

2021 Annual Report

Woodland Road Public School



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Introduction

The Annual Report for 2021 is provided to the community of Woodland Road 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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School vision

Thrive Through Opportunity

To create a school community of positive relationships, enable students to become self-directed lifelong learners and develop each individual's potential to create a positive future for themselves, locally, nationally and globally, as a contributing Australian citizen.

Our vision is about equity - we aim to provide all students with quality schooling free from discrimination to ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes.

It is about excellence - we aim to promote and support personalised learning with challenging and stimulating learning experiences.

It is about success as a learner supported by our community.

School context

Woodland Road Public School is located in St Helens Park, 5 km south of Campbelltown. Our feeder areas of Bradbury, Airds, St Helens Park and Wedderburn, are suburbs which are diverse in social and economic context, yet connected by the school. Set in an attractive, spacious, natural environment the school strives to provide quality teaching and learning programs to move children beyond their potential. The student population of 283 includes children of Aboriginal background (14.2%), children with a language background other than English (22%) as well as children requiring additional support in learning, mobility and social skills. The school has 2 support classes for students with Autism and a Multi-categorical class.

The school motto "Grow with Love and Learning", is clearly demonstrated by students achieving success in a caring environment. With a focus on literacy and numeracy our experienced staff is able to differentiate learning to cater for the needs of the individual. Future focussed skills are balanced with fundamentals, creative arts and sport to provide each child's education through active involvement in community events and classroom activities. Each classroom is equipped with modern Interactive panels and students have access to iPads and chromebooks.

The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising initiatives.

High level areas for improvement include:

- 1/ Student growth and attainment
- 2/ Wellbeing attendance and strengthening transitions
- 3/ Parents and Careers: partners in learning

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	Working towards Delivering
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	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To collaboratively analyse, interpret and extrapolate student assessment data regularly to identify student achievement and progress, inform planning, identify interventions and modify teaching practice. Staff employ the most effective evidence-based teaching methods and curriculum provision to optimise learning for all students.

Initiatives

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

- Data informed practice
- Curriculum provisions

Resources allocated to this strategic direction

Low level adjustment for disability: \$149,961.75

Socio-economic background: \$149,226.00

Professional learning: \$13,331.11

Literacy and numeracy: \$8,090.74

Early Action for Success (EaFS): \$171,513.00

QTSS release: \$60,767.96

Literacy and numeracy intervention: \$47,089.56

Integration funding support: \$44,244.00

Aboriginal background: \$37,436.64

Summary of progress

In 2021, professional learning was planned to build teacher confidence and knowledge in the Essential Assessment, Using data with confidence, using Literacy and Numeracy Progressions. Staff participated in the CESE 'What Works Best' online Professional Learning. The document was discussed before completing the online learning and staff found it useful to promote discussion.

Our next steps in 2022 are:

*Review current assessment practices within the school

*Professional learning - formative and summative assessment

*Strengthen data skills to inform learning programs *Create an assessment schedule 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
Baseline data 2021: Average of NAPLAN numeracy results show that 19.65% of students in Years 3 and 5 are achieving in the top 2 bands. Increase the percentage of students achieving in the top 2 bands in NAPLAN numeracy by at least 3.5% to follow the trajectory lower band projection.	Results of 2021 NAPLAN Numeracy show that 15.29% achieved in top 2 bands. Although this is below our Annual Trajectory Lower Band of 22.93%, it is important to note the significant increase in expected growth. This year's results showed that 81.82% of students achieved expected growth; an increase of 41.8% from 2019. This dramatic increase in students achieving growth, indicates that the activities/initiatives that have been put in place are currently working and yielding results.
Baseline data 2021: Average of NAPLAN reading results show that 23.23% of students in Years 3 and 5	Results of 2021 NAPLAN Reading show that 21.84% achieved in top 2 bands. Although this is below our Annual Trajectory Lower Band of 26.97%. This year's results showed that 66.7% of students achieved expected

