

2021 Annual Report

Woonona East Public School



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Introduction

The Annual Report for 2021 is provided to the community of Woonona East 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.

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Message from the principal

We had great plans in place for 2021 in terms of having our local elders at school, mentoring our children and community. It is one of the many plans that unfortunately we couldn't follow through with under the restrictions. We do really hope that 2022 is a year where we can again open our school gates up to our community.

I am not going to go on about what we haven't been able to do this year though. Instead, I am going to reflect in the true Woonona East Public School way, by focusing on all of the good that 2021 has had to offer.

This year, we have been lucky enough to have:

- Two enrichment classes running weekly at Woonona East
- A very well-developed early intervention program for our K-4 students
- Middle to the top support for K-6
- Dance Troupe In Semester 1
- Our Year 6 leadership team went to Sydney for the Halogen Leaders' Conference
- Mr Hall coordinated a WEPS PSSA Basketball team who had great success and won many games in the tournament
- We had a group of children start rehearsing for Southern Stars
- We had brilliant swimming, cross country and athletics carnivals
- Ride to School and Clean Up Australia Days
- Stage 3 camp in Canberra
- Stage 2 Bluescope excursion
- Stage 3 - Premiers' Debating Challenge
- K-6 camp adventure days
- Easter hat parade and raffle
- ANZAC Day and Remembrance Day Ceremonies
- Our highly entertaining Have A Go Show where yet again we were reminded of the endless talent at our school
- WEPS Book Fair
- Reconciliation Day Lunch with our Aboriginal community
- Opening of our Chloe Saxby Shine mural
- P&C online auction that replaced the Trivia Night
- WEPS Virtual Olympics - where our whole school was on Zoom for some great fun together in the spirit of the 2021 Olympic Games
- Virtual Education Week
- Online Deadly awards

I have to pay absolute credit to the true heroes of Woonona East Public School, our students and staff. It is such an honour to be your leader. I remember coming into school on the first day that we had to move to remote learning and seeing the optimism and can do attitude shining through both those here and those at home.

Our teachers yet again changed their entire craft over what was meant to be their holiday break. What they thought

would be one week, was unfortunately lengthened. That is why we decided to create a mural to honour the resilience of our staff and students.

I would also like to communicate a very heartfelt thank you to our outstanding parent and carer community. This year put a true toll on our parents/carers with a term of learning from home. It was impressive to see the way our community rose to the challenge and worked so closely with our teachers to ensure our children had continuity of learning.

We have received lots of positive feedback about just how great our new mural on Railway Parade is. It serves as a great reminder for our whole community... that sometimes in life, we have challenges thrown our way. However, we have it in ourselves to look for solutions to all problems and work together for the greater good.

I want to recognise our outgoing Year 6 Class of 2021. they have taken it upon themselves to make sure their final year in primary school was a great one.

I am very much looking forward to 2022, a year of continued innovation, improvement and enjoyment of learning.

Ms Emily Corcoran

Message from the school community

2021 saw a new leadership team for the P&C with Wendy Grant and Gayle Hull taking over co-presidents and Amy-Ruth MacDonald taking over as Secretary. We would like to formally thank Carla Widloecher and Monique Young for their years of commitment to the P&C.

Unfortunately, once again parents have been restricted from accessing the school for most of the year with students learning from home for an extended period. Thank you to our parents who had to take on a massive task of homeschooling and working from home.

We would also like to say a huge thank you to our wonderful teachers for their significant effort in ensuring our children were able to continue learning from home.

The P&C was unfortunately only able to meet twice this year but thank you to our returning members and our new members who consistently take the time out of their busy lives to support the school community. We are looking forward to a better 2022.

Wendy Grant and Gayle Hull - P&C Presidents

School vision

At Woonona East Public School, our students are at the centre of all that we do. We work together to inspire and challenge our students to embrace and learn from both successes and failures.

By grounding our work in evidence based practices to underpin quality teaching and learning, we work with a shared responsibility, to ensure that every student, teacher, leader and our school improves every year.

