

2021 Annual Report

Woniara Road School



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Introduction

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

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

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Message from the principal

2021 was a year of considerable disruption due to the Covid-19 pandemic. Most notably, the 14 week 'Learning from Home' period which began in Term 3 was especially challenging as a school with a student body with a history of disengagement, as well as being located in one of the local government areas of concern where the lockdowns were at their harshest. Despite the challenges of the pandemic the school had numerous stories of student resilience, growth and success. On a cultural foundation of strong relationships, high support, and high expectations, we were able to navigate what was an 'unprecedented' challenge. Within this, the school was also significant progress within the first years of it's 2021-2024 Strategic Improvement Plan. This annual report will attest in 2021.

Danny Callaghan - Principal

Message from the students

Message from the School Captain:

Woniora has a wide range of students who have come here for a myriad of reasons and we strive to support everyone as best we can. We have a wide range of activities to boost engagement and enjoyment here, including everything from music therapy to movement in the gym to afterschool cooking and more! At recess and lunch we have activities like handball, basketball and 'Lunchtime Shenanigans'. The Rec Room has guitars, a keyboard and board games to enjoy during recess too! The SRC host various fundraisers and special events throughout the year. At Woniora, we like to encourage students to participate in these activities to boost their own wellbeing, enjoyment and health! Aside from offering a wide range of fun activities, Woniora also has a vast support team. The staff and students here are incredibly supportive so feel free to ask for help. Some of the staff that you can ask here include Nadia (School Psychologist), Lucy (Student Support Officer), and Jess (Occupational Therapist), although everyone at Woniora is pretty helpful! As a bonus, we also have a therapy dog, Ricky, whom you can see if you feel a little down.

School vision

Woniara Road School aims to provide a safe and inclusive environment with a strong focus on individualised programs to support lifelong success for our students. Staff work in partnership with parents and the wider community, to foster independence, resilience, accountability and a sense of achievement in our students. By providing both high level academic and wellbeing programs, the school will enable students to achieve excellence in both academic and holistic goals, which will support lifelong success.

By encouraging a culture of inclusivity which draws upon the strengths of everybody in our school community, we strive for all members to feel valued and inspired to have a renewed sense of hope and persevere through their learning journey and fulfill their potential.

School context

Woniara Road School is a School for Specific Purpose located in Hurstville. The school offers full-time enrolment for 42 secondary-aged students from the Southern Sydney Metropolitan area who have been offered placement via referral to a regional placement panel. All students have been diagnosed with an internalising emotional disorder and/or mental health issues and have been referred after extended periods of disengagement from learning through either non-attendance and/or safety concerns in the mainstream environment stemming from their mental health issues.

Woniara Road School offers a mainstream curriculum through a shared enrolment with Sydney Distance Education High School, with HSC completion and/or vocational certification the transitional goal for all students. It offers flexible learning spaces combining collaborative work spaces and set seating in individual office-like spaces. It also has a creative art space, gymnasium and lecture room for workshops, group lessons and whole school meetings.

In addition to classroom teachers and school learning support officers, the school deploys additional specialist teaching staff through the SSP Staffing Methodology Review and RAM Equity Funding in literacy, numeracy, PDHPE and visual arts and an Occupational Therapist. The school also has a full-time Student Support Officer (Youth Worker) funded from July 1 2020 through the Government's Mental Health Commitment.

The school works in close consultation with parents, carers, mental health professionals, community supports, and the students themselves, to take a planned approach to support each student's cognitive, emotional, social and wellbeing needs. These plans provide educational experiences and opportunities combined with wellbeing management strategies that develops students' social skills, independence, sense of self-worth, and responsibility.

The whole-school undertook a comprehensive situational analysis to inform the strategic directions of this school improvement plan. From this analysis three key areas came forward:

- Ensuring a solid literacy and numeracy foundation for students to build upon post school.
- Increasing support for parents and caregivers to support engagement and increase student attendance.
- Addressing the mental health conditions and reversing the negative impact they have on students overall physical health and learning outcomes.

Community consultation with parents/caregivers and stakeholders from Education, Health and Community NGOs affirmed that these were significant and relevant areas to focus upon.

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 | Excelling |
| LEARNING: Curriculum | Delivering |
| 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 | Delivering |
| 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 | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

The school's 2021 Self-Assessment saw the school improve in some of the elements that were identified for improvement through the Situational Analysis completed at the end of 2020. In comparison to the 2020 self-assessment the school moved from 'Delivering' to 'Sustaining and Growing' in the learning element of 'Assessment' and the teaching element of 'Effective Classroom Practice'. This was driven by improvements made in the themes of Curriculum Provision, Explicit Teaching and Feedback. There was also improvement at the theme level within some elements where the overall assessment of the element remained the same. In 'Learning and Development' the school improved to Sustaining and Growing in the theme of 'Coaching and Mentoring'.

Strategic Direction 1: Student growth and attainment

Purpose

To nurture the culture of high expectations, in which we continually challenge students to thrive in their learning through evidence-based practice, whereby whole-school success is measured through the continuous process of collecting and analysing data to inform effective future practices.

