

# 2022 Annual Report

Woodburn Public School



*Woodburn*  
PUBLIC SCHOOL

3490

# Introduction

The Annual Report for 2022 is provided to the community of Woodburn Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

At **Woodburn Public School**, we believe that every student should be challenged to learn and continually improve in an environment that promotes respect, safety and engagement. **Our vision is to be the school of choice within our local community.**

Our school is **committed to system goals and directions**, whilst developing our own local programs and initiatives to support whole school improvement around student growth and attainment, wellbeing and connectedness, along with developing a strong and professional workforce. Collectively we seek to ensure **every student is engaged, challenged to learn, and succeeds.**

Putting students at the centre of school-wide decision making is pivotal to our planning and progress. We strive to ensure **every child is known, valued and cared for** whilst delivering on the department's commitment that **every student, every teacher, every leader and every school improves every year.**

## School context

Woodburn Public School is a growing rural school located in a low socioeconomic area in Far Northern NSW. The school has a long history of serving and supporting the community and caters for students in Kindergarten to Year 6. The school also include two support classes for students with additional learning support needs. Woodburn Public School has **12 teaching staff** with a **student enrolment of 135**. The school has strong support from the vast majority of parents, caregivers and the wider community. Entering 2021 approximately 22% of our student enrolments identify as being of Aboriginal or Torres Strait Islander descent.

Woodburn Public School was for many years the 'central school (K-12)', but over recent decades has forged a new image as a caring, inclusive primary school setting. The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle which promoted Purposeful Learning, Quality Teaching and Inspired Leading.

In working toward the achievement of identified system level school based targets, and the identification of areas for continued school growth through our 2020 Situational Analysis, the following Strategic Improvement Plan themes have been identified.

### 1. Student growth and attainment

System reflections on historical student performance data has led to the formation and agreement of future growth targets in the areas of NAPLAN achievement. The school will be committed to targets to increase the percentage of students performing in the top two skill bands for reading and numeracy, whilst seeking to improve the percentage of students achieving expected growth in NAPLAN performance.

### 2. Connect, thrive, succeed & learn

Working within the parameters of the Department of Education Wellbeing Framework, processes will be developed to strengthen the levels of student attendance and the levels of 'student connection' with our school. Students have the greatest opportunity to succeed in school when they are engaged and connected to their learning.

### 3. Quality teaching

Developing systems, processes and practices that drive a culture of high expectations, rich learning environments and a highly skilled workforce. Differentiated teaching and learning programs, combined with evidence based teaching and learning programs and assessment strategies that guide future directions are fundamental processes within our school. Our overarching goal is for school-wide improvement each and every year.

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to build **high expectations** of a teaching and learning environment **that enables every student in our school to improve in reading and numeracy** every year.

### 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.

- Initiative 1 - Reading
- Initiative 2 - Numeracy

### Resources allocated to this strategic direction

**Literacy and numeracy intervention:** \$12,066.00

**Integration funding support:** \$51,985.00

**Professional learning:** \$10,000.00

**Socio-economic background:** \$10,000.00

### Summary of progress

In 2022, Woodburn PS was heavily impacted by the flooding event of Feb/March. 100% of our student cohort was displaced for the majority of Term 1 while our school and the town of Woodburn were not functional. Learning was significantly impacted and the priority of safety and wellbeing was the necessity. Upon our return to the school in Term 2, many students were still displaced and NAPLAN was a week after we were back onsite. Analysis of our scores show that students who had historically been tracking well in internal assessments and system assessments did not perform well in NAPLAN 2022. Our conclusion was the obvious impact of the floods and students not being in a safe space mentally or emotionally at the time of assessment, which resulted in scores well below our lower bound targets.

Throughout 2022, we continued to support our students and community through a planned approach to provide the routine of learning with a balance of love and care. Learning and support processes were a focus, and students requiring learning support or emotional regulation support were identified and referred to an appropriate pathway for intervention. In learning interventions, student results were tracked for improvement measures and plotted on PLAN 2. For students requiring emotional support, the School Counsellor in conjunction with SCATRS (online telehealth service), Goanna Academy and the emotional program introduced into the learning timetable were utilised. This resulted in Check-In assessment results still being above SSSG and internal assessments showing year cohorts achieving at their appropriate Stage levels, particularly in literacy. Mathematics will be a target moving into 2023.