<p>are achieving in the top 2 bands.</p> <p>Increase the percentage of students achieving in the top 2 bands in NAPLAN reading by at least 3.5% to follow the trajectory lower band projection.</p>	<p>growth; an increase of 30.96% from 2019.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN numeracy by at least 2.8% to follow the trajectory lower band projection.</p>	<p>Results of 2021 NAPLAN numeracy show that 72.7% achieved or exceeded expected growth in numeracy; an increase of 36.3% from 2019. This dramatic increase in students achieving growth, indicates that the activities/initiatives that have been put in place are currently working and yielding results.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN reading by at least 2.8% to follow the trajectory lower band projection.</p>	<p>Results of 2021 NAPLAN reading show that 60% achieved or exceeded expected growth in numeracy; an increase of 28% from 2019.</p>

Strategic Direction 2: Wellbeing, attendance and strengthened transitions

Purpose

To achieve excellence in effective transitions where students are provided with quality learning opportunities leading to responsible, positive and resilient future citizens.

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.

- Attendance Partnerships, Systems and Processes
- Wellbeing
- Transitions

Resources allocated to this strategic direction

6300 - School and Community: \$35,000.00

School support allocation (principal support): \$17,552.91

English language proficiency: \$52,584.35

Socio-economic background: \$99,999.69

Summary of progress

Attendance Partnerships, Systems and Processes

Attendance partnerships, systems and processes have been challenging to implement in the year of 2021 due to the large proportion of the year being mandated lockdown where students worked from home. As a result, all students were marked as 'flexible' attendance during this time and many of the improvement plans and initiatives related to attendance have been delayed and will need to be revisited in 2022. It is expected that once school returns in 2022 and initiatives around attendance partnerships, systems and processes are in place, there will be an increase in the number of students attending school for more than 90% of the time. It is envisaged that teachers, parents and the community will work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Wellbeing

Improving wellbeing was a major focus for this year. A new student welfare policy was created and approved by the school community at a P&C meeting to meet the changing context of our school and ensure optimal wellbeing for all students. Due to lockdown we were unable to have the new policy go live this year, however it is planned to go ahead from day one in 2022. Strategic Direction 2 team has also been working hard to organise the foundation for a Student Representative Council in 2022 to increase student voice within our school, resulting in improved wellbeing/belonging.

Transitions

In 2021, Woodland Road Public School ran a transition program for Kindergarten students beginning in 2022. These sessions allowed staff to build a strong understanding and connection with families by conducting meet and greet sessions where discussions could take place and supportive measures could be arranged for a successful transition of all newly enrolled Kindergarten students in 2022. Woodland Road Public School has networked with local high schools such as Ambarvale and Airs to assist students transitioning from Year 6 into Year 7 in 2022. Airs offered students a range of opportunities to support them with their transition such as online Google Classroom activities, a face-to-face orientation day and Zoom sessions. Ambarvale communicated with the school about setting up a Google Classroom, however there were no activities added to the online classroom during the transition time. Although, there were meetings with the Year Adviser and our Stage 3 teachers to discuss supportive measures that could be put in place for any students who may struggle with the transition that are attending Ambarvale High School next year. Our goal is to engage in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. It is expected that by the end of the school plan, we have expanded our networking to other local public and independent schools to ensure that the large majority of our students are supported in their transition from Primary to High 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 the percentage of students who attend school more than 90% of the time by 2%.	Monitoring and analysing attendance data has been inconsistent in 2021 due to the mandated lockdown and the use of 'flexible' when marking attendance while students were working from home. As a result, this has skewed attendance data when comparing our baseline with current percentages. As a result we have been unable to achieve our target. Since commencing face to face in Term 4, attendance data has been regularly analysed and is used to inform future planning of initiatives in 2022. It is envisaged that this will improve regular attendance rates for all students, including those at risk.
Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline by 2%.	Monitoring and analysing attendance data has been inconsistent in 2021 due to the mandated lockdown and the use of 'flexible' when marking attendance while students were working from home. As a result, this has skewed attendance data when comparing our baseline with current percentages. As a result we have been unable to achieve our target. Since commencing face to face in Term 4, attendance data has been regularly analysed and is used to inform future planning of initiatives in 2022. It is envisaged that this will improve regular attendance rates for all students, including those at risk.
6.5% increase in the number of students, parents and staff expressing satisfaction with transition processes.	Over the past two years, we have run a Getting Ready for School program for future Kindergarten students both virtually and face to face with one family at a time to adhere to COVID restrictions. Teaching staff who have been involved in running the program the past two years have conducted a parent survey at the end of the program to gain insight into parent satisfaction, however minimal parents participated due to the online nature of the meetings. As a result, only a small number of parents/families completed the 2022 Kindergarten parent survey and 100% indicated that the transition program ran well. We currently do not provide Year 6 parents with a survey about their satisfaction with transitioning programs from Year 6 to Year 7, however this will be revised next year and put in place to assist us in achieving future progress measures and providing us with valuable information around the effectiveness of current programs.
Increase the percentage of students reporting a sense of belonging (Wellbeing) by 2% to work towards the school's target in 2022.	The Tell Them From Me (TTFM) survey was completed at the beginning of 2021 to capture student, staff and community voice, as well as collecting data measuring student engagement and wellbeing. Unfortunately, we were unable to complete the second TTFM survey in 2021. At the beginning of the year, our baseline data was taken from September 2020 and it indicated that 64% of students at Woodland Road Public School reported a positive sense of belonging at school. Current data from the 2021 survey indicates a 12% increase and states that 76% of students attending Woodland Road Public School feel a sense of belonging at school. With our school improvement initiatives mapped out for 2022 such as forming a Student Representative Council, it is expected that there is further improvement in the percentage of students who have a sense of belonging (wellbeing) at school due to improved student voice school wide.

