

# 2021 Annual Report

## Woongarra Public School



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## Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School vision

The Woongarra Public School community values academic growth and achievement, care and compassion, honesty and integrity within a culture of respect, responsibility and high expectations. **Our vision is to be the inclusive and caring school where expert staff support students to achieve excellence.** Our purpose is to prepare our students to be the very best they can be as engaged citizens in a complex and dynamic society.

## School context

Woongarra Public School is located on the Central Coast of NSW. The school pays respect and acknowledges that it is on Darkinjung land. The school opened in 2005 as one of the first nine schools in NSW constructed under the Public Private Partnership (PPP) whereby a private consortium provide facilities management for the school over a 30 year period.

In 2021, the current enrolment is 435 students, with 58 acknowledging Aboriginality (13%) and 39 students with a language background other than English. 31% of students have a diagnosed or undiagnosed disability according to the Nationally Consistent Collection of Data. Our students come from a wide range of socio-economic backgrounds. There are 33 full-time or part-time teaching staff and 12 non-teaching staff working as a team to provide educational excellence.

Situational analysis conducted in 2020 identified student growth and attainment, quality teaching of curriculum and inclusive student and family engagement as strategic directions for improvement. Through NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on improving achievement in reading and numeracy using evidence-proven and data driven practice to deliver differentiated instruction to students. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident.

The school receives School Based Allocation Resource funds for Aboriginal Education, Socio-economic Background, English Language Proficiency and Low Level Adjustment for Disability that will be used to support this work and to ensure that every student, every teacher, every leader and the school improves every year.

Woongarra Public School is renowned in the wider community for its outstanding commitment to inclusive education. A wide range of academic, sporting, cultural, creative and extra-curricular experiences enable our students to excel in a variety of endeavours. Strong alliances with the Wadalba Schools Learning Community, the University of Newcastle and the Ngara Aboriginal Educational Consultative Group supplement respectful and strong partnerships between the school, families and community to deliver positive contributions to student learning in a happy, safe and tolerant learning environment.

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes for every student in reading and numeracy in order to build strong foundations for academic success in all key learning areas.

### 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
- Use of data to inform practice

### Resources allocated to this strategic direction

**Professional learning:** \$13,347.00

**Literacy and numeracy:** \$11,800.11

**Low level adjustment for disability:** \$35,957.00

**QTSS release:** \$84,424.85

**Socio-economic background:** \$81,152.00

### Summary of progress

Staff engaged with research by Deslea Konza on the *Big 6 in Reading* and professional learning in *Reading Fluency* and *Reading Vocabulary* building the capacity of all teachers to employ evidence-based effective teaching methods and strategies to explicitly teach reading K-6. Two teams of teachers completed professional learning in *Starting Strong* and *Big Ideas in Number*, building numeracy capacity across K-6 staff. The Harvard University *Data Wise* process was used to guide analysis of student assessment data in literacy and numeracy to identify learner-centred problems, to reflect on teaching effectiveness and to implement explicit and responsive instructional strategies for improvement. Teachers received additional release to work collaboratively through Data Wise inquiry cycles with well-developed data literacy evident. This ensures that data and feedback are used to inform teaching practice and direct learning and will continue into 2022.

A team of three 'knowledgeable others' (known as the QTSS team) shared expertise with staff to inform group routines in Reading and Mathematics, model explicit teaching of effective reading strategies drawn from research, curate DoE resources, and inform guided reading instruction. In 2022, this work will be enhanced with the establishment of an Assistant Principal, Curriculum & Instruction position. Students who showed potential to be boosted into the top two bands of NAPLAN were supported with additional instruction, while class teachers supported the remaining students, resulting in all students in targeted classes receiving regular small group instruction. Intervention in mathematics was provided for problem solving using a newly developed problem-solving processes and a bank of strategies.

The impact of the schools' High Potential strategy was highlighted when a group of high potential Year 5 students won a National Mathematics Talent Quest competition for the second year in a row. The COVID Intensive Learning Support Program and Learning and Support Team provided a coordinated approach to intervention in literacy and numeracy and support for students K-6. Next steps and plans for improvement in Personalised Learning and Support processes are described in the Other Funded Activities section of this report.

