

2021 Annual Report

Woodberry Learning Centre



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Introduction

The Annual Report for 2021 is provided to the community of Woodberry Learning Centre 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

Dear WLC community,

2021 was another busy and exciting year at Woodberry Learning Centre. While the pandemic continued to cause challenges for our students, staff, and families (not least of all being the extended period of learning from home that separated our students from school during Term 3 and Term 4), we continued to work hard on all aspects of our teaching and learning programs to ensure that we are providing our students with the high-quality, rigorous and holistic education that they need and deserve.

It has been a year of ongoing change at WLC, with the most significant being the retirement of the school's inaugural principal Nancy Snow. Nancy had been the principal of WLC since the school opened in 2007, and her leadership and vision for WLC and its students has left a legacy that will continue into the future of the school. We thank Nancy for her tireless advocacy and passion for students with additional learning and support needs, and wish her a long and happy retirement.

Changes were also made to the teaching and learning programs at WLC in 2021, with highlights being the expansion of our intensive literacy intervention program, the use of COVID Intensive Learning Support Program funding to ensure that students with literacy support needs had access to specialist intensive intervention, the introduction of the "Grow Your Mind" program as a whole-school social-emotional learning framework, and the engagement of a speech pathologist to work two days per week with our students who have identified speech and language support needs. These changes were made to ensure a student-centred and relevant curriculum that meets each student at their point of need.

This year saw 17 students complete the WLC program, with all of them moving on to other supported educational settings or returning to their census schools. They all learned a lot and added their unique personalities to the WLC program while they were here, and we wish them every success in the future.

We look forward with great anticipation to a largely new student cohort in 2022, and we are sure that they will find their time at WLC a rewarding and transformative experience.

Kind regards,

Mat Clarke

Principal (relieving)

School vision

SCHOOL VISION STATEMENT

Our vision is for Woodberry Learning Centre to be a centre of excellence and expertise in the provision of differentiated, innovative and holistic academic, behavioural and emotional learning. At Woodberry Learning Centre, we will work in partnership with our students, their families and census schools to teach them the skills that they will require to thrive in a challenging world. We will achieve this by pairing high quality, differentiated literacy and numeracy programs and evidence based social programs with a caring, safe and culturally responsive learning environment that values inclusion and encourages positive and productive transition experiences.

School context

Woodberry Learning Centre (WLC) is a School for Specific Purposes (SSP) for students who find it difficult to access the curriculum in a mainstream school environment due to identified behaviour disorders. It was established in 2007 and is located at Woodberry, near Maitland in the Hunter Valley. We take a maximum of 21 students at any one time who participate in approximately a 40 week program. Students attending Woodberry Learning Centre are in Years 5-8 and are drawn from both the local community and wider areas including Newcastle, the lower Hunter and coalfields regions. Each of our three classes is a multi-age class of maximum 7 students and is staffed by a teacher and a full time School Learning Support Officer. At WLC, we offer every student the opportunity to experience success, both educationally and socially.

The students range in age from 10 - 13 years and have been referred by their home school after consultation with their parent/carer(s). Woodberry Learning Centre has a FOEI of 219, and 30% of our students identify as Aboriginal and / or Torres Strait Islander. At WLC we use a positive internal control psychology - Choice Theory - in conjunction with consistent and positively stated behavioural expectations to help students to learn socially acceptable and more appropriate ways of behaving. We provide our students with opportunities to have success and to see that they are NOT their behaviours, but worthy individuals deserving help to make their lives better and to realize that they can be designers of their futures. We work with our students' home schools with regular contact to plan and assist a successful transition for each student back to their home school or another specialist setting, at the end of the program.

As well as having the opportunity to engage in high quality, evidence based and individualised literacy and numeracy programs, students at WLC also have the opportunity to experience a broad range of elective extra-curricular activities that widen their life experience, teach them new skills to use in their future educational settings and adult life, and give them the opportunity to practice newly acquired social skills in a real world setting. Some of these elective extra curricular activities include surfing, cooking, woodwork, swimming and tennis. These programs are provided by both WLC staff and external providers using Sporting Schools funding grants.

Woodberry Learning Centre is staffed with a school Principal, an Assistant Principal, three classroom teachers, three School Learning Support Officers, a Student Support Officer and a School Administration Manager. The school enjoys productive partnerships with the census schools of our students as well as the Maitland Aboriginal Education Consultative Group (AECG).