Initiatives

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

- High Expectations for All
- Evidence Based Practices

Resources allocated to this strategic direction

6101 Balance Carryover: \$189,194.00

SSP supplementary funding: \$108,509.65

Professional learning: \$8,115.82

English language proficiency: \$2,400.00

Socio-economic background: \$12,715.00

Summary of progress

The projects delivered under the initiative of the High Expectations for all were, group and one-one-one support for Mathematics, Professional Learning Linked to PLAN2, Stage 5 Curriculum Delivery and utilising the HSC Minimum Standard process to drive literacy and numeracy improvement. The main project within the Evidence Based Teaching Practices Initiative was using Teaching Sprints with the Literacy and Numeracy progressions. The SSP supplementary funding was used to employ an AP to act as an Instructional Leader to drive the improvements within the strategic direction. On top of this funds from the 6101 fund were committed to employing an English teacher to deliver the Stage 5 curriculum, and a Maths teacher to provide 1-to-1 and small group support. These roles were also supplemented by RAM Equity funds and the Covid ISLP.

Teachers grew significantly in confidence in using both summative and formative assessments to map students against the literacy and numeracy progressions. They also delivered their proficiency in using the PLAN2 software as a means of charting student development. The Stage 5 English curriculum delivery saw significantly increased engagement and participation by students with the English curriculum. Students were enthused to participate and student surveys revealed significant increases in student views of relevance and interest. The increased participation led to significant improvements in specific students writing. The additional English teacher also saw improvements for the Stage 6 students with both the engagement and performance with the Distance Education curriculum provision. The school had its highest proportion of Band 4s and Band 5s ever in the HSC. Additional Maths support also increased engagement and resilience in learning around numeracy and mathematics. Once again, this was particularly evident for Stage 6 students.

Despite these successes, progress within these initiatives was still significantly disrupted by Covid. Student engagement in online learning generally decreased (except for the HSC students) as the learning from home period continued on. Some of these initiatives will be continued on as they have just started to scratch the surface of the impact they can have, whereas others will be amended and adjusted in 2022. The Stage 5 English curriculum will be delivered by a substantive English teacher within the school's entitlement allocation. The 6101 funds will continue to employ a Maths specialist but at a lesser rate (0.6FTE) as the school will continue with the Distance Education model for the provision of Stage 5 Mathematics. The process for summative assessment will be more formalised, with PAT testing offered during the first week of enrolment and review annually until students reach year 10.

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 |
|--|---|
| HSC Minimum Standards Complete • Year 10: 50% | The school's assessment schedule for 2021 was centered around having the HSC minimum standard tests early in Term 3. The 'learning from home' |

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| <ul style="list-style-type: none"> • Year 11: 75% • Year 12: 100% | <p>period all throughout Term 3 and for the beginning of Term 4 had a significant impact on progress in this area. The issues were twofold; firstly there were the logistical challenges of having the summative assessments completed in a remote learning environment. Secondly, was the subsequent challenge of ensuring the students could engage with the identified intensive 1-to-1 support afterwards. This was particularly felt with our Stage 5 students where engagement online dropped significantly throughout the term. The school was still able to achieve it's goal of having all departing Yr 12 students achieve the minimum standards in all three of the domains, whilst the percentages were lower for Year 10 (20%) and Year 11 (57%).</p> |
| <ul style="list-style-type: none"> • Rolling 4 year average of students achieving top 3 bands in HSC results collectively from 2018-21 sees an increase to be above 36%. | <p>The strong results from the 2021 HSC, including the school's first ever band 6 as well as 28% of course entrants earning a Band 5, saw the school's rolling 4 year average of students achieving top 3 bands in HSC results collectively from 2018-21 increase to be at 40%.</p> |
| <ul style="list-style-type: none"> • The 'High Expectations' theme of the Learning Culture element is assessed at excelling. | <p>After evaluation of both qualitative and quantitative data the school evaluated itself to be Sustaining & Growing in the 'High Expectations' theme of Learning Culture. While there was ample evidence of the growth in the area of aspirational expectations and achievement within the school's processes (most notably in student goal setting), the impact of the pandemic and term 3 lockdown saw significant challenges in maintaining effective partnerships.</p> |

Strategic Direction 2: Supporting Families, Supporting Attendance

Purpose

To continuously evolve and measure school based approaches that facilitate attendance and engagement. The school will strive to ensure families are equipped with the necessary support and resources to both expect and experience educational success.

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.

- Use of Data to Inform Practice
- Innovative Student Engagement and Parent Support Programs

Resources allocated to this strategic direction

Professional learning: \$4,000.00

Aboriginal background: \$1,730.22

6300 School & Community (Flexible Wellbeing Funding): \$15,000.00

SSP supplementary funding: \$20,482.00

Socio-economic background: \$5,610.00

Summary of progress

The projects within the Use of Data to Inform Practice included; Parent/Review Tracking, the Attendance Data Wall, 'Attendance Matters' Professional Learning and the development of a Woniora Road School Attendance Policy. In the initiative of 'Innovative Student Engagement and Parent Support Programs' the projects included the Parent Support Portal, the extension of the Music Engagement Program, 'Student Voice' surveys and the establishment of the 'Fun Committee' to build school spirit and a sense of connectedness among the students.

Some of the successes within this direction we saw in 2021 were; increased participation in termly reviews, informal positive feedback from parents regarding the support portal, the 'Fun Committee' activities boosted staff and student morale during lockdown and reduced online fatigue and maintained some level of engagement, executive staff were able to clarify and codify attendance procedures and there was increased participation in engagement programs following student feedback. With the pandemic there were naturally significant barriers within this direction. Remote Learning/Lockdown fatigue made it difficult to fully replicate all of the school's holistic initiatives, and many did not transfer fully into the virtual sphere. The overall success of some of the initiatives is all trickier to measure with attendance data skewed by the Covid-19 'Learning from home' period. With the student voice surveys a large percentage of student voice participants were graduating students. As such their feedback may not represent the views of the newer, often more disengaged cohort.