Strategic Direction 3: Parents and carers; partners in learning

Purpose

To foster positive and supportive relationships between students, teachers and community members through tailored high quality practice.

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.

- Collective Efficacy
- Relationships

Resources allocated to this strategic direction

6300 - School and Community: \$25,000.00

Professional learning: \$10,000.00

Aboriginal background: \$12,000.00

Per capita: \$76,997.04

Summary of progress

In the area of parents and carers being partners in learning, collective efficacy and forming strong relationships featured significantly in our work in Strategic Direction Three this year. Staff analysed data and identified initiatives to foster partnerships with all stakeholders. This included consistent reporting and goal setting, both informal and formal opportunities for staff, students and parents to have a voice and work towards a common goal for the students. As a result of the restrictions placed upon schools in 2021, the majority of initiatives will be explored and evaluated in 2022 with feedback sought from the wider school community. Additionally, we will strengthen and streamline our methods of social media communication.

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
<ul style="list-style-type: none">• Delay in implementing initiatives in semester two have required this work to be postponed to 2022.	In 2021, there was a delay in increasing the number of families connected to partner support services. A review of our data collection and analysis process helped us to plan for strengthened evaluative practice in 2022. To ensure a valid start to the data collection process, professional development on available support services will need to occur for team members in Strategic Direction Three. Liaising closely with the Learning and Support team will ensure data collection in 2022 can take place.
<ul style="list-style-type: none">• Three-way conference bookings indicated the percentage of 23% as a baseline measure for 2021. (Based on 293 students and 67 bookings)• Attendance at the K-6 Cross Country Carnival indicates the percentage of 40% as a baseline measure for 2021.• Delay in implementing community assemblies have required this baseline data to be postponed to 2022 (due to Covid lockdowns in 2021).	A online booking system was implemented to establish a streamlined process for yearly three-way conferencing and student goal setting. Staff engaged in professional learning throughout Term 2 on how to access the booking system and how to conduct three-way conferences. Although the three-way conferences were postponed (set to occur in Week 1, Term 3), the resources and preparation has put us on track to achieve our annual progress measures. Due to COVID, homeschooling and the restrictions placed around schools, a number of planned and programmed initiatives were unable to take place.
<ul style="list-style-type: none">• Class Dojo parent connection data indicates the percentage of 160% as a baseline measure for 2021. (Based on 293 students enrolled and 471 parents connected)	Baseline data was captured for all modes of social media for 2021. Positive feedback from the community reinforces that the community is well informed via Class Dojo but also demonstrated the importance of choosing the most valuable modes of social media and streamlining their place within linking parents/carers with Woodland Road Public School. Additional time is