School context

Woonona East Public School has 210 students and is located in Woonona, a coastal suburb, North of Wollongong. The school has nine classes, ranging from Kindergarten to Year 6. Woonona East Public School has 14 teaching staff and three School Learning and Support Officers (SLSOs). The school has strong ties with its parents, carers and community and hosts a number of regular whole school community events. Our school has 23 Aboriginal students, and six students who speak English as an additional language or dialect. Our school works closely with the Northern Illawarra Aboriginal Education Consultative Group to ensure the quality of Aboriginal Education is of the highest standard. There is a comprehensive Learning and Support Team that monitor the progress and achievement of all students, closely tracking intervention and enrichment programs.

The staff have completed a situational analysis, with the close involvement of students and parents/carers. From this process, we came up with three strategic directions, that will be the backbone of our Strategic Improvement Plan. They are:

1. Student growth and attainment

As part of this strategic direction, all teachers will monitor their students' academic growth in literacy and numeracy. Any students who do not achieve individualised growth targets will be promptly identified and referred to the Learning and Support Team. Team teaching and coaching will support all teachers to effectively track student growth and attainment, with a focus on increasing our high achieving students, as identified in both internal and external assessments.

2. Differentiation for challenging, engaged learning for all

Our situational analysis identified the need to ensure that all students are being effectively catered for in all learning experiences and curriculum delivery by teachers. We have a wide range of learners with varying learning needs. It is paramount that our teachers confidently cater for all learners on a daily basis, in all subject areas. This will ensure high levels of student engagement in all learning tasks.

3. High expectations and moral imperative

The third strategic direction ensures all staff have high expectations of all students and themselves. This includes high expectations of our Aboriginal students, with a close focus on love of learning and sense of belonging. Our staff and students are driven by a moral imperative to show respect, responsibility and resilience. This ensures a positive wellbeing for all students, where student behaviour is of the highest standard.

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 | Delivering |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Working towards Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

A collective, systematic focus on evidence-informed decision making was identified as a key driver of whole school improvement.

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.

- Effective Pedagogy in Mathematics
- Effective Pedagogy in Reading

Resources allocated to this strategic direction

Literacy and numeracy: \$500.00

Low level adjustment for disability: \$78,482.60

Socio-economic background: \$22,424.00

Integration funding support: \$42,424.00

COVID ILSP: \$89,700.00

Professional learning: \$9,000.00

QTSS release: \$5,000.00

Aboriginal background: \$11,111.00

English language proficiency: \$2,400.00

Summary of progress

In 2021, we continued with Number Talks professional learning in mathematics, including when students were learning from home. Our off class learning support teacher was able to provide quality learning support for students in Semester 1 and the second half of Term 4. Our Early Intervention program was highly effective in Semester 1 and continued when students were learning from home, with sessions conducted via Zoom.

Literacy support for students who were below benchmark (run by a School Learning Support Officer) was able to run all year as the program continued via Zoom during the learning from home period. Focusing on reading pedagogy, we had a specific professional learning focus on effective text selection and differentiated instruction of comprehension strategies, which was a result of student work sample and data analysis.

Evaluation of our professional learning in literacy and numeracy evidenced the need for further resourcing in this area in 2022. Our evaluation of our Early Intervention and additional in-class support demonstrates the positive impact that had on students with additional learning needs.

For 2022, a detailed plan has been created to ensure teachers work with an instructional leader and are given more opportunities to observe one another teach mathematics and reading. A whole school focus on quality numeracy instruction has also been identified, to ensure consistency K-6.

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 reading to be above system-identified target baseline. | The percentage of Year 5 students achieving expected growth in NAPLAN reading is 45%. |
| Improvement in the percentage of students achieving in the expected growth in numeracy to be above system-identified target baseline. | The percentage of Year 5 students achieving expected growth in NAPLAN numeracy is 40%. |

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| <p>Improvement in the percentage of students achieving in the top two bands in reading to be above system-identified target baseline.</p> <p>Improvement in the percentage of students achieving in the top two bands in numeracy to be above system-identified target baseline.</p> | <p>36.96% of students are now in the top two skill bands (NAPLAN) for reading and 25.53% for numeracy, indicating progress yet to be seen toward the annual progress measure.</p> |
| <p>Executive team create growth and attainment baseline data for all Aboriginal students to track achievement in NAPLAN.</p> | <p>Baseline growth and achievement data for Aboriginal students was identified. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p> |

Strategic Direction 2: Differentiation for challenging, engaged learning for all

Purpose

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

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.