For 2022 many of the projects will be continued and slightly modified and expanded. Due to staffing and the school's music therapist relocating interstate the music therapy program will be modified to a music engagement program. The 'Fun Committee' will continue in coming up with ways to build connectedness and a sense of fun within the student body. The expansion of the Parent Support Portal will also be a key initiative to drive the school reaching its improvement measures around attendance and the absence of 'learning from home' periods will allow the school to better assess the effectiveness of all of its engagement programs.

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 |
|---|---|
| -2/3rds of students can set and identify their attendance goal within their semester 2 PLSP. 50% of students can reach this goal. | Students were confident in setting their attendance goals but often set unrealistic targets. Eg Students with lower attendance rates would set targets of 100% attendance. Classroom staff began collaborating with students to set attendance goals that gradually increased each student's attendance rate over the course of a semester. Over 50% of students met their attendance goal during the remote learning period. However, this |

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| <p>-2/3rds of students can set and identify their attendance goal within their semester 2 PLSP. 50% of students can reach this goal.</p> | <p>number was inflated by the constitution of attendance during lockdown. Once onsite attendance.</p> |
| <p>-Increase the percentage of students attending > 90% of the time to be at or above 15%.</p> | <p>The Attendance data during the 'Learning from Home' is very difficult to assess in comparison to the data outside of lockdown. Whilst all overall Attendance rate increased during this time period, this number was inflated by the flexible code and the decrease of partial attendance. As our student community are re-engaging with their education, partial attendance is highly frequent. During the lockdown a higher proportion of our student body effectively attended more often through their online participation, but a higher number of students also completely disengaged. For the purposes of the review of the annual progress measure the school has used the data from Semester 1 of 2021. In this time there was an increase of students attending 90% of the time from the 2020 rate of 6.9% to 13.6% for Semester 1. This increase also drove the overall Attendance rate to be up to 45.2% from 41.9% in 2020.</p> |
| <p>-Increase the percentage of parents responding to the TTFM survey to be above 40%.</p> | <p>The number of participants in the TTFM 2021 Parent Survey was less than the 25% that had completed the survey in 2020. Furthermore the school did not reach the minimum number of participants required to protect their privacy so reports were not generated. As the survey period was held towards the end of Term 3, it may have been that survey and/or online fatigue played a role in such a low response. Other internal data sources did show that while progress had not been made specifically with the Tell Them from Me survey, some of the school's projects to increase parental engagement did have a positive impact. The rate of parental attendance and participation at the termly review meetings for the whole year was 78.3%. This figure held during Terms 3 and 4 when the school had to shift these to be videoconference meetings held in the new parent support portal and was a significant increase in the participation in years previous. Other parent surveys administered throughout the year (including the 'Learning from Home' and Parent Information Support Portal) had a response rate of around 50%.</p> |



Woniara's Vocational Barista Program

Strategic Direction 3: Maximising Wellbeing to Maximise Learning

Purpose

To refine and hone the school's programs and interventions which provide students with the necessary tools, education and support to significantly improve all aspects of wellbeing. In doing so, this will reverse the impact of the range of complex mental health issues which have significantly impacted on their physical, social, emotional and academic development prior to enrolment in the school.

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 Programs
- Multidisciplinary Wellbeing Teams

Resources allocated to this strategic direction

Professional learning: \$2,000.00

SSP supplementary funding: \$84,978.00

Socio-economic background: \$1,222.00

Summary of progress

Several wellbeing projects were developed under both the initiatives of Wellbeing Programs and Multidisciplinary Wellbeing Teams (The Multidisciplinary Team consisted of a full-time Student Support Officer, and 0.8FTE Occupational Therapist and a 0.35FTE School Counsellor). New wellbeing programs which were instituted in 2021 included the University of Newcastle's Burn 2 Learn Program for stage 6 students, frequent targeted wellbeing challenges such as the hydration challenge, junior students walking club and premier's sporting challenge were implemented. The school also began the Duke of Edinburgh program for select senior students. To support these programs the school gym space was upgraded into the 'Ngarra Wellness Space'. The expertise of The Multidisciplinary Team were utilised to implement new programs: Targeted 'Relationship Workshops' were developed following consultation with students and presented in Term Two by the Student Support Officer while the OT developed sensory profiles for all students, which were then incorporated in to the classroom programs with a 'sensory toolkit'. The Multidisciplinary Team also met weekly to provide targeted Wellbeing support to class teachers and the executive team when progress with Wellbeing was stalled or facing barriers. Staff Wellbeing was also supported through the formation of an informal 'buddy' program, where staff were placed in small groups to provide informal support and practice self-care strategies together.

Funds from the SSP supplement were used to employ the Occupational Therapist four days a week and the RFF teaching entitlement was used to employ a PDHPE teacher to implement many of the new Wellbeing Programs. Teacher cover and timetabling allowed extra emphasis to be placed on the new programs. As with all programs at Woniora Road School, success is contingent first and foremost with how much student engagement and participation can be generated. All school staff promoted and encouraged participation in the programs. The most notable barrier within this strategic direction was caused by the Covid lockdown and subsequent shift to learning from home. Many of the programs were either placed on hold, or dramatically shifted.

