

2022 Annual Report

Woodenbong Central School



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Introduction

The Annual Report for 2022 is provided to the community of Woodenbong Central 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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School vision

A community learning, teaching and leading together for the future.

We believe in practice that is collaborative, reflective and restorative. We believe:

- in the power of **collaboration** to achieve improved practice for teachers and equity of outcomes for all students.
- **reflective practice** provides a means for leaders, teachers and students to improve their practice and learning outcomes with open-mindedness (critical and creative thinking), responsibility and whole-heartedness (high expectations relationships).
- we can address the needs of the school community when we are committed to building, maintaining and restoring healthy relationships. **Restorative practice** is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful.

Learning: We believe in using pedagogy that is marked by high expectations matched by high support, is dialogue based, meets the needs of the individual, uses processes for feedback, builds capacity for learning resilience and allows for creative choice and expansion of the learner's world.

Teaching: We have high expectations that every teacher is a leader in their classroom and they know every student, they know their strengths, their areas for further development, and they're working together to improve those learning outcomes using data and evidence informed practice.

Leading: We have high expectations that our leaders know those whom they lead, facilitate and create the environment for collaboration, reflection and learning.

School context

Woodenbong Central School (WCS) is a K-12 school that aims to prepare students for their future role in a rapidly changing world by building capacity adapt and thrive.

WCS is a comprehensive central school with around 175 students. Approximately 40% of the students identify as Aboriginal or Torres Strait Islander.

The school is well resourced to support the learning needs of all students. All students have access to technology. The school has a 1-1 laptop program for students from Year 5 to 12 and a 1-1 iPad program for Kindergarten to Year 12 students. Equity funding is used to support student learning and the initiatives outlined in the Strategic Improvement Plan.

WCS's Learning Support Team provides identified students with additional assistance.

WCS is seen as one of the hubs of the local remote and rural community, in the foothills of the Northern Border Ranges. Parents, staff and students view WCS's sense of community as a strength of the school. WCS will build on this strength by designing, implementing and evaluating learning experiences that are significant and relevant to students by utilising the local community's expertise and resources.

Over the years WCS has established a strong relationship with the traditional owners of the land on which the school is built, the Githabul Nation. WCS will continue to strengthen this relationship to ensure that all Aboriginal students achieve equitable outcomes.

The focus at WCS has been on building an engaged learning community that focuses on improving student achievement and developing capacity to meet individual learning needs through high quality learning experiences guided by collaborative and reflective practices.

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning through explicit, consistent and evidence-informed pedagogical practices. Our teachers will collaboratively and individually evaluate their effectiveness and reflect on their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Initiatives

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

- Evidence informed pedagogical practices to support growth in student learning.
- Collaborative practices and the use of student data to reflect on teacher practice.

Resources allocated to this strategic direction

Professional learning: \$8,075.00

Location: \$40,355.79

AP Curriculum & Instruction: \$90,342.60

Socio-economic background: \$85,369.59

Aboriginal background: \$118,085.81

Summary of progress

Our focus for 2022 was on the use of :

- Evidence informed pedagogical practices to support growth in student learning.
- Collaborative practices and the use of student data to reflect on teacher practice.

Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on evidence informed pedagogical practices to support growth in student learning and collaborative practices and the was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across most faculties, in the form of coaching and mentoring, has been provided for staff at their point of need, however further support for new relieving executive required. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement. This has been shared with all stakeholders.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy is tracking towards the system negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Improvement in the percentage of students achieving expected growth in NAPLAN reading is tracking towards the system negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

<p>Improvement in percentage of students achieving in the top 2 bands to be above the schools lower band system negotiated target in numeracy of 15.6% in secondary.</p>	<p>A decreased percentage of students achieved in the top two skill bands for numeracy indicating the school did not meet the system negotiated target, however focus on this target has resulted in improved performance for Aboriginal students. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year</p>
<p>Improvement in percentage of students achieving in the top 2 bands to be above the schools lower band system negotiated target in numeracy of 28.9% for primary.</p>	<p>A decreased percentage of students achieved in the top two skill bands for numeracy indicating the school did not meet the system negotiated target, however focus on this target has resulted in teacher practice development. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year</p>
<p>Improvement in percentage of students achieving in the top 2 bands to be above the schools lower band system negotiated target in reading of 15.0% in secondary.</p>	<p>A decreased percentage of students achieved in the top two skill bands for reading indicating the school did not meet the system negotiated target, however focus on this target has resulted in teacher practice development. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year</p>
<p>Improvement in percentage of students achieving in the top 2 bands to be above the schools lower band system negotiated target in reading of 28.2% for primary.</p>	<p>A decreased percentage of students achieved in the top two skill bands for reading indicating the school did not meet the system negotiated target, however focus on this target has resulted in teacher practice development. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year</p>
<p>Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to the lower bound system-negotiated target.</p>	<p>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has <increased/ decreased></p>
<p>School Excellence Framework assessment of the element "Student Performance Measures" indicates the school is Delivering and working towards continuing Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering and working towards Sustaining and Growing in the element of Student Performance Measures.</p>