- Explicit Teaching for Curriculum Delivery, Catering for All Learners
- Formative Assessment for Effective Feedback

Resources allocated to this strategic direction

Literacy and numeracy: \$12,000.00

Casual Cover for PL: \$9,500.00

Professional learning: \$3,000.00

Beginning teacher support: \$8,000.00

Integration funding support: \$12,000.00

School support allocation (principal support): \$14,000.00

Additional Data Support Funds: \$16,734.00

Summary of progress

In 2021, mentoring provided by Jann Farmer-Hailey was the most beneficial opportunity for this initiative in our Strategic Improvement Plan. Fortunately, it could continue during the learning from home period as sessions were conducted online. During Term 3 and the start of Term 4, quality professional learning was able to be conducted with all staff in small groups and the principal, as staff were at home and had more flexibility with hours of instruction on Zoom. 4Cs professional learning was impactful in Semester 1 but ceased in Semester 2 due to COVID.

Our recruitment of more casual teachers in Term 4 was costly but necessary and enabled more students to receive more explicit teaching on a weekly basis. Evaluation evidenced the positive impact of this additional teaching support had on student learning.

Class tracking sheets were used throughout the year to assist classroom teachers and school executive staff with monitoring all students' academic growth in both literacy and numeracy.

Evaluation of our data practices illustrated the benefits of staff utilising the learning from home period to further investigate the data tracking sheets and add new data. Our school's data analyst successfully supported all teaching staff with inputting and summarising their students' achievement and growth data.

Overall, our staff were committed to ensuring formative assessment was effective throughout 2021, including during the learning from home period. Our executive team critically analysed our assessment processes in Term 4 and refined our assessment schedule for 2022.

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 |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| The element of data skills and use within the School Excellence Framework is self-assessed at delivering with the themes validated at: | Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use. |
| Data literacy - delivering | Self-assessment against the School Excellence framework shows the theme of Data literacy to be delivering. |
| Data analysis - sustaining and growing | Self-assessment against the School Excellence framework shows the theme of Data analysis to be delivering. |

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| <p>Data use in teaching - delivering</p> <p>Data use in planning - delivering</p> | <p>Self-assessment against the School Excellence framework shows the theme of Data use in teaching to be delivering.</p> <p>Self-assessment against the School Excellence framework shows the theme of Data use in planning to be delivering.</p> |
| <p>The element of student performance measures within the School Excellence Framework is self-assessed at sustaining and growing with the themes validated at:</p> <p>Value add - delivering</p> <p>NAPLAN - delivering</p> <p>Student growth - delivering</p> <p>Internal and external measures against syllabus standards - sustaining and growing</p> | <p>Self-assessment against the School Excellence framework shows the school currently performing at working towards delivering in the element of Student Performance Measures.</p> <p>Self-assessment against the School Excellence framework shows the theme of Value add to be working towards delivering.</p> <p>Self-assessment against the School Excellence framework shows the theme of NAPLAN to be working towards delivering.</p> <p>Self-assessment against the School Excellence framework shows the theme of Student Growth to be working towards delivering.</p> <p>Self-assessment against the School Excellence framework shows the theme of Internal and external measures against syllabus standards to be delivering.</p> |
| <p>Gather baseline data about how many staff are structuring their programs using research to inform professional learning about the ways in which students learn.</p> | <p>There is an uplift from 10% to 77% of staff using research to inform their teaching programs and professional learning.</p> |

Strategic Direction 3: High expectations and moral imperative for enhanced wellbeing

Purpose

Evidence-based practices that achieve a school culture of continuous improvement and positive wellbeing.

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.

