

2022 Annual Report

Woollooware Public School



WOOLLOOWARE

PUBLIC SCHOOL

3957

Introduction

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

At Woollooware Public School we endeavour to be an inclusive educational community that inspires resilient, resourceful learners through a culture of high expectations.

School context

Woollooware Public School is located in the southern suburbs of Sydney and has a student enrolment of 509. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Our school is supported by a friendly and vibrant community. Great importance is placed on the development of the whole student in preparation for life in an ever changing world. The teaching of values and social skills is emphasised. It is intended that our students will grow with respect for the rights of others and an appreciation and better understanding of all cultures.

Extra-curricular opportunities in sport and creative and performing arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff and parents have been consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. From our situational analysis, we have found that we need to look at Student Improvement [SI], Quality Teaching and Learning [QTL] and Professional Practice[PP].

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning [SI]. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including, those identified as high potential and gifted. Through various assessment tools eg. PAT, Check In, InitialLit and the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. [QTL] Professional Practice will be ongoing to ensure knowledge and expertise is gained and shared amongst colleagues.

Departmental support staff is utilised to build understanding on how to do this successfully. The instructional leader will lead professional development to all staff to ensure each teacher confidently identifies and analyses the data to address the needs into their teaching programs. [PP]

Our work with individual students will be both proactive and responsive and will be closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support.

Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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 | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| 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 | Delivering |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data informed teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Student Growth and Attainment

Resources allocated to this strategic direction

QTSS release: \$96,993.32
Professional learning: \$10,000.00
Literacy and numeracy: \$12,314.86
Integration funding support: \$84,873.00
Socio-economic background: \$24,103.53
Aboriginal background: \$14,041.90
English language proficiency: \$5,714.66
Low level adjustment for disability: \$120,758.26
Literacy and numeracy intervention: \$45,968.40

Summary of progress

In 2022, the school continued with the implementation of the InitialLit program in K-2 and Spell-It 3-6. In numeracy, the evidence based program A Teaching Place a Learning Place was implemented. Learning and Support used the MiniLit and MacqLit programs to provide intervention for identified students. All teachers engaged in professional learning and exploration of the new K-2 English and Mathematics Syllabus. Whole school processes for the identification of individual learning needs were strengthened. Enablers for this program were COVID ILSP funding, time and resources for professional learning and collaboration. Teacher absence and availability of casual staff were barriers that we overcame.

Impact

- Are our students improving in their growth and attainment in reading and numeracy?
In reading, the percentage of students in the top two bands shows an uplift to above the upper bound target. Year 3 is substantially above statistically similar schools in reading, while Year 5 is above average and trending towards SSSG. In numeracy, Year 3 is substantially above statistically similar schools, however in Year 5 results are a priority area for 2023.
- What has been the impact of our enhanced practices in explicit teaching and feedback for students and staff?
Explicit instruction and early identification of at risk students had resulted in excellent growth and attainment in K-2 literacy and numeracy. Explicit instruction in 3-6 is being further embedded in all programs.
- The Tell Them From Me, Focus on Learning Teacher Survey rates Teaching Strategies at 8.2 (above the state norm of 7.9)

Where to next?

- Programs will be aligned to new K-2 curriculum and syllabus
- Professional learning and exploration of the new 3-6 syllabus
- Continued focus on explicit instruction in mathematics

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 percentage of students | • 2022 NAPLAN data indicates 62.4% of students in the top two skill bands |

