

2022 Annual Report

Woonona Public School



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Introduction

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

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

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Message from the principal

2022 has been another challenging year that saw us move from the complexities of Covid and all that it entailed, to begin the year, to a second half of the year, that felt increasingly normal. It is a credit to our school and community that we came together, once again working collaboratively, to ensure our school moved in the right direction, for the benefit of our students.

This year, there has been an absolute focus on teaching and learning to ensure that, as disruptive as the previous years have been, the students' learning was not impacted. In addition to the amazing things happening each and every day in each and every classroom, staff took on significant shifts in professional learning, especially in the areas of numeracy and High Potential and Gifted Education and embraced new directions in planning that has set us up for success as we enter the 2023 school year.

To the staff, may I express my heartfelt thanks, gratitude, and total respect for all your hard work this year. Your commitment and professionalism, in what has been a challenging, yet highly successful year, is greatly appreciated. Your absolute dedication to our students, and the support you have shown one another, and me, has not only made our team stronger but has made getting through this year thoroughly enjoyable, and I thank you all.

I extend a special thank you to all our students on an amazing year. The work produced has been outstanding, and the results achieved impressive, considering what we have been through. I am so proud and in awe of all our students, who have come through such a complex time with a smile on their face and enthusiasm for the future.

To our Year 6 students, I say goodbye and good luck. You have been fantastic role models to our younger students and offered support to the students and staff at all times. You have made the best of 2022 and continued to smile and laugh through all that came your way. I am so glad that we were able to provide you with the Year 6 you all so richly deserved. I wish you all the very best as you start your secondary education.

To the parents of Woonona Public School students, I sincerely thank you for your ongoing support and encouragement of not only your children, but the entire staff of our wonderful school. They say it takes a village to raise a child, and 2022 has again highlighted the Woonona Public School family and village's absolute strength.

Finally, it is with great pride that I endorse this report. As a school we are proud of our 2022 achievements and excitedly look forward to 2023.

Tim Fisher

Principal



School vision

At Woonona Public School, our staff and community believe every student should be known, valued and cared for in a nurturing environment, where our school motto of "Learning and Working Together" typifies our everyday aspirations.

Our vision is to work in partnership to provide students with the skills and experiences that will allow them to exceed their potential, engage in reflective practice, build strength as a learner and promote individual social, emotional and academic growth.

School context

Woonona Public School was established in 1882 and has a long, proud history of serving and working with the local community. The current enrolment of 620 students work in 24 stage and grade based classes. In 2021, the school had a Family Occupation and Education Index (FOEI) of 54.

The school's approach to teaching and learning is heavily invested in the work of Professor John Hattie and Dr Dylan William, Shirley Clark and Carol Dweck. The school implements Visible Learning and formative assessment strategies across all areas of the curriculum. Our work revolves around three key questions- answered by students and staff alike- Where am I? Where do I need to go? How will I get there? We regard effective feedback, evidence based practice and data driven quality teaching as the keys to success.

Extra-curricular opportunities in Sport, Science, Technology and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough Situational Analysis, followed by the development of our Strategic Improvement Plan. The school has identified three areas of focus that form the Strategic Directions for the school.

The first Strategic Direction is **Student growth and attainment**. A school wide commitment to outstanding student achievement in literacy and numeracy will be facilitated through collaborative, data informed and innovative learning experiences.

The second Strategic Direction is **Strategic, differentiated and inclusive curriculum for all**. Dynamic, curriculum aligned, learning environments will be created through evidence-based practice, collaboration and reflective processes that facilitate purposeful learning and maximise engagement and outcomes, for all students.

The third Strategic Direction is **Life long learners**. A strong commitment to identifying and developing, in our students, the skills and strategies to engage with the learning process in a way that will enhance learning and produce learners who have the capacity to succeed within and beyond school, and during key transition times.



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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and build strong foundations for academic success, we will further develop and refine our evidence based teaching practices to ensure they are responsive to student learning needs.

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.

- Effective Classroom Practice
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$7,516.00

Literacy and numeracy: \$17,973.00

QTSS release: \$117,104.00

Literacy and numeracy intervention: \$96,533.00

Low level adjustment for disability: \$120,955.00

Socio-economic background: \$34,851.00

Aboriginal background: \$23,149.00

Summary of progress

In 2022, our focus in this strategic direction was on designing and implementing professional learning that was based on school data and was specific to meeting the needs of all students.