### 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
A minimum of 38.7% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading.	The proportion of students achieving the top two bands of NAPLAN reading did not meet the lower-bound target for 2022 registering 23.81%. This was in stark contrast to 2021 when students exceeded the upper-bound target. A key consideration was the timing of NAPLAN testing coinciding with the return of school and the flood event.
A minimum of 26.3% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy.	The proportion of students achieving the top two bands of NAPLAN numeracy did not meet the lower-bound target for 2022 registering 10%. This was in contrast to 2021 when students achieved near the lower-bound target. A key consideration was the timing of NAPLAN testing coinciding with the return of school and the flood event.

## Strategic Direction 2: Connect, Succeed, Thrive and Learn

### Purpose

To ensure 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.

- Initiative 3 - Strengthening Attendance and Engagement
- Initiative 4 - Caring for Students and Building Connections

### Resources allocated to this strategic direction

**Socio-economic background:** \$24,000.00

**Professional learning:** \$4,000.00

**Aboriginal background:** \$4,960.00

**QTSS release:** \$10,000.00

### Summary of progress

2022 was a year that heavily focused on Wellbeing. Wellbeing of our students, staff and parent/community was the top priority after the impact of the Feb/March flooding event. Teaching and learning continued throughout the year, but at times, it looked vastly different to previous years. This was due to a planned approach to recovery after the floods which had safety and connection as the priority for teachers to focus on. The learning routine was an important aspect that helped facilitate a sense of normality for our students. However, 'connection time' and 'pressure release' time were built into the learning day to enable students and teachers to spend quality time together. The explicit teaching of emotions and strategies to manage the various emotions students had was a significant initiative for enabling students to recognise their feelings and understand that they are normal. The Stronger Together theme was created to be a symbol for our staff with the students and community that we will get through this time together. The P&C joined us in this theme, and we were able to hold events for the community that were not about fundraising but about coming together to connect. Overall, attendance was down, particularly in Term 1 and 2, but as the year progresses, we saw attendance strengthen in Terms 3 and 4. Student data from the 2022 Tell Them From Me survey was a real highlight as the area of Sense of Belonging was up in comparison to 2021 and the instances of bullying were significantly lower than in 2021. Internal behaviour data also confirmed a positive downward trend of negative behaviours in 2022.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Attendance:</b> <ul style="list-style-type: none"><li>• Increase the proportion of students attending school greater than 90% of the time above 77.2%</li><li>• Decrease the proportion of students attending school less than 80% of the time.</li></ul>	The proportion of students attending more than 90% of the time did not show an increase from 2021 data. In addition the proportion of students attending less than 80% of the time did not increase from 2021. A key consideration was the impact of the floods.
<b>Engagement:</b> <ul style="list-style-type: none"><li>• Increase the proportion of students identified as having positive wellbeing to above 76.8%</li><li>• Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging at School above 82.2%</li></ul>	The proportion of students identified as having positive wellbeing above 76.8% was achieved in 2022. Student data from the Tell Them From Me (TTFM) survey states that the percentage was 80.2%. In addition, the proportion of students reporting expectations of success, advocacy and sense of belonging at school above 82.2% was also achieved. Student data from the TTFM survey states that the percentage was 83.4%. A key consideration for the improvement was the planned approach to wellbeing and the targeted support of students in need.

## Strategic Direction 3: Quality Teaching

### Purpose

All teachers are committed to **identifying, understanding and implementing** the most **effective explicit teaching methods**, with the highest priority given to evidence-based teaching strategies.

### 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.

- Initiative 5 - Effective Classroom Practices
- Initiative 6 - Develop and Strengthen the Teaching Workforce

### Resources allocated to this strategic direction

**Aboriginal background:** \$45,000.00

**Socio-economic background:** \$125,777.66

**Literacy and numeracy:** \$5,863.00

**Professional learning:** \$3,376.00

**QTSS release:** \$19,764.54

**Low level adjustment for disability:** \$66,306.00

**Location:** \$11,855.00

**Per capita:** \$35,527.00

### Summary of progress

2022 was significantly impacted by the flooding event of February/March. As a result, planned approaches to building quality teaching practices were not able to be fully implemented. However, resources were purchased before the flooding event and were not damaged because of the flood water or by the school being the unplanned evacuation centre for the town for 2 weeks. These resources enabled all students to equitably access learning without any delay. Consistency of learning content throughout the grades and learning routines were able to be maintained even after a traumatic event because of these resources being available.

Although it was not the original intention, the employment of an additional teacher was beneficial during 2022 as we had a staff member who did not return to regular teaching at WPS due to the traumatising effects of the floods. This impacted the planned additional assistant principal release but enabled the school structure to be maintained.