- High Expectations
- Wellbeing and Moral Imperative

Resources allocated to this strategic direction

Aboriginal background: \$6,000.00

Socio-economic background: \$5,000.00

QTSS release: \$30,000.00

Low level adjustment for disability: \$20,000.00

Beginning teacher support: \$3,000.00

Professional learning: \$2,000.00

Summary of progress

In 2021, we optimised the opportunities that came with the learning from home period and had our Kindergarten team working intensely with Sarah Rudling on Brain and Behaviour/Choice Theory research. Aboriginal student wellbeing was prioritised through our learning and support team and additional SLSO support was allocated where needed. Student focus groups were conducted, with a focus on 'Connect, Succeed, Thrive and Learn'. A refined approach to HPGE was created for 2022, that included more students being identified for the classes.

Through our 2021 evaluation, clear strengths and opportunities were identified for 2022., such as training more staff in brain and behaviour theory. The benefits of our school promptly prioritising student behaviour and emotional wellbeing was clearly evident. This increase in time needed to be continued into 2022 to ensure student mental wellbeing was appropriately catered for after this success.

Our Tell Them From Me survey data indicates our school is significantly above state average for students having high advocacy and high expectations. This was confirmed in our student focus group interviews where students explained the various ways they were supported (academically and emotionally) during a highly challenging year.

In 2022, our Aboriginal Education team will ensure the 2021 action plan can be re-implemented, after many activities being postponed in 2021.

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 |
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| Increase percentage of students identifying as having high advocacy, high expectations to be above 2020 (86%). | 81% of students identify as having high advocacy, high expectations, which has decreased by 5%. |
| Collect baseline data that illustrates how many Aboriginal students have achieved their PLP goals. | Our Aboriginal Education Coordinator along with our Learning and Support Coordinator assisted classroom teachers to track the progress of all Aboriginal students' achievement of their Personalised Learning Pathway (PLP) goals. 100% of students achieved their PLP goals in 2021. |
| Uplift in the percentage of students attending school more than 90% of the time to be above system-identified baseline. | The number of students attending greater than 90% of the time or more has decreased by 3.17%. |

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| <p>Increase in percentage of children in the HPGE focus group attaining top 2 bands in NAPLAN by at least 2%.</p> | <p>80% of Year 5 students in the High Potential and Gifted Education focus group achieved the top two bands in NAPLAN reading and numeracy.</p> |
| <p>Uplift of 4% in the percentage of Aboriginal students sense of advocacy, belonging and expectations of success, as identified in Tell Them From Me survey.</p> | <p>The percentage of Aboriginal students with a positive sense of advocacy, belonging and expectation of success has remained at 80%.</p> |
| <p>Tell Them From Me Wellbeing data (advocacy, belonging, expectations of success) is above system-identified baseline.</p> | <p>Tell Them From Me data indicates 80.65% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</p> |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$54,424.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Woonona East 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"> • Effective Pedagogy in Mathematics • Effective Pedagogy in Reading • Explicit Teaching for Curriculum Delivery, Catering for All Learners • Formative Assessment for Effective Feedback <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 • staffing release for targeted professional learning around catering for students with additional needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • 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:</p> <ul style="list-style-type: none"> - all eligible students demonstrated progress and achievement of their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. - all identified teachers and SLSOs participating in purposeful professional learning in regards to catering for students with additional needs e.g. specific health care processes, brain and behaviour and choice theory. - students with behavioural needs receiving the support they require when needed e.g. calm down time outside of the classroom. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be reviewed and adjusted (where necessary) throughout the year. - to ensure that all professional learning for teachers and SLSOs working with students with additional needs continues to be of the highest priority. |
| <p>Literacy and numeracy</p> <p>\$12,500.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woonona East 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"> • Effective Pedagogy in Mathematics • Explicit Teaching for Curriculum Delivery, Catering for All Learners <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • teacher release to engage staff in Starting Strong, Big Ideas and Number Talks. <p>The allocation of this funding has resulted in:</p> |