After consideration of internal and external data, extensive professional learning was provided to staff throughout the year on evidence-based practices in numeracy. An Instructional Leader position was created to lead the work of this initiative, as well as supporting staff to improve their teaching practice through coaching and mentoring structures. The school also worked in partnership with the Strategic School Support team to refine its work in numeracy, undertaking an intensive focus on developing teachers' knowledge, teaching practices and planning.

Assistant Principals led data days twice per term in support of teachers using data effectively to evaluate student understanding of lesson content. Whole school processes were collaboratively developed to promote consistency in planning, assessment and teacher judgement. Stage teams developed formative assessment tools that ensured students could "show what they know", with teachers responding to that assessment information to monitor, plan and report on student learning. A school developed scope and sequence and term overviews informed teaching and learning programs, with teachers using the numeracy progressions to differentiate lessons to meet the needs of students at all levels of achievement. Student progress was tracked in PLAN2.

The impact of this work is reflected in an uplift in the proportion of students achieving in the top two bands in NAPLAN numeracy in both Years 3 and 5. As a result of professional learning and collaborative work, there is now a standardised approach to numeracy planning and assessment practices K-6. Consistency in teacher judgement has been strengthened through the use of exit tickets, with stage teachers planning cycles of learning based on the syllabus and assessment data. A framework for the explicit teaching of numeracy has been developed and implemented across the school, with teachers employing evidence-based teaching strategies.

In 2023, we will continue to support staff to embed the practices and processes developed in 2022, utilising our framework of improvement as we focus on reading.

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
18% uplift in the percentage of students achieving in the top two bands in	2022 NAPLAN data indicates 41.34% of students are in the top two skill bands (NAPLAN) for numeracy, indicating the school did not achieve the

NAPLAN numeracy.	system-negotiated target. Focus on this target has resulted in the school implementing a consistent whole-school approach to the planning for and teaching of numeracy.
Expected growth data in NAPLAN numeracy unavailable due to the suspension of the National Assessment Program in 2020. Internal assessment measures used to monitor growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
12% uplift in the percentage of students achieving in the top two bands in NAPLAN reading.	2022 NAPLAN data indicates 48.62% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system-negotiated target.
Expected growth data in NAPLAN reading unavailable due to the suspension of the National Assessment Program in 2020. Internal assessment measures used to monitor growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Internal data indicates that exit tickets are being used by teachers to identify the learning progress of individual students and student cohorts to inform teaching and learning programs.	Document analysis of learning programs and data review minutes indicate 100% of teachers are using exit tickets to monitor the learning of students and inform teaching and learning programs.
Internal data indicates that teachers are using learning progressions to describe expected student progression in knowledge, understanding and skill to inform teaching and learning programs.	Document analysis of learning programs indicates 100% of teachers are incorporating the learning progressions to describe expected student progression in knowledge, understanding and skill as part of the formalised lesson planning structure of the school.



Strategic Direction 2: Strategic, differentiated and inclusive curriculum for all

Purpose

In order to maximise learning outcomes for all students, we will identify and address student needs, through strong curriculum knowledge and implementation, by catering for their individual needs. A consistent, collective and refined approach to curriculum delivery, will ensure that an educational environment is created that will foster students ability to exceed their potential.

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.

- Professional Learning
- High Potential and Gifted Education

Resources allocated to this strategic direction

Professional learning: \$27,400.00

Summary of progress

Developing teacher and leadership expertise was the focus of our work in this initiative in 2022.

Sustained professional learning was undertaken in High Potential and Gifted Education (HPGE) with staff completing state-based professional learning as well as participating in a community of practice with local schools. The focus team built their expertise and knowledge of HPGE through the use of the resources from the Department of Education hub, including "Illustrations of Practice" and "Early Adopter Schools - First Steps." The initial focus was on the identification and assessment of HP&G students. The team also conducted a series of focus groups with students to gain insight into the concept of challenge and if current lesson structures gave them the opportunity to extend their learning.