As part of the planned approach to support our students and school community through the traumatic circumstances we faced, having a strong focus on learning and instruction to restore predictability and routine for our students was a priority. This was balanced with additional support structures for the wellbeing and emotional support that was equally necessary for our school. In Semester Two, teacher program monitoring was completed with the addition of a program for each Stage to explicitly teach emotions and include connection time in their planning. This resulted in a full Semester Two curriculum that was planned, monitored by executive staff, and reported on. School assessment data was gathered, analysed and future goals were identified for 2023. Mathematics will be a school focus as well as reviewing our internal assessment schedule to monitor for effective data collection practices.

Professional learning for the new K-2 curriculum was completed and teachers were ready to implement this for 2023.

### 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
<b>NAPLAN Expected Growth - Reading</b> • Improvement in the percentage of students <b>toward</b> achieving expected growth at or above the school's lower bound system-negotiated target for <b>reading of 56.4%</b> .	The expected reading growth of our students could not be measured through NAPLAN due to no test taking place in 2020. However, school staff analysed Year 4, 5 and 6 Check-In Assessment data which demonstrated that students achieved lower-than-expected annual growth in reading. Data from 2021, states that the school scored 62.3% of questions correctly, which was 8.2% above our statistically similar school group (SSSG). In 2022, the school scored 50.1% of questions correctly and remained above the SSSG by 0.9%. A key consideration was the impact of the floods.

**NAPLAN Expected Growth - Numeracy**

- Improvement in the percentage of students **toward achieving expected growth** at or above the school's lower bound system-negotiated target for **numeracy of 60.6%**.

The expected numeracy growth of our students could not be measured through NAPLAN due to no test taking place in 2020. However, school staff analysed Year 4, 5 and 6 Check-In Assessment data which demonstrated that students achieved lower than the expected annual growth in numeracy. Data from 2021, states that the school scored 57.9% of questions correctly, which was 2.6% above our statistically similar school group (SSSG). In 2022, the school scored 53.5% of questions correctly and remained above the SSSG by 1.2%. A key consideration was the impact of the floods.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$51,985.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woodburn Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1 - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Each student who met the identified criteria for additional support, had a jointly constructed personalised learning plan created, implemented, monitored and evaluated. All students targeted showed attainment of some or all of their learning goals, especially in wellbeing goals and fluency within reading as measured through PLAN2 internal assessment.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Defining more quantifiable learning measures for individual learning goals whilst continuing to support all of our students at their identified point of need.</li> </ul>
<p>Literacy and numeracy</p> <p>\$5,863.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woodburn Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 5 - Effective Classroom Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Growth in Yr 3 PAT reading from 7.5 below the Norm (Yr 2, 2021) to achieving within the Norm in Yr 3, 2022.</li> <li>- Year 4, 5 and 6 Reading Check-In Assessment demonstrated that students achieved lower-than-expected annual growth in reading. However, the scores remained above the SSSG by 0.9%.</li> <li>- Year 4, 5 and 6 Numeracy Check-In Assessment data demonstrated that students achieved lower than the expected annual growth in numeracy. However, the scores remained above the SSSG by 1.2%.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- While we remain above the SSSG, a key consideration for the lack of growth was the impact of the floods.</li> <li>- We will continue to support student learning with access to quality resources and our new 1.2FTE allocation on APC&amp;I will work with teachers to support the quality delivery of these resources.</li> </ul>
<p>Professional learning</p> <p>\$17,376.00</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 Woodburn Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Professional learning</p> <p>\$17,376.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1 - Reading</li> <li>• Initiative 4 - Caring for Students and Building Connections</li> <li>• Initiative 5 - Effective Classroom Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Enabling K-2 staff to engage in the new curriculum and InitialLit resources.</li> <li>• Trauma training delivery to all staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- K-2 teachers produced workable programming documents for 2023 that aligned our learning resources and the new programming expectations based on the new curriculums.</li> <li>- Increased capacity of all teachers to embed effective practices in the explicit teaching of emotions</li> <li>- Students recorded a 4% growth in their Sense of Belonging in the Tell Them From Me survey in 2022</li> <li>- Internal results from behaviour tracking data indicate a decline in negative behaviours in 2022</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Utilise our 1.2 FTE APC&amp;I allocation to support the new K-2 syllabus implementation in 2023. Reviewing the DoE's K-2 curriculum resources will be a priority and evaluating their effectiveness for classroom practice.</li> <li>- Wellbeing will continue to be a strong focus in 2023, with support from our newly appointed Student Support Officer to deliver Seasons For Growth and Storm Birds to specific students.</li> </ul>
<p>Socio-economic background</p> <p>\$159,777.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woodburn Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1 - Reading</li> <li>• Initiative 3 - Strengthening Attendance and Engagement</li> <li>• Initiative 4 - Caring for Students and Building Connections</li> <li>• Initiative 5 - Effective Classroom Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Social and Emotional program implementation</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, equipment and other items</li> <li>• employment of additional teaching staff to support the differentiation of teaching and learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Growth in Yr 3 PAT reading from 7.5 below the Norm (Yr 2, 2021) to achieving within the Norm in Yr 3, 2022.</li> <li>- Year 4, 5 and 6 Reading Check-In Assessment demonstrated that student scores remained above the SSSG by 0.9%. However, students achieved lower-than-expected annual growth.</li> <li>- Year 4, 5 and 6 Numeracy Check-In Assessment data demonstrated that student scores remained above the SSSG by 1.2%.s However, students achieved lower than the expected annual growth.</li> <li>- Year 3 Reading and Spelling NAPLAN results are above SSSG</li> <li>- Year 5 Numeracy NAPLAN results is above SSSG</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- We will continue to fund an additional teacher to enhance the learning opportunities for students by creating smaller class sizes and reducing the need to create multiple composite classes.</li> </ul>