<ul style="list-style-type: none"> • Facebook followers indicates the percentage of 78% as a baseline measure for 2021. (Based on 293 students and 228 followers) • Skoolbag indicates the percentage of 95% as a baseline measure for 2021. (Based on 293 students and 280) Are updates on this platform happening? Has this source of media become obsolete? • Class Dojo data indicates that our communication has been effective which has been supported by 95% positive feedback. 	<p>required for the team to establish the new school newsletter and to launch it to the school community, this will take priority in 2022. In 2021, social media communication was seen as paramount to ensure strong, open communication pathways. Woodland Road Public School staff regularly communicated with both parents and students via Class Dojo, phone conversations, zoom sessions and Facebook updates.</p>
<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning Culture: High Expectations. • Baseline data from the Tell Them From Me Survey: last parent survey completed in 2018; therefore this must become a consistent survey completed twice a year. • Baseline data from the student Tell Them From Me survey showed a growth of 12% from September 2020 to March 2021 with a sense of belonging. • Baseline data from the People Matters Survey demonstrates a 76% engagement staff level with a 63% staff completion rate. 	<p>Woodland Road Public School is delivering in the area of High Expectations in the School Excellence Framework. In 2021, lock-downs and learning from home affected all stakeholders in relation to forming and maintaining connections with the school. In Term 4, there was ongoing collection, monitoring and analysis of student data that enabled class teachers to quickly respond to the changing needs of students and were supported through this process by the stage teams as well as through intensive short lessons using Covid funding. Moving forward, it is imperative that Woodland Road Public School complete the 'Tell Them From Me' survey involving all stakeholders to ensure we are using the most accurate data to inform initiatives. As a collective, Woodland Road staff must complete the People Matters Survey to establish high expectations.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$44,244.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woodland Road 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"> • Data informed practice <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 • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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 adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$249,225.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woodland Road 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"> • Data informed practice • Attendance Partnerships, Systems and Processes <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 • supplementation of extra-curricular activities • equitable access to specialist resources • employment of additional staff to support breakfast program • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 60% indicating achievement beyond the system negotiated baseline target. • The percentage of students achieving expected growth in numeracy increased to 72.7% indicating achievement beyond the system negotiated baseline target. • A successful breakfast program for students who do not have breakfast. • Access to enrichment experiences and supplemented uniforms and excursions. <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$249,225.69</p>	<p>funding will be:</p> <ul style="list-style-type: none"> •Further develop breakfast club to include a coffee club for parents. •Increase in funding for enrichment experiences.
<p>Aboriginal background</p> <p>\$49,436.64</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woodland Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice • Collective Efficacy <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 • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>Targeted support of identified students in literacy and numeracy with a significant increase in engagement across all Key Learning Areas. The establishment of a junior AECG and great connection with local elders.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Provide additional support through the employment of an AEO. Building a yarning circle in consultation with elders.</p>
<p>English language proficiency</p> <p>\$52,584.35</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woodland Road 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"> • Attendance Partnerships, Systems and Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> •EALD students are showing at or above expected growth in NAPLAN Reading and Numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> •Provide additional professional learning to staff in supporting EALD students in the classroom •Increase staff understanding of different EALD levels to further support the learning for students.
<p>Low level adjustment for disability</p> <p>\$149,961.75</p>	<p>Low level adjustment for disability equity loading provides support for students at Woodland Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$149,961.75</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"> • Data informed practice <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 and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: greater engagement for student with disabilities in mainstream settings. Additional support for social skills and their development for targeted students in the classroom and in the playground. We also saw a significant decline in the number of students getting into serious trouble in the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further support these students in the playground and through transition programs.</p>
<p>School support allocation (principal support)</p> <p>\$17,552.91</p>	<p>School support allocation funding is provided to support the principal at Woodland Road Public School with administrative duties and reduce the administrative workload.</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"> • Attendance Partnerships, Systems and Processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provide additional administration time including overtime for office staff. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Work being completed according to Departmental deadlines. • Effective management of schools finance systems. <p>After evaluation, the next steps to support our students with this funding will be: To continue this process in 2022.</p>
<p>Literacy and numeracy</p> <p>\$8,090.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woodland Road 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"> • Data informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support numeracy • staff training and support in numeracy • effective implementation of Essential Assessment procedures in numeracy. <p>The allocation of this funding has resulted in: 72.7% of students achieving expected growth or beyond in numeracy. 100% of staff using data in numeracy to inform future teaching.</p>