Overall, the projects within the initiatives showed to have a lot of promise. With the continuation of the SSP Supplement the school will continue to employ an Occupational Therapist to both work within the Multidisciplinary Team, and further grow and develop the innovative Wellbeing programs.

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 |
|--|--|
| -2/3rds of students can set and identify their wellbeing goal within their semester 2 PLSP. 50% of students can reach this goal. | Students participation in setting their wellbeing goals varied significantly. There was significantly more success for both our older students and our students with high attendance rates in formulating their own wellbeing goals, and thus being able to identify this goal. Support and collaboration from both the Occupational Therapist and the Student Support Officer was instrumental in helping students with both creating and identifying wellbeing |

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| <p>-2/3rds of students can set and identify their wellbeing goal within their semester 2 PLSP. 50% of students can reach this goal.</p> | <p>goals. Processes were developed to feed their expertise and insights into the PLSP process. While more than 50% of students were reaching their Semester 2 wellbeing goal less than 2/3rds could identify the goal.</p> |
| <p>Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging to be at or above 65%.</p> | <p>The overall positive Wellbeing score (The average of the scores on Expectations of Success, Advocacy and Sense of Belonging) on the school's Tell Them from Me survey in 2020 was 62.9%. This was an average on the score for Advocacy (73%), Expectations (76%) and Belonging (40%). The Tell them From Me survey was completed in Term 2 of 2021 and saw a response rate well above previous years at 80% of enrolled students.</p> |



Burn2Learn Excursion

| Funding sources | Impact achieved this year |
|---|--|
| <p>Socio-economic background</p> <p>\$19,547.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woniora Road 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"> • Wellbeing Programs • High Expectations for All • Innovative Student Engagement and Parent Support Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement the Stage 5 English curriculum delivery to support identified students with additional needs • equitable access to specialist resources • supplementation of the implementation of engagement and therapeutic programs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Increased literacy support for all Woniora Road School students. This has seen deeper levels of engagement with the English curriculum and increased student outcomes on summative assessments including HSC bands and the HSC minimum standards. It has also supported the delivery of several of the school's engagement programs which have raised student attendance and participation, including the sensory modulation program (i.e. items for sensory toolkits for students) and the biofeedback program which in turn has delivered positive student wellbeing outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: The investment into establishing the stage 5 English curriculum delivery was seen as a start-up cost and will be absorbed into the school's permanent teacher allocation moving forward. Therefore the next steps in the funding will be to focus more on lifting the improvement measures within strategic directions two and three. Funding will be spent in 2022 to specifically address the disadvantage with accessing our parent support and wellbeing programs.</p> |
| <p>Aboriginal background</p> <p>\$1,730.22</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woniora Road 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"> • Use of Data to Inform Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staffing release to support development and implementation of Personalised Learning Plans to increase attendance and engagement. <p>The allocation of this funding has resulted in: Aboriginal students were supported with their post-school transitions.</p> <p>After evaluation, the next steps to support our students with this funding will be: To develop improved personalised learning plans that address the</p> |

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|---|--|
| <p>Aboriginal background</p> <p>\$1,730.22</p> | <p>academic, social and cultural needs of Aboriginal students.</p> |
| <p>English language proficiency</p> <p>\$2,400.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woniora Road 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"> • High Expectations for All <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in: Additional individualised teacher support for the four students who were sitting at the consolidating phase on the EAL/D progressions. Additional staffing also allowed for staff to complete specific EAL/D professional learning. EAL/D students developed their level of proficiency in the modes of writing, speaking, listening and reading/ viewing to the level that they moved beyond the consolidating phase to not required.</p> <p>After evaluation, the next steps to support our students with this funding will be: After assessment at the end of 2021, the four students who had been sitting at the consolidating phase on the EAL/D progressions had either left the school or had progressed to be beyond consolidating and not required. Given the school's current enrolment does not have any students within the progressions this funding will not be necessary in 2022.</p> |
| <p>COVID ILSP</p> <p>\$22,199.00</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>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 with the focus areas of Number Patterns and Algebraic Thinking, and Understanding Geometric Properties <p>The allocation of this funding has resulted in: Student resilience around numeracy was built up and anxiety was decreased. Areas of need and growth through the HSC Minimum Standard and PAT assessments were identified and targeted and students were mapped against the numeracy progressions. Specific areas of need emerged and specific focus on Number Patterns and Algebraic Thinking. Students responded well and all that took part in the programs saw significant growth within the progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to partially fund the employment of a specialist maths teacher to provide targeted support, identified through the summative assessments.</p> |
| <p>SSP supplementary funding</p> | <p>These funds have been used to support improved outcomes and the</p> |

\$213,969.65

achievements of staff and students at Woniara Road School

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- High Expectations for All
- Evidence Based Practices
- Innovative Student Engagement and Parent Support Programs
- Wellbeing Programs
- Multidisciplinary Wellbeing Teams

Overview of activities partially or fully funded with this site specific funding include:

- Employment of an Occupational Therapist (0.8FTE) to develop and implement engaging and innovative wellbeing programs to support students with their learning
- Employment of an additional Assistant Principal to act and and Instructional Leader in driving Strategic Direction 1 to support student growth and attainment outcomes

The allocation of this funding has resulted in:

The employment of two staff members who have led and driven the school's improvement in Strategic Direction 1: Student Growth and Attainment, and Strategic Direction 3: Maximising Wellbeing to Maximise Learning. Many of the school's gains in progressing towards it's improvement measures have been led by the additional AP and the Occupational Therapist.

