Employment	0	0	16
TAFE entry	0	0	8
University Entry	0	0	66
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

35.71% of Year 12 students at Woodenbong Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

92.3% of all Year 12 students at Woodenbong Central School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	12.79
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	8.89
Other Positions	0.2

*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	152,771
Revenue	4,712,300
Appropriation	4,586,124
Sale of Goods and Services	63,315
Grants and contributions	49,929
Investment income	118
Other revenue	12,815
Expenses	-4,486,255
Employee related	-4,120,118
Operating expenses	-366,137
Surplus / deficit for the year	226,045
Closing Balance	378,816

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	131,586
Equity Total	489,885
Equity - Aboriginal	141,158
Equity - Socio-economic	230,753
Equity - Language	0
Equity - Disability	117,974
Base Total	3,383,892
Base - Per Capita	52,158
Base - Location	128,718
Base - Other	3,203,017
Other Total	352,899
Grand Total	4,358,263

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Each year Woodenbong Central School seeks opinions of parents, students and teachers as feedback on the performance of the school. Below is a summary of those responses. In 2021 the primary method used to gather feedback from parents, staff and students was through the use of surveys. This year the response rate from parents was maintained by executive and AEO ringing and speaking with each parent/carer. Parents were given the option to respond over the phone or return the survey, which was also published in the Newsletter. This resulted in a response rate from parents of approximately 75%, the response rates from students and teachers was 100% and 95% respectively.

All groups were asked to reflect on what they believed was a strength of Woodenbong Central School ("Do Well") and what it could improve ("Do Better").

Overall the groups indicated that:

Parents: Woodenbong Central School supports student learning and wellbeing and communicates well between school and home. More could be done to communicate learning progress.

Students: Woodenbong Central School has great teachers that create engaging learning (including sporting) activities that support the development of collaborative skills. More could be done to balance high expectations with high support, bring a whole of school focus to respond to bullying behaviours and communicate with senior students in ways that are mutually respectful.

Staff: Woodenbong Central School is a great place to work that is welcoming and focused on the wellbeing of all its members. More can be done to create opportunities for collaboration between teaching and non-teaching staff and support a resumption of community centred activities.

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.