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|---|--|
| <p>achieving in the top two bands reading from 2019 to our lower bound target.</p> <p>Uplift = 4%</p> | <p>for reading indicating the school exceeded the system negotiated upper bound target by 2.3%.</p> |
| <p>Increase the percentage of students achieving in the top two bands numeracy from 2019 to our lower bound target.</p> <p>Uplift = 4%</p> | <ul style="list-style-type: none"> • 2022 NAPLAN data indicates 42.74% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by .78% |
| <p>Increase the percentage of students achieving expected growth reading from 55.6% in 2019 to our lower bound target of 61.1% (upper bound 66.1%)</p> <p>Uplift = 2% 2022</p> <p>* There will be no NAPLAN data to show expected growth in 2022.</p> | <ul style="list-style-type: none"> • Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled our school to be above statistically similar schools in reading. • PAT growth data in reading shows Year 3 Effect Size: 0.41, Year 4 Effect Size: 0.31, Year 5 Effect Size: 0.57, Year 6 Effect Size: 0.48. This shows that students in years 3, 5 and 6 are exceeding a year's growth for a year's learning. |
| <p>Exceed the percentage of students achieving expected growth numeracy from 54.24% in 2021 to at or above our lower bound target of 56.9% (upper bound 61.9%)</p> <p>* There will be no NAPLAN data to show expected growth in 2022.</p> | <ul style="list-style-type: none"> • Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled explicit teaching practices in numeracy to be further embedded. • PAT growth data in numeracy shows Year 3 Effect Size: 0.53, Year 4 Effect Size: 0.61, Year 5 Effect Size: 0.63, Year 6 Effect Size: 0.83. This shows that students in years 3-6 are exceeding a year's growth for a year's learning. |
| <p>To increase the percentage of targeted students achieving their individual learning goals/stage benchmarks so that equity gaps are closing from baseline 2021 +5%.</p> | <ul style="list-style-type: none"> • MiniLit program ended in term 2, 2022 for the Year 2 students. 100% of these students passed the program [17 out of 17]. These students returned to their classrooms for classroom based reading groups. For the remainder of the year, Year 1 and Year 2 continued with the MiniLit Sage Reading Program. 30 students were included in this program. 93% [28 out of 30] students passed this program. • In the MacqLit programs, 97% [31 out of 32] students have shown growth in the reading fluency. • 31% [10 students out of 32 students] have had significant growth as shown in the WARP [reading fluency] data and are now reading greater than 50% more words in a 1 minute read. • 100% students have improved in the MacqLit program as evident with the final word attack placement test. • <i>Who are the students who have not been successful - where to next with them? The remaining two students [who were not attending school at this stage] will continue with the MiniLit /Sage program in 2023.</i> |
| <p>Increase the percentage of students who achieved in the top two bands NAPLAN, meeting or exceeding expected growth in NAPLAN and/or PAT Assessments effect size equal to 0.4+. from baseline 2021 +5%.</p> | <ul style="list-style-type: none"> • Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| <p>The school's curriculum provision and evidence-based teaching practices in reading and numeracy provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.</p> | <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Curriculum Provision. <p><i>The school's curriculum provision and evidence-based teaching practices in reading and numeracy provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.</i></p> |
| <p>To increase the percentage of students attending school greater than 90% of the time from 2019 to our lower bound target.</p> | <ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 21% due to COVID 19 restrictions. |

Uplift = 15%

Strategic Direction 2: Quality teaching & learning

Purpose

To promote students' ongoing improvement through evidence-based teaching and learning. This will support every student to make measurable learning progress and decrease gaps in student achievement.

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.

- Quality Teaching through Data Enhanced Practice

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Summary of progress

In 2022, the school based data portal was developed and linked to the assessment schedule and collaborative planning and data days were implemented. This drove future directions teachers enabling teachers to identify and refer students for learning support intervention and HPGE. The school refined school-based assessment processes for all learning areas, aligned to syllabus outcomes. These were embedded into programs. All staff were trained in the new HPGE policy and school based processes were developed collaboratively for the identification and registration of students. Throughout stage meetings, collaborative planning and data days, staff reflected on current programs to ensure differentiation was incorporated to support the needs of our HPGE student.

The success of these projects and staff buy in were enabled by time given for collaborative planning, data days, professional learning and distribution of leadership. Barriers we overcame included availability of casual staff to release teachers and we further improved teachers' knowledge of syllabus outcomes and technology skills.

Impact

- What has been the impact of our enhanced assessment data use processes to improve teaching and learning? Teacher programs, observations and the use of the assessment portal show significant student growth as we are able to target and identify student needs and abilities. (PAT, Writing Spreadsheet, InitialLit Cumulative Reviews, Spell-It Gap Analysis). Tell Them From Me Focus on Learning teacher survey showed that Data Informed Practice continued to trend up with a score of 8.2 (above the state norm of 7.8).
- What has been the impact of our differentiation processes for students and staff? Observations and modified programs show that staff are now more aware of the need to differentiate so that students are taught at their point of need.

Where to next?

