

2021 Annual Report

Woollahra Public School



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Introduction

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

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

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Woollahra, 2025

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Message from the principal

While 2021 has been a year of challenge and flux in response to the COVID 19 pandemic, it has also been a year of significant growth and achievement for Woollahra Public School. In response to the challenges of educating 720 children and ensuring the wellbeing of our entire school community through this significant historical event, our staff, students and parents alike harnessed incredible fortitude, flexibility, compassion, patience and resilience. We approached the challenge of educating in new ways with creativity, lateral thinking and our cohesion as a school community triumphed throughout the year. Where aspects of our normal practice were not possible in 2021 we were creative in finding other opportunities and we all learnt a plethora of new skills with rapidity, enthusiasm and optimism for the learning experiences the situation brought us. As we closed out 2021 with experiences none of us would have ever imagined, I am proud of every Woollahra PS community member and what we achieved across all aspects of educational endeavour in 2021.

Through delivery of a broad range of learning programs and a focus on learning excellence, our school worked to ensure our students achieved their personal best, were self-directed learners and fostered critical thinking skills. A consistent focus on improving literacy and numeracy outcomes was supported by excellent classroom practice, a focus on personalised learning and an extensive teacher professional learning program. We built on innovative initiatives such as the gifted and talented programs, literacy support programs and transition to high school workshops. A focus on positive mental health for the whole school community saw the continued implementation of an explicit wellbeing program called 'Grow Your Mind' that successfully focused on teaching brain awareness, emotional regulation strategies and practices for developing strong mental health. There was never a year when this focus was needed more.

Our dedicated and highly accomplished teachers are to be commended for their work throughout the year. They combine a strong sense of caring with high expectations for the learning of the children in their care. They are well supported by an equally committed team of administrative and support staff. A strong partnership exists within the school between staff and the parent community. We are extremely appreciative of this support which is provided in a multitude of ways.

Transformational progress is a priority for us at Woollahra as we work to develop and educate our students for a rapidly changing future. We expect that over their time at our school, our students will maximise their learning potential and reflect deeply on that learning. As teachers, we are also constantly learning and adapting to new ways of working and new pedagogies. Changes in curriculum, new approaches to teaching and advances in technology all impact on the important work teachers undertake in classrooms. The annual reporting process serves as an opportunity for the school to capture this cycle of change. As we head into 2022 the school will develop our 2021 - 2024 Strategic Improvement Plan. This will give us clarity about our overall vision, goals and future directions, ensuring those directions are both aspirational and rigorous. It is a privilege and honour to lead the community of Woollahra Public School. While it is impossible to capture the diversity of learning and achievement in any one document, this annual report captures a snapshot of our achievements throughout the school year, highlights the strengths of our school community and identifies our future directions. It is with a sense of optimism and pride that I ask you to celebrate our successes and reflect on our future goals as we look forward to 2022 and beyond.

Nicole Molloy - Principal

Message from the school community

What a year it has been and as promised we embraced all that it was! On Sunday 14 November it was an absolute pleasure for the P&C team to host our much anticipated fundraiser event for 2021 - Blooming en Blanc, after a very long 18 plus months which for some did really feel like forever. A massive thank you and appreciation goes to our P&C executive team Mel, Kasia, Lydia and Gareth for continually making the magic of these events happen. In previous years, pre-Covid we would fundraise in excess of \$120K each year with a number of events and fundraisers. However, our primary focus has always been and continues to be about creating an inclusive school community with our events an opportunity for everyone to connect. This has been ever so more important over the last 18 plus months especially in these unprecedented times. With the Covid restrictions and lockdowns, one thing that became quite evident and consistent with all our events - the warmth and connections we have as a school community and the friendships we make. With the challenges of lockdown and our focus to create opportunities for our community to remain connected we also hosted a number of very successful virtual online events including a virtual trivia night with 100 plus very enthusiastic households. We also created pure happiness with our virtual house party discos for 350 families. Immense gratitude goes to our devoted uniform shop team lead by our Yocelyn. They have ensured our children are provided with their school uniforms throughout year and continued to remain accessible during the lockdown. Our appreciation also goes to our class parents who have been so important this year. Thanks goes to Lydia for all your efforts with the class parent network, constantly providing guidance and support. To Ms Molloy you have made such a significant impact on our school from your very first day with us. Not only the changes you have made to our school environment but what you do for our children and their families everyday. You are always thinking of everyone and we cannot begin to say how much we really appreciate all that you do for us all. Finally, my heartfelt thanks and appreciation goes to each member of our school community. Your commitment, support and kindness is beyond words. With much love and gratitude from me to you always.

Katrina Ben-Moshe - 2021 P&C President



School vision

All members of our school community are empowered to reach their potential as learners and global citizens. Our learners will think deeply, have a strong sense of purpose and self-worth and embrace every opportunity. They will live the qualities of creativity, curiosity and bravery and foster high levels of emotional intelligence within a learning climate of possibility, imagination, innovation and ethical integrity.

School context

Woollahra Public School has a proud and ongoing tradition of being an educational community built on excellence, high aspiration, innovative practice, a strong sense of community and ethical responsibility that guides all endeavours. As a public school of 720 students located in Sydney's eastern suburbs, the school celebrates our significant cultural diversity and values the perspectives and richness this diversity brings to our learning experiences. We acknowledge and honour the Gadigal people of the Eora nation who are the traditional owners of the land on which we meet each day and ensure our children understand the significance of this history.