Leadership expertise was developed by a team of executive staff and five aspiring leaders participating in the *3Rivers4Learning* program. Team members engaged in four sessions of rigorous professional learning in order to reflect on and further develop their leadership skills. The collaborative inquiry project that was a part of the program gave all team members the opportunity to explore the current evidence base and develop a collective responsibility for continuous improvement for the benefit of all students.

As a result of teachers' and leaders' work in HPGE and *3Rivers4Learning* there is stronger collective commitment to improvement. The school's focus team structure has supported all members to develop their leadership capacity as a result of their participation in ongoing, collaborative work that has a focus aligned with the school's priorities. The impact of the professional learning led by the HPGE focus team is seen in teachers' learning programs, with curriculum differentiated to meet the needs of students. Tell Them from Me student survey results indicate an uplift in the percentage of students who report being highly skilled and highly challenged by their work at school.

Leadership knowledge and skills gained from *3Rivers4Learning* will inform our focus teams' next steps, especially in relation to HPGE. Ongoing professional learning will include further investigation into the four domains of giftedness, with staff also deepening their knowledge of the differentiation adjustment strategies utilised to maximise student outcomes.

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
Internal data indicates that curriculum scope and sequences support teachers' consistency in lesson design and implementation.	Teacher professional learning exit tickets, data day minutes and document analysis indicates an increase in the percentage of staff reporting consistency in lesson design and implementation as a result of the collaboratively designed scope and sequences.
All teaching and learning programs include evidence of adjustments to	Document analysis of learning programs indicates 100% of learning programs include evidence of adjustments made to accommodate individual

address student needs based on the regular monitoring and review of assessment data.	student needs.
Internal measures indicate an increased percentage of staff are implementing teaching and learning programs that challenge our high-potential and gifted students.	Document analysis indicates 100% of teachers are differentiating classroom teaching and learning programs to meet the needs of our high-potential and gifted students. Tell Them from Me student survey data indicates a 3% uplift in the percentage of students who report as being highly skilled and highly challenged.



Strategic Direction 3: Life long learners

Purpose

In order to maximise student learning outcomes, we will apply a collective approach that encourages our students to be actively and successfully connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school, while maintaining a vision for the future. We will enhance every student's ability to work successfully by developing critical and creative learners.

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.

- Learner Dispositions
- Transitions

Resources allocated to this strategic direction

Low level adjustment for disability: \$4,000.00

Summary of progress

The focus of our work in 2022 was on transforming our Pre-K transition processes so that every student could be confident about starting school at Woonona.

As part of our school's focus team leadership structure, a transition team was established to review previous processes and determine an action plan. The team held regular meetings to engage with current research regarding successful transition practices and to plan the school's activities to meet the needs of incoming students and families.

Connections with local pre-schools were established to inform them of the school's transition activities and to assist with students' continuity of learning. Four playgroup sessions, in addition to the more traditional orientation session activities, were introduced, helping to create a welcoming atmosphere for students and their families. The team also increased the amount of time pre-K students spent in classrooms as part of the orientation sessions. Our parent information session was held earlier than in previous years to address questions and promote positive connections to the school.

Feedback from parents and caregivers indicates that 97.5% were happy with the organisation and structure of the orientation program and that they considered that activities helped to settle their child into our school. Positive connections have been created with local pre-schools, with new processes supporting students' successful transition. Teachers have observed that Kindergarten students have transitioned more confidently than in previous years and that knowledge of the needs of students has informed initial teaching and learning plans.

In 2023, we will continue to refine our Kindergarten transition program based on feedback from all sections of our school community. The parent information session will be held in Term 1 and we will be varying our schedule for the playgroup sessions. Parent information sessions will be held to support parent understanding of the new syllabuses and how they can support their children at home with their learning. We will also turn our attention to improving transition processes for our Year 6 students as they prepare for high 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
Internal measures indicate that partnerships with parents and students are informing the school's improvement aims, activities and planning for learning.	Review of school program evaluation data indicates that the school regularly solicits feedback from parents and students and that the analysis is informing the school's improvement actions.
Continued uplift in the percentage of students attending school greater than 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 22.74%, however, this figure was significantly affected by public health orders in relation to COVID-19.