### 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 in the top two bands in Reading to be at or above the school's baseline system-negotiated target in reading of 33.8%	Data indicates 46.3% of students in Year 3 and 17.46% of students in Year 5 achieved in the top 2 bands in Reading. The combined percentage of 31.88% indicates a 1.92% decrease against baseline data.
Improvement in the percentage of students achieving in the top two bands	Data indicates 35.71% of students in Year 3 and 9.68% of students in Year 5 achieved in the top 2 bands in Numeracy. The combined percentage is 22.70% indicates a 5% decrease against baseline data.

<p>in Numeracy to be at or above the school's baseline system-negotiated target in numeracy of 27.7%.</p>	
<p>Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be at or above the school's baseline system-negotiated target in reading of 49.5%.</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the school's baseline system-negotiated target in numeracy of 56.7%.</p>	<p>The percentage of students achieving expected growth in reading increased to 59% indicating achievement of the lower bound target for Reading of 58.1%.</p> <p>The percentage of students achieving expected growth in numeracy decreased to 54% indicating a decline of 2.7% from baseline data.</p>
<p>Improvement as measured by the School Excellence Framework themes, with:</p> <ul style="list-style-type: none"> <li>• Formative Assessment assessed as S&amp;G;</li> <li>• Explicit Teaching assessed as S&amp;G;</li> <li>• Data Analysis assessed as S&amp;G.</li> </ul>	<p>Self-assessment against the School Excellence Framework shows that the school is currently performing at Sustaining and Growing in the elements of Formative Assessment, Explicit Teaching and Data Analysis.</p>

## Strategic Direction 2: Quality teaching of curriculum

### Purpose

To develop expert teachers who can support students to sustain academic growth and achievement through quality teaching of curriculum.

### 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.

- Curriculum Reform
- Quality Teaching Rounds

### Resources allocated to this strategic direction

**Per capita:** \$20,290.00

**Socio-economic background:** \$17,084.00

### Summary of progress

The new syllabus documents were released in November 2021. Prior to this, 25% of teaching staff engaged in consultation surveys for the draft syllabus documents for English K-2 and Mathematics K-2 to begin to raise awareness. Professional learning opportunities will be offered in 2022 so teachers and leaders can familiarise themselves with the new curriculum and prepare for implementation.

Quality Teaching Rounds were affected by COVID-19. One out of two sets of rounds were completed. This included a virtual round facilitated by the Quality Teaching Academy. The second round planned for semester 2 was unable to proceed. *'Woongarra embeds QTR in its strategic plans'* was published as a case study by the University of Newcastle Quality Teaching Academy and the school has been invited to showcase the school's QTR story at the NSW Quality Teaching conference in 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
100% of teachers demonstrate awareness of new English and Mathematics syllabus K-2.	New syllabus documents for English K-2 and Mathematics K-2 were released in November 2021. As such, staff will engage with new syllabus, support resources and professional learning throughout 2022 to prepare for implementation in 2023.
25-50% of staff have participated in at least one set of Quality Teaching Rounds.	Five teachers participated in Quality Teaching Rounds in 2021. This initiative was put on hold in Semester 2 due to COVID-19 restrictions. To date, 42% of staff have participated in at least one set of formal rounds.
Improvement as measured by the School Excellence Framework with Collaborative Practice and Feedback assessed as Sustaining and Growing.	Self-assessment against the School Excellence Framework shows that the school is currently performing at Sustaining and Growing in the themes of Collaborative Practice and Feedback.

## Strategic Direction 3: Inclusive student and family engagement

### Purpose

To learn in partnership with parents, carers and others in the community, all of whom have a role to play in nurturing the love of learning needed for success at school and in life.

### 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.

- Wellbeing and Attendance
- Partnerships in Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$48,051.00

**School support allocation (principal support):** \$13,604.00

**Per capita:** \$8,100.00

**Low level adjustment for disability:** \$5,861.06

### Summary of progress

Attendance processes were refined and improved to include:

- updated Attendance Practices and Procedures document for staff
- daily email to parents to meet policy requirement
- regular monitoring of Tier 1, 2 and 3 students via LST processes
- accurate roll marking by teachers at 100%.
- More regular communication and clear information to students and parents regarding attendance requirements, how to communicate absenteeism and the consequences of unsatisfactory attendance is communicated regularly each term, using Department resources:
- improved records of contact with parents / carers maintained in Sentral.
- reporting on attendance rates for each year group.