All learning in our school is guided by a clear vision for learning that establishes the learning capabilities of bravery, curiosity, creativity, reflection, collaboration and persistence as central to our educational practice. We actively work to develop ethical, resilient, adaptive and emotionally intelligent students and teachers who play an active role in their own learning, strive for high levels of intellectual quality, embrace opportunities and have a strong sense of purpose. It is important that our students feel empowered and are equipped with thinking frameworks and open minded perspectives to understand their responsibilities as global citizens and be driven to affect positive change. Concomitantly, our goal is that our children will experience a strong sense of belonging, flourish with high levels of wellbeing and authentically live the attributes of empathy, compassion, integrity and respect. There is a trust across the school community that our daily practice is part of working for far greater goals that will set our students on a clear path to live long self-worth, accomplishment and the ability to reach their potential.

The school aims to achieve these goals with a strong focus on teacher quality and professional improvement, research informed practice, dynamic learning and wellbeing programs and a broad array of enrichment opportunities, enabling students to pursue their passions. We create a nurturing, safe and supportive learning environment that encourages our students and teachers to take risks and challenge themselves.

We work with other schools locally and more broadly on curriculum development, best pedagogical practice, wellbeing and building leadership capacity. Woollahra values and actively fosters our strong partnerships with parents, local community, professional industries and the wider community.



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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all learners reach their potential learning growth, acquiring comprehensive literacy and numeracy skills to build strong foundations for individual academic success. Our students and staff will be self-directed and reflective learners who understand the learning process, know themselves as learners, set individual learning goals and respond to feedback as part of this process. Our educators will deliver high quality learning programs built on ongoing review of data, research informed pedagogies and framed by a culture of high expectations.

Developing Visible Learners at Woollahra

Deep Learning in English at Woollahra

Reflective and Assessment Capable Learners at Woollahra

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.

- Building Visible Learners
- Numeracy Strategy
- Literacy Strategy

Resources allocated to this strategic direction

Visible Learning and Assessment Strategy: \$6,700.00
Beginning teacher support: \$10,230.00
Professional learning: \$36,577.00
QTSS release: \$18,200.00
Aboriginal background: \$550.00
School support allocation (principal support): \$3,000.00
Literacy and numeracy intervention: \$67,271.00
Literacy Strategy: \$47,432.00
Per capita: \$77,523.00
English language proficiency: \$85,925.00
Integration funding support: \$72,314.00
Low level adjustment for disability: \$101,327.00
Literacy and numeracy: \$22,622.00
Numeracy Strategy: \$16,487.00

Summary of progress

Work to achieve the goals of this strategic direction was multifaceted with a focus on Visible Learning strategies, literacy and numeracy.

Visible Learning Strategies

A focus on the school developed Learner Qualities of Bravery, Collaboration, Persistence, Curiosity, Creativity and Reflection continued with the aim of developing a deep understanding of these learning dispositions for all students and embedding them in goal setting, feedback and reflection. This was achieved through the use of the qualities in goal setting and student reflections as part of the mid and end of year reports. In 2022 we will work on developing a continuum for each learner quality to facilitate a more comprehensive understanding and use of them in the classroom and to support a self-assessment process. We will also continue to work on learning resources to support explicit teaching of the qualities.

All staff participated in professional learning related to the use of learning intentions and success criteria to ensure students are clear about their learning, what they are aiming to achieve and how they will direct their own learning. The focus was on differentiation of learning intentions and success criteria with use of the SOLO taxonomy framework and work was completed on co-design of success criteria with students to support clarity in learning. Staff worked collaboratively to apply their learning in the classroom and reported more meaningful and clear use of learning intentions and success criteria.

Authentic and Purposeful Assessment

The school leadership team led the development of a whole school assessment plan to map strategic assessment points throughout the year in each stage of learning to track and monitor student progress and analyse data trends to inform purposeful planning. Review took place of the types of formative and summative assessments being used across the school with the aim of putting more rigorous and consistent assessment practices in place. Progressive Achievement testing was trialled (Years 3-6) and the Year 1 Department of Education phonics screener were implemented. This provided greater clarity on student learning and progress. Use of NAPLAN and Check In Assessment data was streamlined and analysed with greater rigour to inform targeted and differentiated teaching to meet student learning needs. This work will continue in 2022 with consistent implementation of the whole school assessment plan and more in-depth data analysis to track student learning across the school.

Literacy Strategy

In 2021 the school began an extensive review of the teaching of reading. Staff began to undertake professional learning in the main components of explicit reading pedagogy - phonological awareness, phonics, fluency, vocabulary and comprehension. Team evaluated current practice and the school began collaborating with a community of schools to seek expert advice and develop a long-term improvement strategy. This was put on hold in the second semester due to the COVID lock down and will recommence in 2022.

The Kindergarten and Stage 1 team continued with a focus on the explicit teaching of phonological and phonemic awareness. This occurred through consistent implementation of the synthetic phonics program Get Reading Right. Nine teachers completed professional learning workshops on explicit teaching of synthetic phonics and a range of teachers K-6 completed the Department of Education professional learning blended workshops on phonological awareness, phonics, understanding texts, fluency and vocabulary. This will support a whole school professional learning strategy in 2022-2023 centred on explicit teaching of effective reading.