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| <p>Literacy and numeracy</p> <p>\$12,500.00</p> | <ul style="list-style-type: none"> - an improvement in percentage of students achieving expected growth in numeracy and reading. - an improvement in the percentage of students achieving expected growth in reading, comprehension and mathematics in our annual PAT tests. - the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. - the school implemented support to boost students from middle level achievement to higher levels of academic achievement, as identified by student data analysis. - differentiated teaching through on-going formative assessment followed by targeted numeracy programs for all students is improving K-6. - this professional learning has resulted in whole school consistency and improved engagement in learning K-6. Evidence can be seen in a combination of teacher observations and formative assessment data. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - engagement of additional teaching staff to work in an Instructional Leadership capacity across the school, including working with teachers in off-class positions e.g. learning support and library. |
| <p>Socio-economic background</p> <p>\$27,424.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woonona East 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> <ul style="list-style-type: none"> • Effective Pedagogy in Reading • Effective Pedagogy in Mathematics • High Expectations • Wellbeing and Moral Imperative <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • staff release to increase community engagement, with a specific focus on student voice • resourcing to increase equitability of resources and services - with a focus on expected growth targets <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - an increase in number of students achieving expected growth in NAPLAN reading by 12% - an increase in number of students achieving expected growth in NAPLAN numeracy by 13% - all students who are under benchmark in reading and comprehension being explicitly targeted as part of our additional learning support program, with significant shift tracked for all students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - engage an Instructional Leader to support quality instruction and differentiation in literacy and numeracy. - part-time employment of an admin staff member to support increasing student attendance rates. |
| <p>Aboriginal background</p> <p>\$17,111.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woonona East 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</p> |

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| <p>Aboriginal background</p> <p>\$17,111.00</p> | <p>including:</p> <ul style="list-style-type: none"> • Effective Pedagogy in Reading • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional school learning support officer to work as a literacy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • engagement in professional learning in mental and emotional wellbeing to ensure all Aboriginal students' wellbeing is enhanced (including acknowledgement of intergenerational trauma) <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - all Aboriginal students having the opportunity to learn more about their culture. - all Aboriginal students having access to a high quality learning and support program that enhances their reading, writing and comprehension ability. - a Koori Club continuing to meet in our school, giving our Aboriginal students opportunity to connect with local elders. - employment of an Aboriginal staff member to work directly with our students and enhance our connection to authentic culture. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continuing to monitor the effectiveness of fund expenditure, ensuring it has maximum impact on our Aboriginal students and families. - increase the opportunities available to our Koori Club students. - continue to have executive staff present at all Aboriginal Education Consultative Group (AECG) meetings and work closely with the Northern Illawarra AECG team. |
| <p>English language proficiency</p> <p>\$2,400.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woonona East 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"> • Effective Pedagogy in Reading <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:</p> <ul style="list-style-type: none"> - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. - EAL/D students progressing through the levels of our MacqLit support program, evidencing their retention of literacy skills such as phonic knowledge. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to transfer this practice across all key learning areas (KLAs). - ongoing professional learning will identify language and cultural demands across the curriculum. |
| <p>Low level adjustment for disability</p> <p>\$98,482.60</p> | <p>Low level adjustment for disability equity loading provides support for students at Woonona East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> |

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| <p>Low level adjustment for disability</p> <p>\$98,482.60</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"> • Effective Pedagogy in Mathematics • Effective Pedagogy in Reading • Wellbeing and Moral Imperative <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the wellbeing needs of all 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> <ul style="list-style-type: none"> - an increase of students achieving at or above expected growth in NAPLAN results. - a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. - a more effective model being utilised whole school to track students' growth and improvement in learning, when flagged for being below benchmark. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - further expanding the impact of the learning support team by monitoring growth data more closely. - ensuring flagged students are experiencing shift as a result of the resources and expenditure being utilised. - providing additional support for identified students through the employment of trained SLSOs and upskilling all SLSOs regularly. |
| <p>QTSS release</p> <p>\$35,000.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woonona East 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"> • Effective Pedagogy in Mathematics • Wellbeing and Moral Imperative <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff in student wellbeing and behaviour management • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning in mathematics to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - improved staff confidence and teaching practice in mathematics. - curriculum leaders have now embedded evidence-based, high impact teaching strategies within their classroom practice. - improved staff capacity to effectively manage students with a range of behavioural needs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - employing a specialist to lead improvement in mathematics, as it is a school identified area for improvement. |
| <p>COVID ILSP</p> <p>\$89,700.00</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</p> |