The majority of the school's plans for Family Engagement were unable to be progressed due to impact of COVID 19 restrictions in schools throughout 2021. Teachers contacted every family at least once each week during learning from home. Reflections on the *Family-School Partnerships matrix* highlighted 'Connecting learning at home and at school' and 'Recognising the role of the family' as focus dimensions to improve the way that the school supports families to participate in their child's learning and to understand learning programs and expected learning outcomes. The extended lock down in Term 3 and 4 highlighted the importance of positive partnerships and the strength of relationships between home and school. The introduction and use of the Parent Portal in Sentral proved improved communication for attendance and reporting. Kindergarten Orientation and Year 6-7 programs were able to proceed with covid-safe measures to provide effective transitions for families and students.

### 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
Tell Them From Me data (advocacy, belonging, expectation) improves to be at or above the baseline system-negotiated target for wellbeing of 85.8%.	Tell Them From me data indicates 86.45% of students report a positive sense of wellbeing (Expectations for success, advocacy, sense of belonging at school).
The percentage of students attending at or above 90% of the time improves to be at or above the baseline system negotiated target of 74.2%.	The number of students attending greater than 90% of the time was 72.42% in semester 1 and increased to 81.5% for the full year.
Improvement as measured by the	Self-assessment against the School Excellence Framework shows that the



<p>School Excellence Framework, with:</p> <ul style="list-style-type: none"> <li>• Community Engagement assessed as S&amp;G;</li> <li>• Parent Engagement assessed as S&amp;G</li> </ul>	<p>school is currently performing at Delivering in the themes of Parent Engagement and Community Engagement. The school's plans will be re-considered in 2022 to operate within covid-safe and covid-smart requirements.</p>
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Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$148,039.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woongarra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of data to inform practice</li> <li>• Quality Teaching Rounds</li> <li>• Wellbeing and Attendance</li> <li>• Partnerships in Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support whole school wellbeing program implementation.</li> <li>• implementation of Quality Teaching Rounds to strengthen quality teaching practices.</li> <li>• release for classroom teachers to work in collaborative teams to use Data Wise inquiry processes to move learning forward in five week cycles.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Student improvement evidenced by:  Year 3 Numeracy check in above both state and SSSG  Year 3 Reading check in above both state and SSSG  Year 3 demonstrated a major lift in spelling from a raw score of 386 in 2019 to 435 in 2021, above state and SSSG.  Year 5 achieved at or above expected growth in Writing, above state and SSSG.  Year 5 NAPLAN data shows a large cluster of students in band 6 for reading and Bands 5 and 6 for numeracy.  Check-in Assessment 2020 indicated Year 5 outperformed SSSG with 60.5% of questions correct compared to 55.4% in reading, and in numeracy 58.9% compared to 54%. Check-in data 2021 showed this cohort maintained scores above SSSG in both reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to provide time for teams to use Data Wise process to discuss data, student progress and instructional strategies to drive responsive, differentiated teaching and narrow the focus for impact. Maintain Wellbeing Coordinator position to lead Inclusive, Engaging and Respectful Schools Reform to tailor approaches to wellbeing and inclusion in 2022. Strengthen family engagement with improved (Covid-safe) partnerships in learning.</p>
<p>Aboriginal background</p> <p>\$62,288.06</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woongarra 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to plan, consult, implement, review and evaluate Personalised Learning Pathways with students and families.</li> <li>• release time to engage staff in targeted professional learning</li> <li>• Access to Aboriginal cultural classes for students K-6</li> </ul>

<p>Aboriginal background</p> <p>\$62,288.06</p>	<ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> In 2021, 87% of students in Years 4-6 report that they feel good about their culture at school and 77% agree or strongly agree that teachers have a good understanding of their culture. 100% of students engaged in personalised learning pathway (PLP) processes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employ additional staff member for 2 days per week to provide personalised support to Aboriginal students to meet SMART goals in literacy and numeracy. Continue cultural classes.</p>
<p>English language proficiency</p> <p>\$23,842.25</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woongarra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• release for an EAL/D mentor to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student progress showing growth on the EAL/D learning progressions. Newly developed, personalised EAL/D reports to parents for 100% of students requiring EAL/D support at school. The EAL/D School Evaluation Framework indicating that the school is Sustaining and Growing in learning, teaching and leading elements. Mapping impact against this matrix has informed plans for 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide ongoing professional learning and support for teachers to meet the English language learning needs of students. Maintain and support EAL/D mentor role K-6 to provide personalised professional development for teachers .</p>
<p>Low level adjustment for disability</p> <p>\$177,428.06</p>	<p>Low level adjustment for disability equity loading provides support for students at Woongarra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Partnerships in Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of SLSO to implement MultiLit program</li> <li>• employment of LaST</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of students with disability and additional learning needs have Personalised Learning and Support Plans (PLSPs) developed, implemented and evaluated (171 students). Twenty students received 1-1 reading intervention using the MultiLit program.</p>