<p>Socio-economic background</p> <p>\$159,777.66</p>	<ul style="list-style-type: none"> <li>- We will continue to support student learning with access to quality resources and our new 1.2FTE allocation on APC&amp;I will work with teachers to support the quality delivery of these resources.</li> <li>- The Stronger Together theme will continue and a focus of the school being more visible and active within the community will be a goal for 2023.</li> </ul>
<p>Aboriginal background</p> <p>\$49,960.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woodburn Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 4 - Caring for Students and Building Connections</li> <li>• Initiative 5 - Effective Classroom Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support wellbeing programs</li> <li>• Purchasing quality learning resources for all KLAS</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Results from the TTFM survey state that 86% of Aboriginal students identified that they agree (36%) or strongly agree (50%) that they feel good about their culture</li> <li>- Results from the TTFM survey state that 64% of Aboriginal students identified that they agree (54%) or strongly agree (8%) that they feel teachers understand culture</li> <li>- Year 3 Grammar and Punctuation NAPLAN results are above State average for our Aboriginal students</li> <li>- Year 5 Reading, Writing, Grammar and Punctuation and Numeracy NAPLAN results are above State and SSSG average for our Aboriginal students</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Increase teachers' local knowledge of the Bandjalang tribe and see this knowledge represented in teaching programs and visibly represented within the school</li> <li>- Continue to supply all learning resources for equitable access</li> </ul>
<p>Low level adjustment for disability</p> <p>\$66,306.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Woodburn Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 5 - Effective Classroom Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- While overall assessment results demonstrated a lower-than-expected growth, students in 4, 5 and 6 did remain above SSSG in Check-In reading and numeracy assessments.</li> <li>- 100% of teachers felt that their teaching load was more manageable due to smaller class sizes and that differentiation of learning was more achievable.</li> <li>- Additional AP release was not fully utilised as the need for the AP to be on-class was pressing. This was a result of not being able to find a replacement</li> </ul>

<p>Low level adjustment for disability</p> <p>\$66,306.00</p>	<p>teacher for Year 5 after the allocated teacher was on leave for the majority of the year due to trauma from the flooding event of February/March.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Utilise new executive support through the allocation of 1.2 FTE APC&amp;I through the learning and support process to support teachers with differentiation in their teaching.</li> <li>- Utilise current AP to be nonteaching for 0.6 and support teachers to differentiate learning/behaviour expectations in the classroom.</li> </ul>
<p>Location</p> <p>\$11,855.00</p>	<p>The location funding allocation is provided to Woodburn Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 5 - Effective Classroom Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for assistant principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Increased access to technology learning resources</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Utilising the Digital Classroom Officer (DCO) position to develop and deliver technology PL to staff and enhance students' engagement in learning.</li> </ul>
<p>QTSS release</p> <p>\$29,764.54</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woodburn Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 4 - Caring for Students and Building Connections</li> <li>• Initiative 5 - Effective Classroom Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality wellbeing initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 100% of teaching programs were completed in Term 1</li> <li>- 86% of teaching programs were completed by Week 3, Term 1</li> <li>- Specific Stage 3 Boys' and Girls' groups were implemented to increase students' feeling of belonging. This resulted in a 4% increase in Sense of Belonging from the 2022 TTFM survey</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Enhance curriculum support through APC&amp;I to review and identify quality assessment resources and practices</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$12,066.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Woodburn Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1 - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>Literacy and numeracy intervention</p> <p>\$12,066.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy resources with identified targets outlined in the Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Specific, explicit teaching of reading through a phonemic and phonological approach across K-2. Internal assessments show growth in student identification of letter sounds and names as well as blends.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Update our assessment schedule and reporting templates to reflect new syllabus changes</li> </ul>
<p>COVID ILSP</p> <p>\$84,173.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - K-2</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Yr 3 - 5 students in the middle bands</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Identified students were plotted on PLAN 2 and assessed after a planned intervention was taught.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to implement small group tuition to identified students who are requiring remediation in literacy and numeracy.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	82	71	62	59
Girls	62	69	70	66