<p>Continued uplift in the percentage of students reporting positive wellbeing measures.</p>	<p>Tell Them From Me data indicates 82.7% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</p>
<p>Internal data indicates updated procedures and programs have informed and supported students' successful transition to school.</p>	<p>Parent survey data indicates that 97.5% of parents and caregivers found the school's updated processes and procedures beneficial to their child's successful transition to school.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$174,058.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woonona Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: all eligible students receiving support that was aligned to their wellbeing, engagement and learning goals. Teaching staff and School Learning and Support Officers (SLSOs) worked with students to achieve their personalised goals. Individual Learning Plans were informed through consultation with parents and carers.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ SLSOs to assist eligible students achieve their goals, as identified in Personalised Learning and Support Plans. The progress of eligible students will be regularly monitored as part of Learning and Support Team processes, with individual plans being adjusted as needed.</p>
<p>Socio-economic background</p> <p>\$42,851.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woonona Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Other funded activities <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 implement the Learning and Support program • providing students with economic support for educational materials, uniform, equipment and other items • professional development of staff through data days to support student learning <p>The allocation of this funding has resulted in the following impact: all students having equitable access to resources required for school. Data days have ensured consistency in teacher practice across stages in the gathering and analysis of student assessment information. Professional learning has increased teacher confidence in adjusting teaching and learning programs to meet student needs. An increase in learning and support teacher time enabled students with additional learning needs to receive supplementary lessons to address gaps in their knowledge and skills.</p> <p>After evaluation, the next steps to support our students will be: to continue to schedule data days for executive staff to work with teachers in using assessment information to monitor student progress and achievement and design teaching and learning programs. Funding will continue to be assigned to student assistance to ensure all students have equitable access to school resources and opportunities.</p>

<p>Aboriginal background</p> <p>\$23,229.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woonona Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Personalised Learning Pathways (PLPs) were developed in consultation with students and parents. Data-informed learning programs supported students to achieve their PLP goals, with 100% of Aboriginal students achieving above minimum standard in NAPLAN. The school's work in connecting with our Aboriginal families resulted in a high number of parents and caregivers attending our PLP meetings. This flowed through to higher participation by students in opportunities such as Yarning Circles, throughout the year.</p> <p>After evaluation, the next steps to support our students will be: to introduce programs that extend students' understanding of their culture. Teachers will continue to be released in stage teams to monitor student progress and use data to inform teaching and learning plans. Further refinement of the PLP process, documentation and implementation will be undertaken in consultation with parents and caregivers. Yarning Circles will continue to be held, with the aim to engage parents, caregivers and families.</p>
<p>Low level adjustment for disability</p> <p>\$124,955.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Woonona Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Data Skills and Use • Transitions <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 • 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 • teacher release to collaborate on student progress and achievement data to inform teaching and learning plans • teacher release for the school's team to formulate plans for students' successful transitions <p>The allocation of this funding has resulted in the following impact: The employment of an additional staff member to support targeted literacy and numeracy initiatives in K-2 saw 100% of Year 3 students achieve at or above national minimum standard in reading and numeracy. The Instructional Leader supported teachers to improve their classroom practice</p>

<p>Low level adjustment for disability</p> <p>\$124,955.00</p>	<p>by leading professional learning and by modelling evidence-based strategies within lessons. The Instructional Leader and stage Assistant Principals led teams of teachers to plan differentiated teaching and learning plans that met student needs across the full range of abilities. The work of the transition team created positive connections with local pre-schools and families, supporting students' successful transitions to our school.</p> <p>After evaluation, the next steps to support our students will be: to purchase a range of resources that support the implementation of the new K-6 syllabuses. Additional release time will be provided for teachers to use assessment data to plan cycles of learning that are aligned with student needs.</p>
<p>Professional learning</p> <p>\$34,916.00</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 Woonona Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Professional Learning • High Potential and Gifted Education <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release executive team members to engage in the Strategic School Support process • engagement of Instructional Leader to lead professional learning for teachers in evidence-based approaches to teaching literacy and numeracy • release time for members of Focus Teams to design and deliver professional learning that aligned with the school's strategic directions • executive staff leadership development by involvement in 3Rivers4Learning • HPGE Focus Team members involvement in a Community of Practice Professional Learning opportunity <p>The allocation of this funding has resulted in the following impact: Involvement in the 3Rivers4Learning has resulted in increased leadership capacity across the school. The Community of Practice gave teachers from our school the opportunity to collaborate with, and lead, staff in other schools in sharing and embedding good practice in High Potential and Gifted Education (HPGE). Professional learning led by the Instructional Leader developed teachers' understanding of differentiation, with teaching and learning programs demonstrating planned activities that support learning or increase challenge. The Executive Team's leadership in the Strategic School Support process supported the implementation of evidence-based teaching in the targeted area of Measurement and Geometric Reasoning.</p> <p>After evaluation, the next steps to support our students will be: to continue to support staff embed evidence-based practices into their teaching of literacy and numeracy by delivering professional learning aligned with student and teacher need. Continued funding of Data Days will support teachers to use data effectively to understand their impact and plan differentiated lessons, build collective understanding of effective strategies in teaching literacy and numeracy and inform the development of evidence-based programs and lessons.</p>
<p>Literacy and numeracy</p> <p>\$17,973.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woonona Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice

<p>Literacy and numeracy</p> <p>\$17,973.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning provided by Strategic School Support team to improve numeracy • employment of an additional day for the Learning and Support intervention teacher • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: teachers gained a deeper understanding of the learning progressions and how to use them in teaching and learning plans. Strategic School Support and the Instructional Leader's work enhanced teachers' skills in the explicit teaching of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: to engage an Assistant Principal, Curriculum and Instruction with our new executive entitlement allocation. This new, permanent leadership role will share the broader educational imperatives of the Assistant Principal position but with an explicit focus on the leadership of effective, evidence-based literacy and numeracy teaching and assessment practices for improved student learning outcomes across the curriculum.</p>
<p>QTSS release</p> <p>\$117,104.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woonona Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and to develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The Instructional Leader (IL) and K-2 Interventionist supported teachers in developing consistent practice in the explicit teaching of literacy and numeracy across the school. Coaching and mentoring structures enabled teachers to receive shoulder-to-shoulder support and timely feedback from the IL or Interventionist when trialling new teaching strategies. Professional learning facilitated by the IL and Interventionist ensured teachers implemented a consistent instructional model across the school in numeracy.</p> <p>After evaluation, the next steps to support our students will be: to further refine our coaching and mentoring structures to ensure teachers receive timely feedback on their improvement focus. The ongoing leadership of the Assistant Principals Curriculum and Instruction (APC&I) will build teacher capacity and support them in sharing expertise with their peers. Provision of additional release twice per term will support staff to collaborate on improving teaching and learning in their classes.</p>
<p>Literacy and numeracy intervention</p> <p>\$96,533.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Woonona Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy intervention</p> <p>\$96,533.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of Interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • provision of release time for curriculum team members to design professional learning for teachers on using the learning progressions <p>The allocation of this funding has resulted in the following impact: Professional Learning for staff enabled them to explicitly teach literacy and numeracy to students at all levels of achievement. The use of learning progressions enabled staff to track student progress and achievement in PLAN2 and plan teaching and learning programs that met student needs. Students with additional learning needs were supported by evidence-based approaches that enabled them to achieve their learning goals.</p> <p>After evaluation, the next steps to support our students will be: to engage an Assistant Principal, Curriculum and Instruction with our new executive entitlement allocation. This new, permanent leadership role will share the broader educational imperatives of the Assistant Principal position but with an explicit focus on the leadership of effective, evidence-based literacy and numeracy teaching and assessment practices for improved student learning outcomes across the curriculum.</p>
<p>COVID ILSP</p> <p>\$100,300.00</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"> • employment of teachers to deliver small group tuition • releasing staff to analyse school and student data (to identify students for small group tuition groups/monitor progress of student groups) • providing targeted, explicit instruction for student groups in literacy and numeracy • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Significant increase in literacy and/or numeracy skills for the majority of students involved in the program, as evidenced by data analysis. Involvement by our LaST team, for students who did not make growth, to explore other barriers to their progress. An improvement in student engagement and willingness to take risks in their learning has been evident in both COVID ILSP tuition groups and in the classroom for students involved in the program.</p> <p>After evaluation, the next steps to support our students will be: COVID ILSP will continue in 2023 with an allocation of two days per week. The program will follow the same format as in 2022, in which students are withdrawn from class to receive small group tuition with a registered COVID ILSP teacher. The focus will be on literacy, especially phonics, and numeracy. Student data from a range of sources will again be analysed to identify the students to be included in the program. Ongoing formative assessment in conjunction with summative assessment will be used to track student progress and ensure learning is tailored and responsive to student needs.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	300	309	296	274
Girls	294	306	320	303