Four teachers participated in professional learning through the Seven Steps writing program to support the development of explicit writing pedagogy in their classrooms. This resulted in a strengthening of teaching practice in their classrooms and the learning was shared with their teams.

Extensive resource development occurred in 2021 with resources being put together to support classroom implementation of Get Reading Right. There was also extensive purchase and organisation of reading resources including guided readers, home readers, decodable readers and quality literature sets to ensure evidence-based and engaging texts are being used to teach reading in every classroom. Significant funds were spent both on the texts and administrative time for management of the resources. Digital reading resources were used over the period of home learning in Semester 2. Professional reading resources were purchased to support teacher learning in evidence based, effective teaching of reading.

Continuation of a specialist literacy and numeracy coordinator role (FTE 0.6) supported the improvement of literacy and numeracy across the school. This role included coaching and mentoring of teachers including early career teachers, analysis of learning data, development of quality learning programs, intervention with small groups and individual students, leadership of assessment moderations, organisation of new resources, coordination of ILSP and SLSO run intervention programs and development of professional learning sessions. The coordinator support instructional leadership development leading into the establishment of an Assistant Principal Curriculum and Intervention role (FTE 1.0) in 2023.

An extensive literacy intervention support program was implemented by a team of teachers and school learning support officers. It comprised learning support (K-6), English as a Second Language support and COVID Intensive Learning Support.

Additional teachers (FTE 2.6) were employed during the Semester 2 learning from home COVID lockdown to enable classroom teachers to work full time at home and focus solely on their learning from home programs and to provide additional learning support for students attending school.

Literacy enrichment strategies catering for high potential students included differentiated programs within every classroom to provide students with access to complex texts, explicit teaching of textual concepts, advanced vocabulary development and higher order thinking. The school drama program which is a collaboration with Sydney Theatre Company facilitated teaching artists working in several classrooms as a rich professional learning opportunity for teachers and enabled advanced learning opportunities in response to texts studied for high potential students.

The Woollahra Writers' Circle was implemented as a Stage 3 program to meet the needs of high potential students in the area of writing. Students engaged in an array of enrichment opportunities to develop their writing skills with outstanding results.

Numeracy Strategy

Nine teachers (K-6) participated in the Department of Education series of professional learning series focused on 'Big Ideas' in numeracy. Collaborative learning and work included data analysis, development of teaching strategies and a deepened understanding of conceptual learning in numeracy. The same team then worked on the development of a whole school numeracy improvement strategy to include strengthening of classroom practice, use of evidence based teaching and learning strategies, strengthened use of assessment strategies and data analysis, collaborative planning at class stage and whole school level, explicit intervention and enrichment programs, an explicit professional learning plan in numeracy, review of school scope and sequence, audit and purchase of new resources, professional reading. The development and initial implementation of this strategy was put on hold during Semester 2 due to the COVID lockdown. The Kindergarten and Stage 1 teams implemented a professional learning program to re-visit the core tenets of the Targeting Early Numeracy program with a focus on explicit and differentiated teaching of number concepts. The included development of resources and co-teaching to build teacher capacity and embed professional reflection into daily practice.

Professional reading resources were purchased to support teacher learning in evidence based, effective teaching of numeracy. An audit of classroom numeracy resources commenced to increase student access to materials that support learning in numeracy.

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"> • Increase the number of students who can articulate the Learner Qualities that are important to effective learning, apply this knowledge to their learning development and can demonstrate knowledge and understanding of the Learning Process.. • All teachers consistently embed learning intentions and success criteria into their lessons and use taxonomies such as the SOLO taxonomy to authentically differentiate learning programs. 	<p>Students K-6 have demonstrated increasing familiarity with the school established learner qualities and are increasingly using these dispositions as a foundation for goal setting and regular reflection on their learning. Teachers are more regularly using a common language of learning and directing students to the process of learning as the priority in the classroom.</p> <p>All teachers are using learning intentions and success criteria as part of their lessons and increasingly using frameworks such as the SOLO taxonomy to authentically differentiate.</p>
<p>85% of students achieve in the top two bands in NAPLAN reading.</p>	<p>Year 3 Reading</p> <p>In Year 3 reading 77% of students achieved in the top two NAPLAN bands or higher. 37% of students achieved in Bands 7, 8, 9 and 10 (Year 5 and 7 expectation). This result is commensurate with 2019 results (77% in the top two bands). The school is performing well above state averages in the top two bands (54%) and just below similar school groups (81%).</p> <p>Year 5 Reading</p> <p>In Year 5 reading 79% of students achieved in the top two NAPLAN bands or higher. 26% of students achieved in Bands 9 and 10 (Year 7 expectation). This result is an increase of 9% on the 2019 results (70% in the top two bands) indicating an upward trend. The school is performing well above state averages in the top two bands (29%) and above similar school groups (72%).</p> <p>71% of students achieved at or above expected growth in Reading which was commensurate with similar school groups and above state averages (63.4%).</p>
<p>84% of students achieve in the top two bands in NAPLAN numeracy.</p>	<p>Year 3 Numeracy</p> <p>In Year 3 numeracy 65.9% of students achieved in the top two NAPLAN bands or higher. 17% of students achieved in Bands 7, 8, 9 and 10 (Year 5</p>