Based on the findings from our Situational Analysis, WLC seeks to improve literacy and numeracy levels for all students. Literacy instruction will be provided through using the Science of Reading - an evidence based, explicit and sequential method for teaching reading. This program provides for baseline assessment, formative and summative assessment across the program. Collaborative programming in numeracy will provide individualised learning as students work towards their Individual Education Plan goals. Dr Bruce Perry's Neuro-Sequential in Education (NME) is an underpinning philosophy of the program, and professional learning in the Berry Street Education Model has been undertaken and has resulted in improved skills for our staff in understanding and supporting our students as they develop the skills to self-regulate, understand their emotions and to become more resilient. Many of our students come from a background of trauma and so our staff are undertaking more Professional learning around trauma-informed practice to understand the need for repetitive, rhythmic and sequential teaching and learning to help our students make new neural pathways and assist their efforts to self-regulate.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

Woodberry Learning Centre will have an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students

Initiatives

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

- Evidence Based Teaching and Learning
- Data Driven Processes

Resources allocated to this strategic direction

Professional learning: \$6,879.68
Aboriginal background: \$15,000.00
COVID ILSP: \$16,716.63
SSP Supplementary Funding: \$160,147.55
Literacy and numeracy: \$1,365.30
QTSS release: \$8,969.44
Socio-economic background: \$51,517.03
SSP quality teaching support: \$20,391.00
Per capita: \$6,849.00

Summary of progress

In the strategic direction of Student Growth and Attainment in 2021, Woodberry Learning Centre had two main focus areas; evidence based teaching and learning, and data driven processes.

In the focus area of evidence based teaching and learning, we improved teacher efficacy and the achievement of student outcomes by engaging in targeted professional learning, specifically around the Science of Reading and the "Sounds-Write" synthetic phonic program. The school used this professional learning to design and implement a new model of literacy instruction and intervention, leading to demonstrably improved achievement of literacy outcomes for students. The school also embarked upon a trial of accessing an external speech pathology provider, acting upon collected data that showed that the vast majority of new placements at WLC had identified speech and language support needs, and many had never accessed private speech therapy. This allowed students to access a full speech and language assessment and individually devised interventions as part of their program, while staff were able to participate in specialist professional learning to improve their teaching practice.

In the focus area of data driven processes, new models of individualised planning around learning and behaviour support were devised and implemented. This led to all students and families having the opportunity to exercise greater voice over their Personalised Learning Plans and Behaviour Support Plans, leading to increased engagement and achievement of learning goals.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Baseline measures in phonemic awareness, phonics, vocabulary, fluency and reading comprehension will be recorded at time of placement. Formative measures will be taken at the end of Semester 1 and exiting assessments at the end of the program.	Processes have been put in place to ensure that all students entering the WLC program undergo full assessment of literacy, speech and language skills and that these skills are post-assessed at the end of their placement. This system was trialled in 2021 with all students assessed showing improvement in key literacy skills.
A consistent format and structure for programming in literacy and numeracy	A school-wide format for literacy and numeracy programming has been devised and implemented across all classes. An assessment schedule has

<p>is devised and implemented across the school.</p> <p>Teachers are regularly collecting and using assessment data to inform planning for academic and social programs.</p> <p>Data collection in literacy shows an effect size of more than 0.4 for 80% of students (due to high student turnover, this goal will stay the same for the life of the plan).</p>	<p>been created after trial in 2021, and will be used by teachers to collect data longitudinally across the student's placement to measure progress and inform planning. End of year literacy assessments show that intervention resulted in progress in achievement of literacy outcomes with an effect size of greater than 0.4 for 56% of students.</p>
<p>A system of tracking the use of professional learning resources is devised collaboratively with staff.</p>	<p>Systems of tracking professional learning across the school were trialled and will continue to be refined in 2022.</p>

Strategic Direction 2: Excellence in Student Wellbeing

Purpose

At Woodberry Learning Centre, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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.

- Expertise in Behaviour Management
- Attendance and Engagement
- Transition

Resources allocated to this strategic direction

Professional learning: \$3,150.00

SSP Supplementary Funding: \$50,246.00

School support allocation (principal support): \$13,604.80

Per capita: \$2,000.00

Location: \$1,763.00

Summary of progress

In the strategic direction of Excellence in Student Wellbeing in 2021, Woodberry Learning Centre identified three central focus areas; expertise in behavior management, attendance and engagement, and transitions.

In the focus area of expertise in behaviour management, all teaching and non teaching staff completed Phase 1 training in the Neuro-Sequential Model in Education and two teaching staff completed Berry St Education Model training. This allowed the school to maintain and improve it's long standing focus on quality student/teacher relationships as a method of reconnecting young people with education.

In the focus area of attendance and engagement, WLC continued through the challenges created by the Covid pandemic to create a highly engaging, needs meeting educational environment for all students, allowing them to reconnect with their learning through their participation in engaging and tailored school programs. Student attendance remains an identified area of focus, and new methods of encouraging positive attendance patterns continue to be developed and trialed.