Strategic Direction 2: Evidence Informed Wellbeing Practices

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

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.

- A planned approach to Wellbeing
- Meeting Individual Learning needs

Resources allocated to this strategic direction

Professional learning: \$2,500.00

Socio-economic background: \$80,000.00

Integration funding support: \$62,746.00

Location: \$45,000.00

Low level adjustment for disability: \$116,819.23

Summary of progress

Our focus for 2022 was on the use of :

- A planned approach to Wellbeing
- Meeting Individual Learning needs

Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on evidence informed pedagogical practices to support growth in student learning and collaborative practices and the use of student data to reflect on teacher practice was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across most faculties, in the form of coaching and mentoring, has been provided for staff at their point of need, however further support for new relieving executive required. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement. This has been shared with all stakeholders.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to support an aligned focus on both SEF defined Curriculum and Wellbeing. This will support further improvement in teaching practice across the school.

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
Increase the proportion of students attending > 90% of the time by 3 percent	The number of students attending greater than 90% of the time or more has decreased by 14%, however this figure was significantly affected by the public health orders, cessation of operations, flooding event.
Increase the proportion of students attending > 90% of the time by 3 percent.	The number of students attending greater than 90% of the time or more has decreased by 5%, however this figure was significantly affected by the public health orders, cessation of operations, flooding event.
Every student can identify a staff member they can confidently turn to for advice and assistance to school.	Tell Them From Me data on Advocacy shows a 8.0 score out of 10 compared to 7.7 for NSW Govt Norm in Primary and 6.5 out of 10 compared to 6.0 for NSW Govt Norm. TTFM has been resumed after not being done

<p>The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</p>	<p>since 2016.</p>
<p>Improve the proportion of student's sense of belonging at the school tracking towards the 2023 improvement measure.</p>	<p>Tell Them From Me data on Positive Sense of Belonging shows a 61% mean compared to 66% mean for NSW Govt Norm in Secondary. TTFM has been resumed after not being done since 2016.</p>
<p>Improve the proportion of student's sense of belonging at the school tracking towards the 2023 improvement measure.</p>	<p>Tell Them From Me data on Positive Sense of Belonging shows a 56% mean compared to 81% mean for NSW Govt Norm in Secondary. TTFM has been resumed after not being done since 2016.</p>

Strategic Direction 3: Evidence Informed Teaching, Leading and Learning

Purpose

To enhance our students' learning, the school's leaders will facilitate and create the environment for collaboration, reflection and learning; where our teachers will collaboratively use the teaching and learning cycle to implement evidence based pedagogies enhance student learning. Our teachers will effectively use data to inform their practice and individualise student learning.

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.

- Culture of continuous improvement and high expectations
- Highly effective Classroom practice

Resources allocated to this strategic direction

Socio-economic background: \$105,968.40

Location: \$40,000.00

QTSS release: \$15,514.34

Integration funding support: \$62,746.00

Professional learning: \$35,000.39

Summary of progress

Our evidence informed teaching, leading and learning focus for 2022 was on the use of :

- Culture of continuous improvement and high expectations
- Highly effective Classroom practice

Focusing on High Impact Professional Learning, faculties were guided through the process of developing a consistent culture of continuous improvement and high expectations and highly effective classroom practices across the school and used the analysis of a range of contextual data to identify the point of need with student learning.

Professional dialogue on evidence informed pedagogical practices to support growth in student learning and collaborative and reflective practices and the use of student data to reflect on teacher practice was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. A co-designed leadership framework continues to be developed by executive as a further support to new and relieving executive. Differentiated support across most faculties to implement adjustments, in the form of coaching and mentoring, has been provided for staff at their point of need, however further support for new relieving executive required to lead consistent practice across K-12. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement and presented to whole of staff a regular intervals.