<p>84% of students achieve in the top two bands in NAPLAN numeracy.</p>	<p>and 7 expectation). This result is commensurate with 2019 results (67% in the top two bands). The school is performing well above state averages in the top two bands (39.1%) and just below similar school groups (70.3%).</p> <p>Year 5 Numeracy</p> <p>In Year 5 reading 81% of students achieved in the top two NAPLAN bands or higher. 37% of students achieved in Bands 9 and 10 (Year 7 expectation). This result is an increase of 11% on the 2019 results (70% in the top two bands) indicating an upward trend. The school is performing well above state averages in the top two bands (32.3%) and significantly above similar school groups (67.7%).</p> <p>77.6% of students achieved at or above expected growth in numeracy which was above with similar school groups(69%) and well above state averages (57.4%).</p>
<ul style="list-style-type: none"> Strengthened use of student assessment and data analysis to inform learning programs K-6 as reflected in programs, stage based planning, learning support planning, High Potential and Gifted Education planning and whole school analysis. 	<p>Work on a K-6 whole school assessment plan was completed for full implementation in 2022. The range of targeted assessments used in each stage was reviewed and new assessments trialled with a focus on purposeful assessment to inform planning and to meet the needs of all learners. Stage based data analysis processes for tracking and monitoring student learning were improved.</p>



Strategic Direction 2: Reimagining Learning

Purpose

To foster a community of learners who think critically and creatively across all aspects of educational endeavours. We will develop mindsets that put the capabilities of creative, critical, computational, collaborative and ethical thinking at the centre of learning. In doing so, we will design learning frameworks, environments and pedagogies that reimagine learning, ensuring learning for every learner moves well beyond the acquisition of skills and knowledge to embrace the core of what it means to be an agile, curious, creative and self-directed learner in a multitude of contexts.

Creative and Critical Thinking at Woollahra

Design and Inquiry Learning at Woollahra

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.

- Creative and Critical Thinking Strategy
- STEM and Inquiry Learning Strategy

Resources allocated to this strategic direction

Creative and Critical Thinking Strategy: \$13,600.00

STEM and Inquiry Based Learning Strategy: \$216,680.00

Summary of progress

Creative and Critical Thinking Strategy

Our critical and creative thinking strategy included professional learning in School Drama. This program is a collaboration with Sydney Theatre company which engages teaching artists to co-teach with classroom teachers. The program facilitated a critical analysis and creative response to complex texts through drama strategies. Lessons provided motivation and engagement for students during home learning and led to exemplary writing and improved levels of inferential comprehension.

The school's Philosophy for Children program commenced in Semester 1 and involved the employment of a specialist philosophy teacher (FTE 0.2) to provide professional learning, modelled lessons and co-teaching opportunities K-6. The goal was to provide all students K-6 with explicit lessons in philosophy with a focus on critical and higher order thinking, debate and analysis. The program was put on hold at the end of Semester 1 due to the COVID 19 lockdown and will recommence in 2022.

The school worked to implement the new Department of Education High Potential and Gifted Education policy. This work included collecting data regarding current practice and staff knowledge, completing professional learning on the key tenets and principles of the policy and engaging with current research in the field. The school collaborated with other schools in the network on this work and began developing school specific guidelines that articulate our practice in catering for the array of needs amongst our high potential and gifted students. The leadership team completed the Department's two day leadership course and all staff completed online professional learning. Work was completed in developing teacher capacity to effectively differentiate for high potential students in every classroom and on effectively identifying high potential students across the key domains - intellectual, physical, creative and social-emotional. The focus in 2022 will be on embedding this policy and our guidelines school-wide, developing teacher knowledge and practice further and increasing the range of learning frameworks the school uses to cater for high potential students.

STEM and Inquiry Learning Strategy

A dedicated STEM specialist teacher was employed to develop specialised STEM programs and implement new resources into teaching and learning practices. The specialist teacher worked across K-6 to co-teach and model effective teaching practices in STEM. This work involved collaborative planning with classroom teachers to develop a quality and high impact teaching program using current technologies and developing students critical and creative thinking skills.

The specialist teacher facilitated professional learning workshops for all staff K-6 on the use of STEM resources, how to embed them effectively in teaching programs and how STEM teaching aligns in the curriculum. A professional learning with an expert from the STEM Learning Hub was engaged to work with several teachers to building an understand of

how technology and coding fits within the syllabus documents. A practical workshop provided teachers with a demonstration of a range of resources and the opportunity to co-design units of learning incorporating these resources. This incorporated an explicit focus on Design thinking as a key creative and critical thinking process and conceptual based planning to embed higher order thinking.

An audit of current STEM equipment was completed and an array of new technologies purchased to support the program. New STEM and digital technologies equipment purchased included: Microbits, Surface Pro devices, Interactive panels, laptops and robotics equipment.

The establishment of enrichment groups including a coding club and Innovators' club fostered critical and creative thinking skills for students in Stage 2 and 3 with passion and high potential in STEM. The establishment of a 2021 student technology leaders within the school with extra responsibilities and opportunities to mentor younger students allowed these students opportunities for leadership in their area of passion and expertise. Two Stage 3 teams were entered into the Department of Education Game Changer challenge to compete against other schools across NSW in the areas of design thinking, project based learning and STEM.