After evaluation, the next steps to support our students with this funding will be:

The continuation of using the SSP supplementary funding to employ an additional Assistant Principal (to drive the whole school improvements in and around student growth and attainment in 2022) and a 0.8FTE Occupational Therapist (to initiate many of the projects within Strategic Direction 3).



Yr 12 Biology Excursion to Taronga Zoo

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 17 | 17 | 10 | 12 |
| Girls | 22 | 22 | 29 | 28 |

Woniora Road School considers daily attendance a priority and actively works in collaboration with parents, carers, community supports and students to meet individualised attendance targets. When suitable, the school works with regional support staff through the Home School Liaison Program to apply attendance improvement plans.

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.

Post school destinations

17 Students transitioned from Woniora Road School to post-school options throughout the year. Of these 17 students:

*24% have entered University courses in 2022.

*12% have enrolled and begun tafe courses.

*35% have gained employment.

Year 12 students undertaking vocational or trade training

The school had 12 students enrolled in Year 12 in 2021. 33% (4) of these students successfully completed at least one TVET vocational course. One student completed a School Based Traineeship.

Year 12 students attaining HSC or equivalent vocational education qualification

The school had 12 students enrolled in Year 12 in 2021. 58% of these students completed a full HSC. A further 9% completed a partial HSC. 33% of students completed the first year of a pathways program and will complete their HSC in 2022.



Clean Up Australia Day

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 4.59 |
| Teacher Librarian | 0.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 8.02 |

*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.

Two provisional teachers successfully completed the accreditation process and now at proficient level. Four other teachers are New Scheme Teachers who are accredited at proficient level and currently are maintaining that accreditation. One of these teachers completed their 5 year cycle in 2021. The remaining teaching staff are pre-New Scheme and were accredited at the start of 2018 and are four years into their five year maintenance cycle.

In 2021, to build and sustain teachers' capacity to achieve key school priorities, professional development and training

was interwoven into daily practice and staff development days. Much like in 2020 with the covid disruptions, a large number of formal courses were either cancelled or postponed, however others shifted into a 'virtual' delivery model. Additionally, a large amount of professional learning was undertaken by staff using the 'Learning on Demand' resources developed by the department to support the transition to at-home learning. Staff meetings continued to provide professional learning for mandatory training including child protection, anaphylaxis management, and emergency care, as well as the NSW Education and Standards Authority (NESA) requirements and information. Specific courses undertaken by staff in 2021 as part of the school plan included:

- Butterfly Foundation body esteem training.
- SMH Schools Summit
- Aboriginal cultural appreciation
- OLT Autism Spectrum Disorder
- HSC Professional Learning
- Introduction to Learning and Teaching in Innovative Learning Environments
- BeYou's Wellbeing Conference
- Wellbeing Matters
- Middle Leadership Induction
- Excellence in Resourcing
- Deloitte Education Series: Courageous Principals

All learning from these courses was later distilled, contextualised and shared by participating staff and presented at staff meetings for the whole of the school staff.



The School's Therapy Dog Ricky

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 | 494,943 |
| Revenue | 2,476,980 |
| Appropriation | 2,470,631 |
| Sale of Goods and Services | 1,562 |
| Grants and contributions | 4,575 |
| Investment income | 212 |
| Expenses | -2,678,879 |
| Employee related | -2,530,782 |
| Operating expenses | -148,097 |
| Surplus / deficit for the year | -201,899 |
| Closing Balance | 293,044 |

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.

The school's budget is determined by need, with areas of expenditure being identified through the school's management plan. School targets are set and budgets are allocated to ensure that these targets are well-resourced. Action plans are devised to provide structure for the implementation of strategies to achieve school targets. Monies are allocated to pay for utilities, administrative programs, capital programs and extracurricular activities. The principal coordinates the management plan and the related school budget in conjunction with the staff.

As part of our financial management plan in 2021 funds were expended on:

- Additional teaching staff which will roll into 2022 to support achieving the goals of the new Strategic Improvement Plan.
- Additional executive staff and an Occupational Therapist through the Staffing Methodology Review.
- A furniture upgrade for all learning spaces.
- An upgrade of all school signage to compliment the playground and entry upgrade which was completed at the beginning of the year.

The school also made adjustments to compensate for the effect of the Covid-19 pandemic in the form of additional technology resources to support students working from home, and additional casual teachers and school learning support officers to build and maintain platforms to support student wellbeing remotely.

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 | 0 |
| Equity Total | 23,340 |
| Equity - Aboriginal | 1,730 |
| Equity - Socio-economic | 19,210 |
| Equity - Language | 2,400 |
| Equity - Disability | 0 |
| Base Total | 1,739,572 |
| Base - Per Capita | 19,790 |
| Base - Location | 0 |
| Base - Other | 1,719,782 |
| Other Total | 556,567 |
| Grand Total | 2,319,479 |

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.

2022 Parent Response

My son attended Woniora Rd School for three and a half years and this experience changed his life. He was referred to the school due to mental health issues and a long period of school refusal. Woniora Rd isn't like a regular school. It is smaller and the classrooms and learning spaces are designed to meet both the academic and wellbeing needs of the students. There is no uniform and staff are called by their first name. These non-traditional structures and personal adjustments were precisely what my son needed.