<p>Low level adjustment for disability</p> <p>\$177,428.06</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Increase evidence of student voice / input in PLSPs by supporting students to identify strengths, preferences, interests and needs. Support students to record / write / draw reflections on their progress against SMART goals. Staff PL on negotiating SMART goals with students and families and building student agency (SD1 2022).</p>
<p>School support allocation (principal support)</p> <p>\$24,118.30</p>	<p>School support allocation funding is provided to support the principal at Woongarra Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Attendance</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional SASS staff to support Principal with Attendance, WHS Management and administrative tasks</li> </ul> <p><b>The allocation of this funding has resulted in:</b> effective leadership and management of school practices, processes and procedures.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to employ a Business Manager to enhance the efficient management of the school's business functions including administration, asset management, procurement, finance and work health and safety.</p>
<p>QTSS release</p> <p>\$84,424.85</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woongarra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high quality curriculum and to build capacity in meeting the literacy and numeracy needs of students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Monitoring of student data, informed data analysis, delivery of targeted interventions for students in Reading and Maths and building teacher capacity in literacy and numeracy. Refer to Strategic Direction 1 - Summary of progress for further information.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide each Assistant Principal with 0.2 allocation to lead curriculum reform and improvement in literacy and numeracy across stage teams.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,634.34</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Woongarra Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$70,634.34</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher / mentor to provide learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Differentiated teaching through ongoing formative assessment followed by targeted support for literacy for students performing below the expected level for their stage. In Term 2, the staffing allocation was re-directed to form a fourth Kindergarten class to implement differentiated and personalised intervention for students in reduced Kindergarten class sizes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will no longer be provided in 2022. A new AP (Curriculum and Instruction) position is to be established in Term 1, 2022. The engagement of teachers for the 2022 COVID Intensive Learning Support Program, topped up with additional staffing from other school funding, will be used to provide ongoing intensive small group reading and numeracy intervention programs.</p>
<p>COVID ILSP</p> <p>\$175,524.00</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 school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of 1.3 teachers to deliver small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in literacy / numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Differentiated teaching through ongoing formative assessment followed by targeted literacy and numeracy intervention in small groups for identified students performing below the expected level for their stage. 94 students received intensive support in literacy and 83 students in numeracy through small group tuition. Areas of focus included phonological awareness, phonics, reading fluency, decoding strategies, additive strategies, numeral identification, multiplicative strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Follow updated program requirements and best practice guidelines to provide intensive learning support. Use a range of data to identify students who will most likely benefit and regularly assess student' learning needs and progress.</p>
<p>Integration funding support</p> <p>\$304,392.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woongarra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SLSO staff to support students with disabilities who receive Integration Funding Support.</li> <li>• release for classroom teachers to liaise with carers and stakeholders to</li> </ul>

<p>Integration funding support</p> <p>\$304,392.00</p>	<p>develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</p> <p><b>The allocation of this funding has resulted in:</b> All eligible students receiving personalized learning and support within their own classrooms and demonstrating progress towards their individual learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress. Review meeting minutes provide evidence of students being supported to access the curriculum on the same basis as their peers, within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Improve administrative systems with the use of Sentral for documenting PLSPs. Improve student voice / agency in PLSPs (see also - Low Level Disability funding section).</p>
<p>Professional learning</p> <p>\$30,299.24</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Woongarra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Releasing staff to participate in professional learning and development.</li> <li>• Professional learning course fees</li> <li>• Professional reading, journals and subscriptions</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased confidence to teach fluency and vocabulary in Reading. Mandatory training requirements met. Leadership development for existing and aspiring leaders.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Maintain effective PDP processes for teaching and non-teaching staff including personalised and targeted professional learning.</p>
<p>Literacy and numeracy</p> <p>\$11,800.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woongarra Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Purchase of decodable reading resources for implementation of new curriculum K-2. Membership of SPELD to support students with dyslexia.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will no longer be provided in 2022. Use existing resources to facilitate PL on the use of decodable texts as part of a balanced reading program. Re-align reading and phonics programs to new curriculum scope and sequence plans within Strategic Direction 2, 2022.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	249	238	227	207
Girls	260	249	228	230