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"> An increased number of teachers implement learning programs that embed strategies to foster creative and critical thinking skills including concept based learning, Arts based pedagogies, School Drama, thinking routines and Philosophy for Children. 	<p>School Drama and Philosophy for Children programs were implemented across the school. Teacher feedback and measures of confidence indicated increased capacity and success in using these strategies to explicitly teach creative and critical thinking skills. Qualitative evidence indicated high levels of engagement and learning development amongst students.</p>
<ul style="list-style-type: none"> Expert teachers on each stage implement quality and innovative STEM learning programs incorporating digital technologies, design thinking and inquiry based learning. Teachers indicate increased knowledge, skills and confidence in these areas of learning. Increased numbers of students have access to high quality and innovative STEM learning experiences incorporating digital technologies, design thinking and inquiry based learning. 	<p>The range of strategies implemented across the school developed teacher knowledge and capacity to embed creative and critical thinking practices through quality STEM and technology programs within their classrooms. A stronger STEM focus was evident K-6 with increased integration across the curriculum. High potential students were more effectively catered for both in terms of their own skill set and as a leadership opportunity. Greater numbers of students have accessed quality STEM learning experiences and innovative technologies.</p>



Purpose

To ensure students, staff and parents at Woollahra flourish across all aspects of their learning experience and as highly connected community members. We will continue to build on a positive and emotionally literate school culture, underpinned by respectful relationships, strong community partnerships, a focus on growing all aspects of mental health and characterised by high levels of student, staff and community wellbeing.

Building Flourishing Learners at Woollahra

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.

- Community Wellbeing Strategy

Resources allocated to this strategic direction

Mental Health and Wellbeing Strategy: \$2,235.00

Integration funding support: \$72,314.00

Aboriginal background: \$845.00

Socio-economic background: \$2,998.00

Per capita: \$28,277.00

Summary of progress

Work on the initiatives that comprise this strategic direction were multi-faceted and all centred on well-being as well as community connection. We continued with the implementation of a K-6 mental health and wellbeing program focused on explicit teaching of brain awareness, positive mental health strategies, building emotional intelligence through self-awareness, understanding and growing character strengths, establishing and maintaining healthy relationships and developing growth mindset perspectives. Implementation of the program had the goal of more consistent classroom practice across the school and the development of a shared language of emotional literacy. This goal was largely achieved although the COVID lockdown and staff turnover presented some inhibiting challenges. A re-set in 2022 will address this. Implementation K-6 was supported with purchase of teaching and learning resources, a literature library, co-teaching with a wellbeing specialist teacher and professional learning workshops for staff. Through the acknowledgement and valuing of staff wellbeing as an equally important component of our overall community wellbeing strategy, staff were supported with workshops focused on their own mental health, strategies for growing and maintaining their own wellbeing and access to a range of engaging professional reading linked to all aspects of wellbeing.

The Positive Behaviour for Learning program was implemented across the school as a foundation to creating a calm, focused and safe learning environment for everyone. The team designed a whole school Positive Behaviour for Learning overview, term teaching schedules and established the matrix of expected behaviours guided by our core values of safety, respect and active learning. Implementation included professional learning for staff and access to resources. Next steps in 2022 will include strategies to promote visibility of the program across the school and increased familiarity with the expectations.

Individual student wellbeing was supported across the school with expert School Learning Support officers supporting in all classrooms and providing individualised support to students to grow their wellbeing, thereby enabling them to access the curriculum more consistently, socially connect and experience high levels of overall wellbeing. This team met regularly to build their knowledge and expertise, demonstrating high levels of collective efficacy.

During the Semester 2 COVID learning from home period, a range of wellbeing initiatives were implemented to support students at home and the students who continued to attend as children of essential workers. An additional specialist teacher and a school learning support officer were employed to implement a range arts programs aimed at supporting wellbeing. These included play building and story-telling, film-making, writing and several community visual art initiatives. These enabled children to connect, talk and express their emotions and thoughts through the arts. This was a highly successful program put together specifically in response to the pandemic lockdown. It linked with the work the school was doing in teaching mental health. Students also created an outstanding podcast about mental health and wellbeing by collaborating virtually.

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"> An increased number of students display improved emotional literacy, brain awareness, knowledge of strategies to support positive mental health, emotional regulation and self-awareness. 	<p>Qualitative data indicates increased awareness, knowledge and skills amongst students related to brain awareness, positive mental health strategies, building emotional intelligence through self-awareness, understanding and growing character strengths, establishing and maintaining healthy relationships and developing growth mindset perspectives. As this learning deepens, groups of students are beginning to apply it beyond an individual level to contribute more broadly to the school community. This was evident in the creation of the wellbeing podcasts, student assignments, responses to wellbeing provocations and individual reflections. Parent feedback indicated a strong valuing of the school's work on positive mental health strategies and the support this provided through the COVID lockdown period.</p>
<ul style="list-style-type: none"> 94% of students attend school 90% of the time. 	<p>Data on attendance goals was affected by the COVID pandemic and was not analysed fully as it lacked fidelity. This will be revisited in 2022.</p>
<ul style="list-style-type: none"> Wellbeing measures on the <i>Tell them From Me</i> survey (advocacy, sense of belonging expectations of success, engagement in learning) indicate improved levels of overall wellbeing from 87% to 92%. 	<p>Wellbeing measures on the Tell them from Me survey were commensurate with previous years and were also affected by the COVID pandemic. This progress measure will be revisited in 2022.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$144,628.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woollahra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Strategy • Community Wellbeing Strategy • Numeracy Strategy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional and targeted support for students who have high level learning and wellbeing needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for targeted professional learning related to neurodiversity, behaviour management and literacy intervention. • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in:</p> <p>Ongoing targeted support enabling students to access the curriculum, achieve personalised learning success and participate successfully in all aspects of school life both within the classroom and beyond. Personalised learning programs have been developed, monitored and improved in consultation with teachers, students and parents. Professional learning and release time has resulted in capacity building amongst staff to support students with high needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued strengthening of personalised learning plans and strategies to support high needs students. This will be supported with ongoing professional learning and continued strengthening of partnerships with parents. Transition processes to support student progression into the next year level or stage are in place and continually improved.</p>
<p>Socio-economic background</p> <p>\$2,998.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woollahra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Wellbeing Strategy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Ensuring all students are provided with the support to access all learning experiences within and beyond the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The allocation of this resource will continue to enable equity of educational outcomes and resources for all students who may need support. A future focus will be on clarifying processes to identify students who require this</p>