Woniora Rd School endeavours to meet the individual academic, social and emotional needs of all their students. The school has a broad range of engagement activities, where the students can express themselves through different mediums. My son had an instant connection to the music therapy program. He discovered a passion for music and in particular, playing the guitar. This developed his confidence, communication skills and overall wellbeing. Because of this passion, my son studied Music for his HSC and is currently enrolled in a Bachelor degree in music.

Due to my son's school refusal, his academic achievements had declined. Whilst attending Woniora Rd School, his academic skills gradually increased and he successfully completed his HSC in 2021, with an ATAR that gave him many opportunities at university level.

During his time at Woniora Rd, my son benefitted greatly from the many positive role models at the school. The school Principal, teaching staff and volunteers were truly amazing. These people taught my son how to improve his positive mindset, communicate in an effective manner, the importance of being a respectful and responsible young adult, and to have fun in every possible situation. Their tireless support, empathy, kindness, consideration, encouragement and professionalism was present in all aspects of the school. They went above and beyond to ensure both students and parents were part of the school community. Woniora Rd School enabled my son to look forward to a brighter future, full of many opportunities and multiple pathways to explore. The school and staff equipped him with the right tools to tackle life. We will always be grateful that he attended this school.

2022 Student Response

Woniora Road School went above and beyond to support me through my own personal development and high school journey. Having such a loving community of staff who are always backing you through new endeavours and personal triumphs helped me believe in myself. Even during vulnerable times for students, staff are always able to talk with you, highlight your achievements, and celebrate with you when overcoming obstacles. Even during the COVID-19 lockdowns, the staff still made sure to reach out to their students, focused on wellbeing just as much as schoolwork, and helped me through my transition back to school after the first lockdown ended. Woniora was always there with me through every step to make sure that I was in a safe headspace, kept up my relationships, and made sure I always had someone I could talk to.

It is hard to describe how incredible the support from Woniora Road School is because it is so specific to each individual person. I could not have finished Year 12 without their assistance. They always believed in me even when I didn't, and it is from that commitment to their students and their wellbeing that we are able to transform ourselves. With the new development of the Year 13 program, even though I have graduated, I am still connected to the school and am still able to ask for guidance in difficult situations in my post-school life. I left Woniora Road School smiling, knowing how much I had changed and knowing how special and personal of an experience it was. I would not be myself now if it wasn't for their support.



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.

Other School Programs (optional)

Student Leadership (Student Representative Council & Green Team)

The Student Representative Council (SRC) is a group of students elected by both their peers and staff at the end of Term 3, 2020. Their term runs through to the end of Term 3, 2021. The students elected are passionate about the school and actively promote school spirit. The students are responsible for organizing the Year 12 Formal and Junior Presentation Day. They are also tasked with raising awareness and celebrating NAIDOC week, Biggest Morning Tea, Harmony Week, International Women's Day, PRIDE, as well as many other special events. The SRC offers students an opportunity to grow their leadership skills throughout the year through regular meetings and excursions.

The Green Team consists of a dedicated group of students who are passionate about environmental sustainability and social responsibility. The students meet once a week to discuss upcoming projects. This year, the Green Team organized compost bins throughout the school to be emptied into the worm farm and rotating compost bin. The Green Team also educated the students on the benefits of recycling and what can be recycled.

Art Program

The school consistently promotes engagement in creative and visual arts programs to improve students' creativity, independence, confidence, as well as broadening their learning experiences. The specialised art program that we offer at Woniora Road School addresses the unique academic, social, and emotional needs of the students. Students are encouraged to experience and experiment in a range of mediums and to exhibit their work within and beyond the school grounds.

Due to Covid-19 in 2020 and 2021 students had to work remotely on their laptops, the arts program gave students an opportunity to create individual artworks using digital programs such as Photoshop and Krita. These meaningful and personalised art experiences play a key role in encouraging wellbeing and engagement. Giving the students the opportunity to learn and explore themselves and the world of art can lead to improved participation in schooling and greater levels of self-confidence.

In 2020-2021, students have created a variety of self portraits. Through the Photoshop process students learned how to create a mosaic portrait, a portrait distortion collage, an artistic portrait, a portrait montage and some cubist art.

Music Program

Woniora Road School's weekly music program encourages students to participate in musical activities such as guided song writing, collaborative playlists, instrument lessons, recording and live performance. The program has seen some of the school's most reserved students gain confidence by encouraging self-expression through performance and collaboration with their peers. With a switch to online learning during 2021's lockdown, students adapted to the change by using online recording software to collaborate on weekly cover songs and originals. These songs were then mixed by Room 13 collaborator Michael Moebus and released on a Bandcamp compilation made available for download. A highlight from these sessions was a cover of Idles' "Television" which was picked by students for Body Kind Week, a song which lyrically focuses on positive self-image and individuality.

As one of the school's most popular offerings, engagement and attendance has increased due to student participation and the program has proven effective in building rapport with newly enrolled students. One on one sessions offer a more personalised experience tailored to a student's individual needs and aim to reduce anxiety, build self-confidence, and support emotional expression through sharing and performing music. The WRS House Band encourages social interaction and inclusiveness, meeting on Friday afternoons to collaborate on cover songs picked by students which are then performed at school assemblies, interschool days and the end of year school formal.