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.3	97.0	94.4	88.3
1	95.3	95.5	95.2	89.6
2	95.3	96.0	94.1	91.5
3	93.6	95.7	93.5	89.2
4	93.8	94.7	93.4	89.7
5	93.8	95.6	91.6	88.5
6	93.1	95.1	91.2	85.9
All Years	94.7	95.7	93.3	88.9
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

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.93
Literacy and Numeracy Intervent	0.84
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	4.06

*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	369,911
Revenue	5,267,145
Appropriation	5,097,179
Sale of Goods and Services	22,761
Grants and contributions	145,941
Investment income	1,264
Expenses	-5,285,150
Employee related	-4,580,145
Operating expenses	-705,005
Surplus / deficit for the year	-18,005
Closing Balance	351,905

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	174,058
Equity Total	191,040
Equity - Aboriginal	23,232
Equity - Socio-economic	42,852
Equity - Language	0
Equity - Disability	124,956
Base Total	4,110,253
Base - Per Capita	155,651
Base - Location	0
Base - Other	3,954,602
Other Total	358,640
Grand Total	4,833,991

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



School performance - NAPLAN

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

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



Parent/caregiver, student, teacher satisfaction

Our goal as a school is to continually improve. We ask this of our students and set high expectations of our staff to lead by example. A large part of improvement is feedback, which we seek regularly from parents, students and teachers about what we do well and what our next steps could be.

In 2022, the school undertook a comprehensive annual school self-evaluation process. The process was led by the school's Leadership Team and included analysis of data and feedback collected through:

- * school-based surveys for students, parents and staff;
- * the Tell Them From Me survey;
- * the People Matter survey; and
- * analysis of school-based data, check-in assessment data and NAPLAN data.

The data was analysed by the Leadership Team and the findings helped to inform the annual reflection for the 2021-2025 Strategic Improvement Plan. Feedback from all aspects of the school community was overwhelmingly positive, with some areas for improvement in 2023 and beyond, teased out through the data.

Some of the key aspects of feedback are detailed below.

Feedback from the student body indicated:

- * 89% feel they had positive relationships within school (no change from previous year)
- * 94% feel that schooling is useful and will have a bearing on their future (an increase of 1% on the previous year)
- * 70% feel that they are being more challenged in their learning (an increase of 6% on the previous year)
- * 91% feel proud of their school (no change on previous year)

These results reflect positively as differentiation for students, across all KLAs and within all classes K-6, has been a priority in 2022. Key areas for improvement lie in student wellbeing and welfare and building student agency and positive peer and teacher-student relations.

Feedback from the parent body indicated:

- * 98% feel that the school is a culturally safe place for all students (no change from previous year)
- * 94% feel that they would recommend our school to other parents (no change from previous year)
- * 93% feel that the needs of their child is being addressed and met (no change from previous year)

These results remain stable, and at a pleasing level, but with further opportunities to build school culture and engagement for our families, as we navigate our way through Covid throughout 2023 and beyond.

Feedback from teachers and other school-based staff indicated:

- * 90% feel that the school executive promotes collaboration within and beyond the school (an increase of 13% from previous year)
- * 100% feel that staff treat each other with respect (no change from previous year)
- * 90% feel that executive provide a clear direction for our school (an increase of 11% from the previous year)
- * 85% feel that their job gives them a feeling of personal satisfaction (an increase of 8% on the previous year)
- * 87% feel that they are listened to by the executive (an increase of 5% on the previous year)

These results reflect positively as significant undertakings in policy and syllabus implementation and changes to planning were accomplished in 2022. Key areas for improvement lie in providing ongoing feedback and support for staff around their teaching practice, including ongoing training and development, to ensure staff growth.



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.