<p>Socio-economic background</p> <p>\$2,998.00</p>	<p>support.</p>
<p>Aboriginal background</p> <p>\$1,395.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woollahra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Visible Learners • Community Wellbeing Strategy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the school had an improved focus in strengthening cultural awareness focused on Aboriginal and Torres Strait Islander cultures and histories. This included professional learning for senior leaders and participation in a Reconciliation conference in collaboration with 80 schools from across NSW. • the school had two Aboriginal students who were supported to access a range of learning opportunities with this funding with a focus on literacy and numeracy. This included development of quality personalised learning plans in consultation with parents and students. • work on developing quality learning programs to strengthen Aboriginal cultural awareness included focusing on literature by First Nations authors and authentic tasks which involved every student in cultural and engaging learning. • development of a First Nations literature and multimodal text guide to support the development of authentic learning programs across all classes K-6. • purchase of an extensive collection of literature focused on First Nations culture and history. <p>The allocation of this funding has resulted in:</p> <p>Increased depth and breadth of the learning programs taught across the school has strengthened knowledge of First Nations culture and histories. This has led to greater cultural awareness across the school community. Personalised learning plans effectively support Aboriginal students with clear goals and high expectations shaped by cultural needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued development of learning programs and strategies to build cultural awareness. Development of a site specific Reconciliation Action Plan. Development of a site specific Acknowledgement of Country supported by a Visual Arts project and dance event.</p>
<p>English language proficiency</p> <p>\$85,925.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woollahra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Strategy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase

<p>English language proficiency</p> <p>\$85,925.00</p>	<p>The allocation of this funding has resulted in: All classroom teachers provided differentiated learning programs to support the needs of students from culturally and linguistically diverse backgrounds K-6. This support was facilitated, implemented and monitored by an EAL/D teacher four days per week. The support was provided through a combination of co-teaching, in class support and withdrawal groups for emergent and beginner learners. Formative assessment strategies were in place to ensure programs were responsive to student need. Funds were also utilised for professional learning to build the capacity of the specialist teacher and to attend network meetings with other EAL/D teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain the specialist EAL/D teacher to ensure all students learning English as an additional language or dialect are able to access the curriculum and achieve stage outcomes or beyond.</p>
<p>Low level adjustment for disability</p> <p>\$101,327.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Woollahra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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"> • Literacy Strategy • Numeracy Strategy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: The school Learning Support team worked cohesively to collaboratively identify and support students with additional learning needs through explicit differentiation in the classroom, small group intervention and the development of personalised learning plans. These strategies were implemented by a team of learning teachers and School Learning Support Officers. Programs were interrupted by the COVID lockdown, however still showed high efficacy with student literacy and numeracy growth as successful accessing of the curriculum for students with disabilities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Next steps will include continuing and strengthening this model of support with increased staffing, professional learning to build teacher capacity and an increased focus on data analysis.</p>
<p>Professional learning</p> <p>\$36,577.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Woollahra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Visible Learners • Literacy Strategy • Numeracy Strategy <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$36,577.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Professional learning workshops, co-teaching initiatives, professional reading and online learning opportunities aligned with the school plan strategic directions and individual teacher professional development plans. • Collaboration with partner schools in specific focus areas to share expertise and build collective efficacy. • Individual coaching and mentoring for teachers and leaders at point of need and through coordinated programs. <p>The allocation of this funding has resulted in: Professional learning opportunities were provided to all staff throughout the year to address individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. The 2021 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings, online learning opportunities and conferences. In addition the school collaborated with Coogee and Rainbow Street Public Schools on the continued implementation of the Visible Learning initiative.</p> <p>After evaluation, the next steps to support our students with this funding will be: An evaluation of professional learning strategies across the school to ensure they are aligned with high impact principles and meet individual teacher needs specifically.</p>
<p>Beginning teacher support</p> <p>\$10,230.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Woollahra Public School during their induction period.</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"> • Building Visible Learners • Literacy Strategy • Numeracy Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Planned support programs for early career teachers involved mentoring, collaborative planning, co-teaching and coaching in specific areas of need. • Classroom observations, demonstrations and support. • Sharing of resources and professional reading. <p>The allocation of this funding has resulted in: Increased capacity and confidence for all early career teachers in the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Identifying and engaging in initiatives to link early career teachers across the Bondi network of schools and improving coaching models to support new teachers.</p>
<p>Literacy and numeracy</p> <p>\$22,622.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woollahra Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Strategy • Numeracy Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment