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.2	91.5	91.5	74.9
1	94.3	95.1	87.2	81.7
2	90.5	93.7	91.2	85.5
3	91.8	93.5	94.0	81.6
4	93.0	90.1	89.4	82.2
5	91.1	95.0	91.2	83.6
6	92.1	91.4	93.1	84.3
All Years	92.5	93.0	90.9	81.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	6.94
Literacy and Numeracy Intervent	0.11
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	3.81

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	561,850
<b>Revenue</b>	2,333,608
Appropriation	2,262,940
Sale of Goods and Services	-136
Grants and contributions	65,932
Investment income	4,772
Other revenue	100
<b>Expenses</b>	-2,347,588
Employee related	-2,125,627
Operating expenses	-221,961
<b>Surplus / deficit for the year</b>	-13,980
<b>Closing Balance</b>	547,870

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR</b> Adjustments (\$)
<b>Targeted Total</b>	51,985
<b>Equity Total</b>	276,045
Equity - Aboriginal	49,960
Equity - Socio-economic	159,778
Equity - Language	0
Equity - Disability	66,307
<b>Base Total</b>	1,559,984
Base - Per Capita	35,527
Base - Location	11,855
Base - Other	1,512,602
<b>Other Total</b>	218,992
<b>Grand Total</b>	2,107,006

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

2022 was a traumatic year for many in our community. The flooding event of February/March left a significant number of our families displaced, as well as the impact of losing all of their possessions. The trauma extended through to our parents, staff and our students. The initial focus for 2022, became mostly about wellbeing and providing a safe, predictable environment for our staff and students to feel a sense of stability and care. There was a planned approach to build up our staff and student capacity to regular learning routines and this was a constant cycle of reassessing where we were at emotionally and understanding that routines are important for all of us during challenging times, but also knowing there were options available to staff and students if further support was identified.

Parents were appreciative of our school's communication and overall care for their children during a difficult year. Verbal feedback and social media responses have been extremely positive about our response to the events. The Stronger Together theme was created by the school to create a sense of purpose for our staff and a visual reminder to the students, parents and the wider community that we are united and focused on providing the love and care that our community needs. For this purpose, on Wednesdays, staff wore printed shirts with the slogan and logo of a rainbow and the shirts were also used at any of our planned connection days with community. This theme was adopted by our P&C and the SRC also created badges for students to wear. We now have parents and community members who wear the shirts and badges around town.

A planned approach for utilising additional counselling services was employed for both staff and students. Converge counsellors were routinely seeing staff who were either directly or indirectly impacted by the floods and a rural, online counselling team called, SCATTRS, was utilised for additional student counselling. This service was promoted and well supported by our families. A senior's Boys and Girls group was created in response to our senior students having difficulty expressing their emotions and feeling comfortable about sharing their thoughts. As a result of these groups and wellbeing strategies, we corrected a poor behaviour trend that was occurring and ended the year with our best behaviour data to date with an overall decrease in negative behaviours by 62% (when comparing trend data from 2019 - 2022).

2022 Tell Them From Me data, indicates that the Wellbeing approach to last year was well received by the students and staff. In a difficult year, we had a 4% increase in students feeling a sense of belonging at our school and an 8% decrease in their sense of bullying within the school.

Staff indicated their highest percentage scores in school leadership - 'School leaders have supported me during stressful times: 8.8/10' and 'I work with school leaders to create a safe and orderly school environment: 8.5/10'.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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