Next year in this initiative we will work with staff to establish a process to support guided reflection on teaching programs and effective, accurate and collaborative evaluation, including non-teaching staff and support staff to ensure consistency of practice across all faculties K-12. This will support further improvement in teaching practice across the school.

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
School Excellence Framework assessment of the element 'Assessment' indicates maintenance of Sustaining and Growing.	Self-assessment against the School Excellence Framework assessment of the element 'Assessment' indicates maintenance of Sustaining and Growing.
School Excellence Framework assessment of the element 'Data Skills	Self-assessment against the School Excellence Framework assessment of the element 'Data Skills and Use' indicates maintenance of Delivering,

and Use' indicates maintenance of
Delivering working towards Sustaining
and Growing.

working towards Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$125,492.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woodenbong Central 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"> • A planned approach to Wellbeing • Culture of continuous improvement and high expectations <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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Eligible students at Woodenbong Central School in mainstream classes who require moderate to high levels of adjustment have received targeted support guided by high quality learning and support plans (including PLPs) informed by best practice and high quality diagnostic assessment and ongoing evaluation.</p> <p>After evaluation, the next steps to support our students will be: Continued focus of the use of case management, and high quality support plans matched by appropriately trained support staff.</p>
<p>Professional learning</p> <p>\$45,575.39</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 Woodenbong Central 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"> • Evidence informed pedagogical practices to support growth in student learning. • Collaborative practices and the use of student data to reflect on teacher practice. • A planned approach to Wellbeing • Culture of continuous improvement and high expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching reading/numeracy and explore modelled, interactive, guided and independent reading/numeracy. <p>The allocation of this funding has resulted in the following impact: The engagement of specialist staff has been further supported by the regular release of staff to work with them to unpack evidence-based approaches to reading/numeracy and engage with data sources to inform reflective programming and teaching.</p> <p>After evaluation, the next steps to support our students will be: Continue the engagement of special staff to work with teachers during additional release to work on fidelity between programming and teaching teaching, including reflective evaluation and registration of taught content and pedagogy used.</p>
<p>Socio-economic background</p> <p>\$271,337.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woodenbong Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$271,337.99</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed pedagogical practices to support growth in student learning. • Collaborative practices and the use of student data to reflect on teacher practice. • A planned approach to Wellbeing • Meeting Individual Learning needs • Culture of continuous improvement and high expectations • Highly effective Classroom practice <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 • employment of additional staff to support reading program implementation. • professional development of staff through restorative practice program to support student learning <p>The allocation of this funding has resulted in the following impact: All students have the required educational materials and are able to engage in learning without barriers. All students can identify a staff member to which they can turn to for support. Each Aboriginal student enrolled is supported by AEO to engage in support programs where needed. Staff are well supported to engage in programs to improve teaching practice and the use of restorative practice to enhance high expectations and high support approaches to learning and relationships.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement restorative practice and enhance executive leadership of collaborative practices and the use of student data to reflect on teacher practice.</p>
<p>Aboriginal background</p> <p>\$118,085.81</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woodenbong Central 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"> • Collaborative practices and the use of student data to reflect on teacher practice. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Executive engage in and lead collaborative practices and the use of student data to reflect on teacher practice, including using Aboriginal Education Officer (AEO) to work directly with executive and teachers to reflect on and adapt practice. Additional AEO engaged and Aboriginal SLSO working with executive to facilitate improved community engagement, including the</p>

<p>Aboriginal background</p> <p>\$118,085.81</p>	<p>engagement of students and their families with the personalised learning pathway (PLP) process.</p> <p>After evaluation, the next steps to support our students will be: The PLP process will be reviewed to enhance its use in the secondary setting and include post school learning or work pathways and connection to post school support options.</p>
<p>Low level adjustment for disability</p> <p>\$116,819.23</p>	<p>Low level adjustment for disability equity loading provides support for students at Woodenbong Central 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"> • Meeting Individual Learning needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Staff have collaborated to develop a stage-based checklist for adjustments and use of summaries of adjustments within teaching and learning programs, including reflections and evaluations of implementation and impact on student learning.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and a HT Wellbeing to support the Learning and Team workload and initiatives.</p>
<p>Location</p> <p>\$125,355.79</p>	<p>The location funding allocation is provided to Woodenbong Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed pedagogical practices to support growth in student learning. • Collaborative practices and the use of student data to reflect on teacher practice. • A planned approach to Wellbeing • Meeting Individual Learning needs • Culture of continuous improvement and high expectations <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • subsidising student excursions to enable all students to participate • additional staffing to release staff to work together on programs for Literacy and Numeracy and adjustments for learning and behaviour <p>The allocation of this funding has resulted in the following impact: Students are able to engage in technologies to support learning and receive teacher feedback, generate dialogue and peer coaching and use technology to work on, submit and reflect on assessments. All students have been supported to access excursions and additional activities, including accessing resources and experiences to support PLPs.</p>