In the focus area of transition, strong systems and processes around communication between WLC and census schools has lead to ongoing positive relationships between WLC and the wider educational community, and facilitated success transitions back to census schools for a number of WLC students. These new communication methods have been appreciated and valued by census schools, with 100% of census school executive surveyed rating the quality of the communication as "excellent".

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Following PL in the BSEM, staff have sufficient understanding of it to begin introducing it into their classrooms.• Staff are aware of the effects of trauma on the developing brain and the possible ramifications of early trauma on learning, socialization and behaviour• Staff begin training in the Neuro-Sequential Model in Education (NME) and devise ways that this can be implemented.	All teaching and non-teaching staff completed training in Phase 1 of the Neuro-Sequential Model in Education, and two more teaching staff completed the four-day Berry Street Education Model, bringing the school to a total of five teachers trained (out of seven total). This has led to a renewed focus on a neurologically respectful, trauma informed and research based model of forming positive, safe and regulating relationships with our students in order to allow them to access the higher regions of their brain required for learning.

<ul style="list-style-type: none"> • Student attendance data to show an increase on 2020 average of 68%. Attendance procedures are refined and professional learning provided to staff. 	<p>Student attendance has continued to be challenging issue in 2021, although data is somewhat skewed due to the effects of the Covid pandemic and the associated learning from home period. Attendance procedures have been refined, including the use of daily SMS messaging and weekly phone calls to parents to follow up student absence, and the introduction of Sentral software as a method of record keeping.</p>
<ul style="list-style-type: none"> • All students have an IEP / PLP and a Behaviour Support Plan that are collaboratively devised by staff, parents / carers and other external stakeholders and are respectful of student voice. 	<p>The refinement of processes around individualised planning for learning and behaviour support has led to increased achievement of student learning goals. All students who were part of the WLC program in 2020 had a Personalised Learning Plan and a Behaviour Support Plan that formed the basis for their program, that they were involved in the design of, and that was used as a basis for progress reporting.</p>
<ul style="list-style-type: none"> • Communication procedures between Woodberry Learning Centre and census schools are set up, refined and communicated to all stakeholders. Processes are evidence based and aligned to the Disability Standards for Education. 	<p>Strong processes of weekly communication between WLC and census schools were set up and implemented, leading to 100% of census school executive surveyed rating the quality of communication "excellent". This led to the successful transition back to their census school of many WLC students at the end of 2021, with some other students transitioning to other supported educational settings.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$51,517.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woodberry Learning Centre 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"> Evidence Based Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> employment of additional SLSO 3 days / week to complete literacy assessments and academic data collection, and assist with individualised literacy intervention. <p>The allocation of this funding has resulted in: Improved efficacy and effectiveness in implementation of literacy support programs, leading to greater achievement of student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Expand this SLSO deployment to 0.8FTE to allow greater opportunities for targeted support in numeracy. Seek Sounds-Write training for literacy support SLSO.</p>
<p>Aboriginal background</p> <p>\$15,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woodberry Learning Centre. 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"> Evidence Based Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> engagement of external provider "Our Kinnection" to deliver cultural education program to all students 0.5 days / week for first two terms. <p>The allocation of this funding has resulted in: Greater engagement in teaching and learning program for students identifying as Aboriginal and / or Torres Strait Islander. Increased knowledge of Aboriginal culture for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue engagement with "Our Kinnection" into 2022. School to explore use of additional funding to employ AEO to work with staff and students one day / week. School to explore partnership with Francis Greenway HS to support Aboriginal Education and staffing solutions.</p>
<p>Location</p> <p>\$1,763.00</p>	<p>The location funding allocation is provided to Woodberry Learning Centre to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Attendance and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$1,763.00</p>	<ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: Students being able to participate in a wider range of sporting and cultural programs and excursions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue into 2022. School to engage community partners to widen range of extra-curricular opportunities available to students at WLC.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Woodberry Learning Centre with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance and Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchase of Sentral software licence to assist with record keeping and parent communication. • engagement of SAO 0.2 FTE to assist SAM with admin load. <p>The allocation of this funding has resulted in: More effective collection and collation of student data, which is used to inform teaching and learning plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: School to expand SAO allocation to 0.4FTE to work on rebranding, logo, school resources and community engagement.</p>
<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woodberry Learning Centre from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Teaching and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Improved design and implementation of individualised literacy programs, leading to improved achievement of student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding ceased due to formation of Assistant Principal (Curriculum and Instruction) role.</p>
<p>QTSS release</p> <p>\$8,969.44</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woodberry Learning Centre.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Teaching and Learning