Drama Program

Drama this year at Woniora Road School has proven to be another positive opportunity for students to improve on their confidence for performance. Our approach to the Performing Arts is steeped in discovery, exploration and enjoyment, where each student is at the helm of their own level of engagement and participation. Once a week, students are invited to come along and participate at their own desired levels and the classes are continuously filled with bright and eager personalities who are committed to respectful, creative play.

We dedicated sections of the year to learning and experimenting with a variety of text and theatrical styles to further extend on our knowledge of performance technique. Students challenged themselves physically and vocally through monologue and scene work, collaborating with each other to perform their short scripts in front of the class. Students were also exposed to storytelling through filmic scenes and were inspired to creatively express themselves through a variety of accents, whilst implementing their dramatic choices. We also tried our hands at short-form improvisation and long-form improvisation, where students learned to make and accept creative offers. This basis of understanding allows the students to work with their peers to continue extending on their initial ideas surrounding given circumstances, in order to create a larger, more concise narrative.

We are proud of the student commitment to Drama at Woniora Road School and we look forward to another great year of creative challenges ahead.

Room 13

Students participating in Room 13 this year have explored multiple aspects of music making, including songwriting, composition, beatmaking, audio production and live recording. Across the first semester, students have written, recorded and produced original songs across a diverse range of genres including rock, indie, alternative, hip hop, pop, world and EDM. Room 13 music has benefited from a collaboration between Room 13 facilitator Michael Moebus and music therapist Jack Thomas. Throughout the collaboration they have worked together with students to develop live performance skills, learning and practice on students instrument of choice, and digital recording and production of students own songs. Songs produced have included both original material and covers. 2022 additionally marks the 10 year anniversary of Room 13 at Woniora Road. The milestone is honoured with the digital release of 4 retrospective albums on Bandcamp - with one new album released each term. The music represents a variety of past and present students from across the last 10 years. Music created throughout 2022 will be compiled for a new album to be released on Bandcamp. This collection will be compiled and released towards the end of Term 4.

Radio

The community radio engagement program involves a two-hour weekly radio show airing on local community radio station 2NBC 90.1FM on Wednesday mornings. Students develop confidence and broadcasting skills in a relaxed environment that eases them into developing a more professional approach to programming and broadcasting. In between musical segments, students participate in staff-led discussions about a wide range of topics covering student interests, current events, and social initiatives such as Reconciliation Week and International Women's Day. Community service announcements are read out on air and help students to develop their public speaking skills with a short and simple prepared statement. If sufficiently confident, students can also learn to operate the panel, opening up microphones, lining up songs and controlling the levels of the recording equipment. In 2020, the school applied for and was granted equipment from a large recording equipment company, which has allowed us to record and produce the radio program on-site. This practice, which allows for greater and easier participation in the program, has continued into 2021. This has led to several students who are new to the school taking part and making connections with students and staff.

Senior Students Burn 2 Learn:

Burn 2 Learn is a High-Intensity Interval Training (HIIT) program designed for senior students to assist with managing academic stressors associated with HSC. This is an evidence-based program designed by University of Newcastle that targets stage 6 students with 8-10-minute workouts, using 30 seconds of high intensity exercise, followed by 30 seconds rest (repeated 8 times). Different programs were designed to appeal to students' preferences and work within parameters within the school environment (e.g. physical space and resources). Two Burn 2 Learn sessions per week are facilitated with the aim of using physical activity to improve students overall mental health (self-efficacy, self-esteem, mood and ability to manage stressors), activity levels and physical fitness (muscle strength and cardiovascular fitness) and ability to concentrate/attend to learning tasks.

During Term 1, a presentation was delivered to senior students followed by a Burn 2 Learn session with initial feedback survey that showed 80% of participants enjoyed the session. Students were assigned to a foundation or advanced class based on their perceived level of fitness and confidence. Exercises were scaffolded to enable students to achieve success and form positive associations with exercise. An end of term survey was completed with modifications put in place including access to personal hygiene items in the gym space, stretching and cool down provided and greater options given in terms of workout design and music selection. Over Term 2, sessions averaged 7 students, with as many as 13 students on high attendance days. Students demonstrated high levels of enthusiasm and comradery as they were observed to smile, high five and provide verbal encouragement to each other. During Term 3 lockdown, sessions transitioned to Zoom and had fluctuating levels of engagement. Students who attended the online program reported 'looking forward' to sessions and that it 'provided structure to their day'. Upon return to school in Term 4, the program was impacted by Year 12 students' engagement in HSC exams and transition goals.

2022 aims to continue Burn 2 Learn upon the success of the program, despite challenges that arose from a learning from home model. Term 1, 2022 will transition new Year 11 students to the program and continue to use physical activity to improve mental and physical function.

Sensory Modulation Program

The Sensory modulation program was designed to assist students with self-regulation, by providing an opportunity to participate in activities and behaviours that engage the senses. Over Term 2-3 of 2021, sensory profiles were completed with students in conjunction with the occupational therapist, to provide an overall picture of an individual's sensory processing patterns. Feedback was delivered to students and staff about their preferences to assist with understanding individual needs and assist with regulation using different modalities and activities. This program initially started with priority students who displayed extreme sensory behaviours and/or Stage 6 students who were close to school transition. Procedures were implemented around the safety and use of weighted modalities (weighted blanket), with an assessment form introduced to ensure students previous trauma history and physical function had been reviewed by the occupational therapist.