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.8	95.4	95.2	94.1
1	93.1	92.3	94.1	92.8
2	91.8	93.2	94	94.4
3	91.9	92.1	94.2	92.2
4	93.1	91.6	94.3	91.8
5	91.9	91.7	93	91.6
6	92.4	90.9	94.3	89.8
All Years	92.6	92.3	94.1	92.4
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

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.35
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.78

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	564,728
<b>Revenue</b>	4,746,373
Appropriation	4,713,065
Sale of Goods and Services	3,420
Grants and contributions	29,251
Investment income	637
<b>Expenses</b>	-4,797,691
Employee related	-4,359,284
Operating expenses	-438,407
<b>Surplus / deficit for the year</b>	-51,318
<b>Closing Balance</b>	513,410

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	304,392
<b>Equity Total</b>	411,598
Equity - Aboriginal	62,288
Equity - Socio-economic	148,039
Equity - Language	23,842
Equity - Disability	177,428
<b>Base Total</b>	3,324,004
Base - Per Capita	112,165
Base - Location	0
Base - Other	3,211,839
<b>Other Total</b>	381,400
<b>Grand Total</b>	4,421,394

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

There are effective partnerships in learning and parents and caregivers report high levels of satisfaction. Parents and carers worked in partnership with the school to develop individualised plans for 171 students with additional learning needs or disability and 58 personalised learning pathways for Aboriginal students. Ninety-nine parents and carers responded to a survey about aspirations and expectations for their children. This information was used to inform planning for learning.

Parents and caregivers also reported high levels of satisfaction with communication and learning processes throughout the COVID disruptions in 2021. The most positive experiences included the opportunity to watch students' progress while learning from home, e.g. *"I liked knowing what work the kids were doing."* *"We got to see what kind of learning was happening"* and spending extra time together. *"I think both the school and myself did the very best we could during these circumstances"*

Parents and staff were asked about changes to Semester 1 reports in 2021. Including a student comment was a positive addition that will continue. Missing out on parent-teacher interviews in person was a negative.

### Perspectives of Students: *Tell Them From Me* Survey

181 students in Years 4, 5 and 6 participated in the *Tell Them From Me* surveys around student engagement and wellbeing. The surveys provide information on a range of areas, such as teaching practices, student aspirations and leadership, from the perspectives of students. Students have completed the surveys since 2015.

Findings include:

- A score of 8.1 for advocacy at school, above state norm of 7.7. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- A score of 8.4 for effective learning time, above state norm of 8.2, which includes that concepts are taught well and class time is used effectively.
- A score of 8.2, below state mean of 8.7 for expectations for success.
- 98% of girls and 89% of boys (94% combined) of students report high or medium levels of perseverance to pursue their goals to completion, even when faced with obstacles. The NSW norm is 90%.
- Students report that everything works (94%), is clean and well looked after (95%), and fits (95%) in their classrooms
- 90% have positive behaviour at school (NSW 83%). This is an increase of 5% from 2020.
- 80% of students know where to seek help if bullied.
- 75% report a strong sense of belonging.
- 88% try hard to exceed at learning, below NSW norm of 88%
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach with a score of 8.6 for positive teacher-student relations (NSW Norm
- 60% of students expect to go to University, 20% unsure and 20% disagree.
- 87% of students feel proud the school.

### Teacher *Focus on Learning* Survey

All teaching staff participated in the *Focus on Learning* Survey which is a self-evaluation tool for schools, related to dimensions of classroom and school practice. Key findings on a ten point scale were above state norms for all drivers of student learning that include:

- Leadership 7.7 (NSW norm 7.1)
- Collaboration 8.5 (NSW norm 7.8)
- Learning Culture 8.3 (NSW norm 8.0)
- Data Informs Practice 8.1 (NSW norm 7.8)
- Teaching Strategies 8.2 (NSW norm 7.9)
- Technology 6.9 (NSW norm 6.7)
- Inclusive school 8.7 (NSW norm 8.2)
- Parent involvement 7.1 (NSW norm 6.8)
- Challenging and visible goals 7.8 (NSW norm 7.5)
- Planned learning opportunities 8.1 (NSW norm 7.6)
- Quality feedback 7.7 (NSW norm 7.3)
- Overcoming obstacles 8.2 (NSW norm 7.7)
- 89% of staff agree that leaders clearly communicate the vision and values of the school.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for 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

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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.