<p>Location</p> <p>\$125,355.79</p>	<p>All staff have been able to work collaboratively with a peer or LaST to develop, implement and reflect on adjustments within teaching and learning programs and use student data to reflect on impact.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to be able to engage in technologies to support learning. Further supports will also be necessary to ensure staff are using collaborative technologies to enhance pedagogy. All students will continue to necessary excursions and additional activities, including accessing resources and experiences to support PLPs and career aspirations. All staff will continue to be supported to work collaboratively with a peer or LaST to develop, implement and reflect on adjustments within teaching and learning programs and use student data to reflect on impact.</p>
<p>QTSS release</p> <p>\$15,514.34</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woodenbong Central 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"> • Culture of continuous improvement and high expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy. This will enhance APC&I role.</p>
<p>COVID ILSP</p> <p>\$123,506.00</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>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"> • providing intensive small group tuition for identified students who were requiring support to complete assessments in Stage 5 and 6. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	97	107	87	68
Girls	93	102	87	67

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 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.

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.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	67.2	73.5	63.2	72.4
1	75.8	58.1	68.0	71.5
2	79.5	67.8	52.1	45.9
3	71.1	69.0	47.4	63.0
4	81.3	55.9	57.7	59.4
5	74.2	70.7	51.2	65.0
6	68.5	71.7	60.0	73.3
7	74.9	62.3	63.2	71.5
8	80.3	69.2	51.9	72.3
9	82.8	82.5	59.6	54.5
10	79.4	75.1	66.8	52.6
11	55.0	64.8	58.0	56.5
12	78.3	58.2	59.6	69.7
All Years	75.0	67.9	58.3	63.5
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
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	10
Employment	15	12.5	40
TAFE entry	0	0	0
University Entry	0	0	50
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

58.33% of Year 12 students at Woodenbong Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Woodenbong Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2.6
Head Teacher(s)	3
Classroom Teacher(s)	12.87
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	8.89
Other Positions	0.2

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	192,483
Revenue	5,088,245
Appropriation	4,933,209
Sale of Goods and Services	73,036
Grants and contributions	60,582
Investment income	1,032
Other revenue	20,386
Expenses	-4,716,887
Employee related	-4,097,329
Operating expenses	-619,558
Surplus / deficit for the year	371,358
Closing Balance	563,841

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	125,492
Equity Total	506,243
Equity - Aboriginal	118,086
Equity - Socio-economic	271,338
Equity - Language	0
Equity - Disability	116,819
Base Total	3,431,687
Base - Per Capita	44,568
Base - Location	125,356
Base - Other	3,261,763
Other Total	402,580
Grand Total	4,466,002

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Each year Woodenbong Central School seeks opinions of parents, students and teachers as feedback on the performance of the school. Below is a summary of those responses. In 2022 the primary method used to gather feedback from parents, staff and students was through the use of surveys. This year the response rate from parents was maintained by executive and AEO ringing and speaking with each parent/carer. Parents were given the option to respond over the phone or complete a digital survey, which was also published in the Newsletter, on the schools website and social media page. This resulted in a response rate from parents of approximately 89%, the response rates from students and teachers was 100% and 95% respectively.

All groups were asked to reflect on what they believed was a strength of Woodenbong Central School ("Do Well") and what it could improve ("Do Better").

Overall the groups indicated that:

Parents: Woodenbong Central School supports student learning and wellbeing, including building and maintaining relationships. More could be done to apply consistent rules and expectations and opportunities for parents to volunteer either directly or through local organisations.

Students: Woodenbong Central School has great teachers that create engaging learning (including sporting) activities that support the development of collaborative skills. More could be done to balance high expectations with high support, enhance the schools responses to bullying behaviours and continue to provide engaging activities.

Staff: Woodenbong Central School is a great place to work that is welcoming and focused on the wellbeing of all its members. There is a high level of student-centred support for learning and engagement. More can be done to create opportunities for and involve students and staff in community centred activities.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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