Term 4 saw the completion of the first Sensory Modulation workshop, where students engaged in classroom groups, creating their own toolbox. Students were encouraged to design their own toolbox and experiment with different tools/activities that assist with de-escalation when overwhelmed, anxious or distressed. Students appeared to be well engaged in the design process and appeared enthusiastic, typically preferring tactile fidgets, olfactory scents and oral motor tools. Students have been observed to use these items during class time and when requiring a break out space.

2022 will focus on implementation of the sensory toolboxes with new and transitioning students. It will also include collating information of student's preferences and tools into individual regulation plans, to assist teachers with understanding unique preferences. Additional classroom design and equipment is necessary to provide greater opportunity for regulation in students that seek vestibular and proprioceptive input.

Yoga

The distress of the past 2 years has brought an ever-increasing need for physically and emotionally soothing activities. Woniora Road School continues to invest in our Yoga program for its proven mental health benefits, particularly among students who have experienced trauma, and deal with mental health issues.

Sadly, our Yoga students had to say goodbye to Destiny, who has led the program for the past 2 years. Fortunately, we were able to welcome Lauren back to Woniora Road, who has been with the school since the program's inception. Lauren brings a wealth of experience and knowledge to the fore, continually broadening her knowledge, having recently trained in trauma-informed yoga practice. As a result of her experience with the school, Lauren is able to cater her yoga sessions to suit the fluctuating needs of the students preparing physically demanding or gentle breath based sessions on a weekly basis, depending on student feedback.

Senior SRC students report that they have found weekly Yoga highly beneficial to their rigorous academic schedule. Their dedication to the program has contributed to improvements in well-being, academic progress, and their ongoing work with the SRC as a role model for their peers.

Duke of Edinburgh

Woniora Rd School has successfully entered its first term as an official Duke of Edinburgh Award Centre. The Duke of Edinburgh's International Award is an internationally recognised program for young people focused towards building their skills to equip them for life and work opportunities. By creating opportunities for young people to develop skills, get physically active, volunteer for community service and experience adventure, the Award can play a critical role in their development and open many doors for a bright, confident future.

We registered the school in May 2021 and had three students enrol into the Bronze Award and start their individualised journeys shortly afterwards. Students quickly rose to the challenges and their stories of adventure and new experiences started to emerge. Whether this was through spearfishing, volunteering their time after school to referee basketball games, playing a new musical instrument or hearing and seeing the photos of the delicious food that was cooked after school and on weekends, you could see the students felt a sense of achievement from the early stages of the award. Our newly appointed Duke of Ed students were quickly building momentum and paving the way for more students to follow.

With the nature of COVID-19 effecting all school attendance and engagement programs across the country, our Duke of Ed students were faced with another challenge. As COVID-19 restrictions intensified, this had an effect on the level of commitment and participation our students could continue on with, as options had moved away from face to face engagement with their assessors and formalised to an online platform. Students reported that their level of engagement dropped and enthusiasm to work on their weekly goals had diminished combined with many other distractions taking away their attention.

With the return of our regular school attendance this year, our students are back on track and moving towards achieving their Bronze Award once again, with many students wishing to continue on to the Silver and Gold Awards. The Duke of Edinburgh NSW Support Team have allowed students to have far more flexibility to complete their awards due to the pandemic period and encourage more Woniora Road Students to rise to the challenge and take on the award.

Stage 5 English Curriculum Delivery

In 2021, the English LIVE Stage 5 program was designed and first introduced - as a one-year cycle of face-to-face, explicit, interactive literacy practice. Prior to 2021, Woniora Road aggregated students' literacy progressions, using Progressive Achievement testing and against competencies for the NSW Minimum Standards. In addition, the design was informed by the teacher responsible, working closely with students and teaching staff to understand the context, challenges and effectiveness of other programs.

The English LIVE Stage 5 program aimed to support growth and engagement for a diverse cohort, based on meaningful relationships and routine practice. The design was a series of interactive teaching and learning workshops, with regular lessons, excursions and incursions to intentionally broaden students' learning networks and interaction. The design prioritised functional literacy practices in listening and speaking, reading, writing and representing and the learning community was built upon trust and led by students' interests, which supported analytical, higher-order reading and writing practices. It engaged students in real world contexts to stimulate authentic compositions for a wide variety of audiences.

Throughout the English LIVE Stage 5 program, students planned and created audio-video-autobiographies and a collaborative podcast; they composed original poems in response to workshops led by an esteemed alumna and poet; students constructed scaffolded essays with multiple drafts and iterations; and finished the year, interviewing community mentors and preparing real world employment documents.

Woniora Road School engaged a temporary, first year English teacher, Caitlin Newton-Broad to design, develop and deliver the full program, with bespoke resources and responsive learning experiences for our students, with the constant

support of Student Learning Support Officer, Jess Morgan. The syllabus content and design was critiqued by mentor school leader, Blakehurst High's Head of English. During COVID lockdown, the school adopted Centennial Park (SSP)'s explicit booklet resource to track participation and address gaps in attendance.

Each student was supported to develop skills to be successful as an independent learner, in order to participate in Stage 6 English courses, delivered by Sydney Distance Education College in senior years at Woniora Road School. With this first year of design and implementation, it will take 2022-23 to assess this program's long-standing impact on Woniora Road School's curriculum delivery and its effectiveness for student learning.



Woniora Road Student Leadership Group at the 'Leadership By the River' Conference