<p>Literacy and numeracy</p> <p>\$8,090.74</p>	<p>After evaluation, the next steps to support our students with this funding will be: Investigate the use of Essential Assessment in Literacy. Fund decodable readers for K-2.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Woodland Road Public 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"> • Data informed practice <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 • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation • employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints <p>The allocation of this funding has resulted in: Improved literacy and numeracy results for K-2. Unfortunately, this position remained vacant for 6 months.</p> <p>After evaluation, the next steps to support our students with this funding will be: Non applicable as this funding is not available in 2022. A 1.2 Assistant Principal, Curriculum and Instruction will be created.</p>
<p>QTSS release</p> <p>\$60,767.96</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woodland Road 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"> • Data informed practice <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 collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Strategic team leaders were provided with additional professional learning and time to oversee key areas and initiatives. Assistant principals were</p>

<p>QTSS release</p> <p>\$60,767.96</p>	<p>provided with time to conduct learning walks to support the teaching in learning for students on their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increase the time made available for learning walks to include staff outside of the executive.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Woodland Road Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • Professional learning around progressions and linking to data <p>The allocation of this funding has resulted in: Assessment data clearly demonstrates the growth students made as a result of targeted and explicit teaching throughout learning sprints</p> <p>After evaluation, the next steps to support our students with this funding will be: Investigate the use of decodable readers in K-2 with expansion into 3-6</p>
<p>COVID ILSP</p> <p>\$209,449.59</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 • providing targeted, explicit instruction for student groups in numeracy • providing intensive small group tuition for identified students who were identified through external and school based data <p>The allocation of this funding has resulted in: 64% of students achieved at or above expected growth during the intensive support program which ran in 5 week cycles. During the online ILSP 4/5 of students who showed negative growth were absent for a large majority of the lessons (2-3 weeks) due to mandated isolation and difficulties in logging on to online lessons from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: To adopt a model of employing SLSO's to deliver the service due to a shortage of teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	154	151	178	166
Girls	120	119	118	123

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.1	93.6	94.6	93.7
1	92.4	91.7	94.5	91.2
2	93.4	94.4	92.1	92.2
3	92.4	92	95	90.2
4	89.9	92.4	94.5	92.1
5	93.9	95	91.1	91
6	92.3	94.9	94.6	88.4
All Years	92.7	93.3	93.7	91.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.1
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	5.57

*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	601,832
Revenue	4,009,380
Appropriation	3,957,734
Sale of Goods and Services	23,572
Grants and contributions	26,971
Investment income	303
Other revenue	800
Expenses	-3,884,424
Employee related	-3,361,773
Operating expenses	-522,650
Surplus / deficit for the year	124,956
Closing Balance	726,789

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	44,244
Equity Total	501,209
Equity - Aboriginal	49,437
Equity - Socio-economic	249,226
Equity - Language	52,584
Equity - Disability	149,962
Base Total	2,751,090
Base - Per Capita	76,997
Base - Location	0
Base - Other	2,674,093
Other Total	374,103
Grand Total	3,670,646

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

An analysis of school and community feedback during 2021, included online focus group meetings, P&C meeting, comments, online surveys and data collection. This has allowed us to report that we could improve in these areas in general; In the themes of Service Delivery and Community Satisfaction within the element Management Practices and Processes, evidence shows that Woodland Road Public School has gains to make in being more responsive to school community feedback in order to improve our customer experience and report findings to our community. This continues to be an area of improvement in our school plan. Our administrative practices are informed by evidence and are responsive to local context, however, our data collection processes could be improved.

Our surveys illustrated pleasing satisfaction by all stakeholders in a range of areas, but our deeper analysis showed that we need to improve our steps in responding to feedback as it is shared and reporting to our community. The general feedback was overwhelmingly positive in regards the volume of information shared with our community about events and student learning.

During the learning from home period, we were once again inundated with positive feedback about the curriculum provisions, personalised support and practical resource allocation we implemented. Our staff went to extraordinary lengths to support individual students as well as families and we had high levels of community satisfaction as a result. Regular phone calls and checkins were viewed as being important for the students

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.