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|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>COVID ILSP</p> <p>\$89,700.00</p> | <p>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"> • Effective Pedagogy in Mathematics • Effective Pedagogy in Reading <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 analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - in the area of mathematics, three students came off support due to significant improvement in results. The rest have made sufficient growth and are continuing on the program in 2022. - in the area of literacy, eight students came off support due to significant improvement in results. The rest have made sufficient growth and are continuing on the program in 2022. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. - provide additional in-class support for some students to continue to meet their personal learning goals will also be a priority. |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 111 | 112 | 108 | 113 |
| Girls | 77 | 78 | 82 | 90 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 95.2 | 95.8 | 93.4 | 94.7 |
| 1 | 94.7 | 94.1 | 93.3 | 91.9 |
| 2 | 94.5 | 94.7 | 92.3 | 91.9 |
| 3 | 91.5 | 94.8 | 94.1 | 90.1 |
| 4 | 94 | 92.4 | 93.2 | 91.6 |
| 5 | 94.6 | 92.2 | 91.6 | 93.6 |
| 6 | 92.3 | 92.9 | 91.9 | 89.6 |
| All Years | 93.7 | 93.8 | 92.9 | 91.9 |
| 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) | 2 |
| Classroom Teacher(s) | 8.1 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.42 |

*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 | 99,887 |
| Revenue | 2,444,118 |
| Appropriation | 2,368,033 |
| Sale of Goods and Services | 8,118 |
| Grants and contributions | 67,392 |
| Investment income | 175 |
| Other revenue | 400 |
| Expenses | -2,318,642 |
| Employee related | -2,092,133 |
| Operating expenses | -226,509 |
| Surplus / deficit for the year | 125,476 |
| Closing Balance | 225,363 |

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 | 113,108 |
| Equity Total | 156,347 |
| Equity - Aboriginal | 26,963 |
| Equity - Socio-economic | 27,157 |
| Equity - Language | 2,400 |
| Equity - Disability | 99,828 |
| Base Total | 1,778,112 |
| Base - Per Capita | 46,838 |
| Base - Location | 0 |
| Base - Other | 1,731,274 |
| Other Total | 94,426 |
| Grand Total | 2,141,994 |

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.

Year 3 NAPLAN results are below:

Numeracy

Lower Bands: 14%

Middle Bands: 57%

Upper Bands: 29%

Reading

Lower Bands: 10%

Middle Bands: 55%

Upper Bands: 35%

Year 5 NAPLAN results are below:

Numeracy

Lower Bands: 23%

Middle Bands: 54%

Upper Bands: 23%

Reading

Lower Bands: 15%

Middle Bands: 46%

Upper Bands: 39%

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

What parents like most about Woonona East Public School as identified in our end of year School Self Evaluation Survey:

- The community feel and spirit.
- The school makes things fun.
- Supportive staff.
- The leadership, staff and the fact that it is a friendly small school.
- The teachers really care about the students.
- Smaller classes, supportive and skilled teachers.
- Small school, lovely grounds, lovely teachers and a nice environment.
- The teachers are very invested. They care about the students and their lives.

Student Satisfaction as Identified in Tell Them From Me Surveys (Years 4-6)

- 83% of students identify as having positive behaviour at school.
- 84% of students identify as having positive effort towards school.
- 79% of students identify as having positive relationships at school.
- Our students' favourite subject at school is mathematics, followed by writing.
- The majority of our students' described their classroom ethos is "fun with great learning".

Teacher Satisfaction as Identified in People Matter Employee Survey

Strengths Include:

- The school considers student needs when planning priorities
- The school works collaboratively to achieve its goals
- In the last 12 months, feedback has been given to all staff regarding practice
- There is a thorough understanding of what is expected of staff to do well in their roles
- Staff can explain how their work impacts students, parents and the community

Opportunities include:

- Time management
- Workload and ability to have a healthy balance
- Ensuring a range of viewpoints are shared

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.