<p>QTSS release</p> <p>\$8,969.44</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Increased staff release time to complete collaborative programming, planning, reporting and census school communications.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff RFF time to have more targeted focus on professional learning, as much of the collaborative planning work has been completed.</p>
<p>COVID ILSP</p> <p>\$16,716.63</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"> • Evidence Based Teaching and Learning • 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 <p>The allocation of this funding has resulted in: Improved achievement of literacy and numeracy outcomes for students who were part of the identified tuition cohort.</p> <p>After evaluation, the next steps to support our students with this funding will be: COVID ILSP tutoring will continue into 2022, with an initial focus on assessment and collaborative numeracy planning for all new students.</p>
<p>Per capita</p> <p>\$8,849.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Woodberry Learning Centre</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Teaching and Learning • Attendance and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of specialist literacy support teacher to implement individualised literacy intervention program for students with identified support needs. <p>The allocation of this funding has resulted in: Improved achievement of literacy outcomes for all students who were part of the intervention cohort, with 56% achieving an effect size of more than 0.4. Improved collection and collation of assessment data, which is used to inform future planning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue literacy intervention program into 2022 under current funding model.</p>
<p>SSP quality teaching support</p>	<p>These funds have been used to support improved outcomes and the</p>

\$20,391.00

achievements of staff and students at Woodberry Learning Centre

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

- Evidence Based Teaching and Learning

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

- employment of additional staff to support the creation of high-quality teaching and learning programs
- release time for staff to support teacher mentoring

The allocation of this funding has resulted in:

Greater release from teaching time for literacy intervention specialist, resulting in greater access for staff to specialised professional learning and mentoring around collaborative programming.

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

Greater focus on teaching staff working with literacy support specialist and speech pathologist to ensure best practice in literacy programming.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	12	11	14	13
Girls	4	2	2	4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	2.5
Teacher Librarian	0.17
School Administration and Support Staff	4.41
Other Positions	0.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	659,404
Revenue	1,428,497
Appropriation	1,425,224
Grants and contributions	2,000
Investment income	473
Other revenue	800
Expenses	-1,534,204
Employee related	-1,165,389
Operating expenses	-368,816
Surplus / deficit for the year	-105,707
Closing Balance	553,697

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	66,880
Equity - Aboriginal	15,363
Equity - Socio-economic	51,517
Equity - Language	0
Equity - Disability	0
Base Total	1,081,404
Base - Per Capita	9,895
Base - Location	1,763
Base - Other	1,069,745
Other Total	252,186
Grand Total	1,400,470

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.

Parent/caregiver, student, teacher satisfaction

Woodberry Learning Centre prioritises strong relationships between the school and its students, families, census schools and the wider educational community.

In the 2021 People Matter Employee Survey (PMES), 90% or more of employees expressed satisfaction in their role by answering in the affirmative to the statements "I know that I am making a difference in my job" (90%), "I can make choices about how I perform my role" (90%), and "There is a good team spirit in my workplace" (100%).

Internal surveys showed that a strong majority of parents (over 80%) were pleased with the experience that their child had at WLC, with numerous parents commenting that WLC was the most successful educational experience that their child had experienced.

WLC collaborated throughout the year with census school executive to revamp our processes around census school communication, with the central point of our new process being weekly progress report emails about each student that are sent to census schools. 100% of census school executive expressed satisfaction with these processes in our evaluation survey, rating the quality of communication as "very good" or "excellent".

Informal data collection methods including ongoing conversations have shown that the majority of WLC students felt much more connected with their education and found it easier to learn in the highly supported environment that was presented. These findings were supported by positive reports from census schools regarding the successful transition of returning students.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Woodberry Learning Centre has worked diligently this year to improve and upgrade our systems and processes around Aboriginal Education. This has involved the embedding of the 8 Ways of Aboriginal Learning into our teaching and learning programs, and the continuation of the school's involvement in the "Our Kinnections" program, where local Aboriginal man Joey Griffith joins our students for weekly lessons on Aboriginal culture, language, customs and games. This year, one of our students joined Aboriginal representatives of our partner schools in the Gateway Learning Community at Francis Greenway HS to sign the new Aboriginal Education Consultative Group Partnership Agreement.

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.

Anti-Racism - School statement

All staff at WLC model practice and language that is strongly anti-racist, and isolated incidents of racist language are dealt with in a timely fashion by school executive. School practice is consistent with the Department of Education Anti-Racism Policy, and WLC has a member of the teaching staff who has completed the training to act as our Anti-Racism Contact Officer.

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.

Multicultural and anti-racism education - School Statement

WLC ensures that all teaching and learning programs are culturally appropriate and demonstrate value of the knowledge, religions and customs of students from culturally and linguistically diverse backgrounds. All students at WLC are provided with highly individualised programs to support their dynamic wellbeing support needs.