<p>Literacy and numeracy</p> <p>\$22,622.00</p>	<ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: Increased teacher capacity in differentiated teaching of literacy and numeracy K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: Full implementation of the school's planned Reading and Numeracy strategies.</p>
<p>QTSS release</p> <p>\$18,200.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woollahra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Visible Learners • Literacy Strategy • Numeracy Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: A Deputy Principal was released to support all aspects of school improvement, learning development and operation. In addition, Assistant Principals were provided with additional release to spend time mentoring their teams in classrooms, analysing student data and planning collaboratively.</p> <p>After evaluation, the next steps to support our students with this funding will be: Strengthening of the instructional leadership skills amongst the school leadership team with a focus on coaching skills, data analysis and tailored intervention.</p>
<p>Literacy and numeracy intervention</p> <p>\$67,271.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Woollahra Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Strategy • Numeracy Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in:</p>

<p>Literacy and numeracy intervention</p> <p>\$67,271.00</p>	<p>The continuation of specialist instructional leader role (FTE 0.6) to support the improvement of literacy and numeracy across the school. The role included coaching and mentoring of teachers including early early career teachers, analysis of data with a K-2 focus, development of programs, intervention sessions with small groups and individual students, leadership of assessment moderation, organisation of new resources and development of PL sessions.</p> <p>After evaluation, the next steps to support our students with this funding will be: This role will be enhanced to support the implementation of a larger learning support team, increased professional learning, enhanced intervention programs, improved data analysis and the establishment of an instructional leader role focused on numeracy.</p>
<p>COVID ILSP</p> <p>\$13,569.60</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 and School Learning Support Officers to deliver small group tuition through targeted, explicit instruction in literacy and numeracy. • Development of personalised resources and programs to meet the individual support needs of students in literacy and numeracy. <p>The allocation of this funding has resulted in: Small group and individual reading intervention has been implemented for 12 students. On average, students improved by 8 levels as assessed by benchmark reading assessments with all students progressing a minimum of 5 levels. 75% of students are meeting stage expectations as measured by school assessment data and the learning progressions. 25% (3 students) have made progress but will require further support to meet stage expectations. Teachers, students and parents report increased motivation and confidence for all students. Qualitative evidence indicates all students have increased their repertoire of reading strategies and are more effectively applying these skills across a broader range of texts and learning areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: There will be continued strengthening of personalised literacy and numeracy intervention programs supported with increased data analysis and use. The school developed reading intervention program (Being Excited About Reading) which is informed by evidence based strategies will be expanded to include all School Learning Support Officers and parent/community volunteers.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	384	404	387	377
Girls	386	363	376	353

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.5	97.1	95.4	97.1
1	96.1	96.3	96.1	95.8
2	95.9	96.5	95	96.7
3	95.1	96.2	96.3	95.3
4	95.9	95.9	94.5	95.9
5	95.6	96	95.2	95.2
6	93.7	95.4	95.2	95.2
All Years	95.5	96.2	95.4	95.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.73
Literacy and Numeracy Intervention	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	4.47

*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.

Professional learning opportunities were provided to all staff throughout the year to address individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. The 2021 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings, online learning opportunities and conferences. In addition the school collaborated with Coogee and Rainbow Street Public Schools on the continued implementation of the Visible Learning initiative.

Staff participated in professional learning initiatives focused on **effective pedagogical practice, Visible Learning, philosophical enquiry, literacy, numeracy, technology, STEM, film making, supporting children with challenging behaviours, child protection, anaphylaxis, emergency care, student wellbeing and leadership.**

Significant professional learning occurred in relation to mental health capabilities through the implementation of an explicit mental health program. A specialist teacher supported the implementation of the program and providing professional learning for teachers. Other major focus areas for professional learning were the Visible Learning project and the Philosophy for Children initiative. The school continued its partnership with the Sydney Theatre Company and University of Sydney with 4 teachers participating in professional learning through the School Drama project. This enhanced teacher skills in fostering levels of intellectual quality in our English programs and teaching the skills of creative and critical thinking. Three teachers worked with mentors to complete their accreditation at proficient level and seven early career teachers were supported in their professional learning through regular mentoring and co-teaching. The Principal and School Administration Manager completed professional learning to fully implement the finance components of the EFPT finance and budgeting system.

All staff undertook classroom lesson observations as part of the Performance and Development Plan process. As part of the NSW Educational Standards Authority (NESA) requirements in order to maintain proficient teacher accreditation, teachers are required to complete a minimum of 100 hours of professional learning over a 5 year period. A number of early career teachers were supported through a mentoring process to achieve proficient accreditation status.



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	1,798,558
Revenue	6,334,193
Appropriation	5,927,696
Sale of Goods and Services	24,903
Grants and contributions	379,087
Investment income	2,307
Other revenue	200
Expenses	-6,656,967
Employee related	-5,830,928
Operating expenses	-826,039
Surplus / deficit for the year	-322,774
Closing Balance	1,475,784

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 finances are managed by a finance committee comprising the Principal, School Leadership Team and the School Administrative Manager. The finance committee meets to set the school's budget based on whole school needs and strategic priorities. Income and expenditure are monitored on a regular basis by the Principal and School Administrative Manager. The school manages the operational budget through Stage program budgets coordinated by each Assistant Principal and program budgets managed by the Deputy Principals and other program leaders. These budgets are monitored using state wide and local internal orders. Funds carried over into the 2022 financial year have been committed to the three strategic directions and 5 supporting strategies outlined in the 2021 - 2024 school plan. Funds have also been committed to some high cost initiatives in the area of minor capital works and maintenance. The school's finances were audited under Department of Education internal audit procedures in February 2018. The audit report indicated high levels of confidence in the school's financial management processes and systems.



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	144,628
Equity Total	191,644
Equity - Aboriginal	1,395
Equity - Socio-economic	2,998
Equity - Language	85,924
Equity - Disability	101,327
Base Total	4,962,699
Base - Per Capita	188,092
Base - Location	0
Base - Other	4,774,607
Other Total	489,801
Grand Total	5,788,772

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



School performance - NAPLAN

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

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



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2021 through P&C meetings, focus groups, written feedback and surveys.

The Tell Them From Me (TTFM) Student Survey was implemented in semester one 2021 and provided data from 337 students. The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. On measures of social-emotional outcomes, school responses were strong in all areas. Results were commensurate with NSW Government norms on measures of positive sense of belonging, positive relationships and valuing of schooling outcomes. Results were above NSW Government norms on measures of positive behaviour, motivation and effort. Student perseverance levels were significantly higher than state norms across all year levels. Analysis of drivers of student outcomes indicated that results were commensurate with NSW Government norms on measures of effective learning time, academic rigour and positive student-teacher relationships. Results were above NSW Government norms on measures of learning relevance, advocacy at school, positive learning climate and expectations for success.

Our students continue to enjoy a high rate of participation in extracurricular activities such as art, drama and music groups which is well above the NSW Government Norm. Similarly student participation in sports with an instructor for extra curricular sport is high.

The skills challenge analysis was a measure the extent to which students feel challenged in their English and Maths classes and feel confident of their skills in these subjects. 43% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%. 42% of students were confident of their skills but did not always find classes challenging. The NSW Govt norm for this category is 26%. 13% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%. 2% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%. 81% of our students indicated that they feel proud of their school.

As part of the ongoing consultation and feedback processes for the implementation of the 2021 - 2024 school plan, parent, staff and student feedback is regularly sought. Parent focus groups highlight strengths related to teacher quality, the range of enrichment opportunities offered to their children and the academic expectations the school sets. Areas for development include strengthening student wellbeing programs, increased Science, Technology, Engineering and Mathematics (STEM) opportunities for students and greater consistency in teacher practice across the school. Staff focus groups identify collaboration, high expectations, comprehensive curriculum implementation and enrichment as areas of strength. Staff also highlighted wellbeing and exploration of innovative curriculum implementation as future focus areas. Student focus groups indicate high levels of overall satisfaction with school life. Students especially value collaborative and creative learning experiences that are related to real world experiences. They highlighted a need to engage more broadly with STEM activities and indicated that would like more focused individual feedback to support them with their learning.

In late 2021 the school sought feedback related to community engagement given that for the last two years our community have not been able to attend events on the school grounds. Informal focus groups, walking surveys and communication with our leadership team at P&C meetings indicated that parents and carers have appreciated the efforts of the principal and staff to reinstate events and to wholeheartedly welcome parents and carers back into the school.

Overall parent and community feedback indicated high levels of satisfaction with the school's strategic directions, academic results, pedagogical approaches and the array of learning opportunities provided for all children. Strong levels of community support, teacher quality, innovation and high expectations were other areas highlighted as areas of strength. The community particularly valued the school's wellbeing approaches (Grow Your Mind). They strongly support the development of these projects in future years.

Teacher satisfaction levels continued to be high across the school. Strengths highlighted by staff included levels of collaboration amongst colleagues, access to quality professional learning and a positive school culture.

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

During 2021, the school expanded its Aboriginal education strategy to facilitate quality teaching and learning experiences that aimed to build upon whole school appreciation and respect of Aboriginal heritage and culture. Activities included celebration of NAIDOC week and incorporation of cultural awareness into History, Geography and English learning units. Focus in 2022 will be on strengthening this strategy to ensure Aboriginal cultural awareness is embedded authentically across the curriculum for all students. Our school Principal completed a project following on from a study tour with other Australian educational leaders to the province of British Columbia in Canada. This included working with other NSW schools to examine educational approaches to developing cultural awareness of First Nations peoples amongst our students and authentic approaches to reconciliation. Learning from this project will be utilised and shared in 2022 both in our own school and more broadly to enhance and deepen our approaches to Aboriginal education and reconciliation.

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.

Multicultural and anti-racism education - School Statement

The school has a significant percentage (44%) of students from culturally diverse backgrounds. To foster harmony and tolerance, multicultural education is embedded in all curriculum areas and school activities. In total, students represent 39 language backgrounds other than English. The major aims of the English as an Additional Language program are to develop students' academic language proficiency and educational outcomes through explicit teaching of oral and written language skills required to meet the language demands of the curriculum and to enhance self-esteem by promoting cultural diversity and tolerance through an inclusive curriculum. Many of our students continue to study in their home languages. Culturally inclusive practices and anti-racist values are an inherent part of classroom learning programs and were also strongly promoted through the school's Harmony Day celebrations where the entire community came together for a day of learning and celebration. These events assist in involving and enhancing engagement with parents and

community members from culturally diverse backgrounds. The school has an appointed Anti-Racism Contact Officer who facilitates communication and resolves any concerns related to racism in a supportive and proactive manner. The school implements a language learning program for all students in Years 1-6. This provides students with learning experiences in Italian and Japanese, an appreciation of the importance of learning other languages and strengthened multicultural awareness.