- Further embed the use of the data portal
- Align assessment to the new K-2 syllabus
- Professional learning will be undertaken by all staff in the Learning Progressions, IfSR and Plan 2
- Publish the draft HPGE register and strengthen processes for identification, recording and supporting students across all domains
- StrengthEN connection and collaboration with local High Schools to support HPGE students

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 |
|---|--|
| Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning | <ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of data use in teaching. <i>Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and</i> |

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| progress, and identify skill gaps for improvement and areas for extension. | <i>assessing student progress and achievement, and reflecting on teaching effectiveness.</i> |
| Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. | <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of differentiation.. <i>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.</i> |
| Increase the number of talent development programs so that more options are available to HPG students | We have collaboratively developed a school-based register aligned with the HPGE policy with students being identified and referred to the Learning & Support Team. Programs and opportunities will be further developed in 2023. |
| Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. | <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Formative Assessment. <i>Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</i> |

Purpose

Identified professional development priorities are underpinned by principles of high quality teaching with the aim to improve student learning. This will be achieved by supporting teacher professional practice through building capacity in line with the Australian Professional Standards for Teachers.

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.

- Improving professional practice

Resources allocated to this strategic direction

Professional learning: \$11,657.36

Summary of progress

In 2022, the school prioritised teacher collaboration and leadership development. Executive attended the Covey 'Leadership at the Speed of Trust' program. Staff had the opportunity for collaborative observations and data conversations. Collaborative programming was strengthened through collaborative planning, data days and targeted professional learning.

An enabler was teacher buy-in and enthusiasm for increased collaborative practices around the new curriculum. The provision of funding and time enhanced the quality of these opportunities. The barriers we overcame were the changing embedded practices so that professional learning was enhanced.

- What has been the impact of our enhanced collaborative practices to improve teaching and learning?
In the Tell Them From Me (TTFM) Focus on Learning Teacher Survey, Collaboration was rated at state norm, with strengths being "teachers in our school share their lesson plans and other materials with me" (8.5). and "I discuss learning problems of particular students with other teachers" (9.0).
School based observations aligned to the teaching standards and PDP goals provided feedback to improve practice.
- What has been the impact of our educational leadership processes on the culture of the school?
In the TTFM Focus on Learning Teacher Survey, Learning Culture was rated at 8.2 (above the NSW Govt norm of 8.0), with specific strengths in "I monitor the progress of individual students" (9.1) and "I set high expectations for my students" (9.1).

Where to next?

In 2023 the school will run professional practices around collaboration and professional learning will be targeted to meet individual teacher needs.

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 |
|---|---|
| The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. | <ul style="list-style-type: none">Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of expertise and innovation. <i>The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed.</i> |
| The school supports collaborative performance development and efforts to continuously monitor improvement. | <ul style="list-style-type: none">Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of performance management and development. <i>The school supports collaborative performance development and efforts to</i> |

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| The school supports collaborative performance development and efforts to continuously monitor improvement. | <i>continuously monitor improvement.</i> |
| Increase the rating for collaboration and educational leadership from the baseline in the Tell Them From Me survey (Staff). | 55% of teachers responded to the Tell Them From Me Focus on learning survey. Leadership was rated at 6.6 while Collaboration continued an upward trend at 7.8 (above the state norms). |

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$84,873.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Woollooware 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"> • Student Growth and Attainment <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 • 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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Funding allowed the support of these students through SLSO support in mainstream classrooms.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school will continue to support funded students through SLSO support, PLSP's monitored through the Learning & Support Team.</p> |
| <p>Socio-economic background</p> <p>\$24,103.53</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woollooware 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"> • Student Growth and Attainment <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 support LaST program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Equitable access to learning support, resources and activities for identified students. Equity students are monitored for academic growth.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this resource to provide support to equity students and monitor through the Learning & Support Team.</p> |
| <p>Aboriginal background</p> <p>\$14,041.90</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woollooware 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"> • Student Growth and Attainment |

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|--|---|
| <p>Aboriginal background</p> <p>\$14,041.90</p> | <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 84% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: to continue to support Aboriginal students through the Learning & Support Team and the implementation of PLPs</p> |
| <p>English language proficiency</p> <p>\$5,714.66</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woollooware 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"> • Student Growth and Attainment <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 support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: EAL/D students are performing consistently at or above stage benchmarks. Beginning EAL/D students are supported through NAP funding and individualised support.</p> <p>After evaluation, the next steps to support our students will be: continued support through the application of these programs. EAL/D students will be monitored and assessed to measure growth. Identification of students requiring EAL/D support will continue.</p> |
| <p>Low level adjustment for disability</p> <p>\$120,758.26</p> | <p>Low level adjustment for disability equity loading provides support for students at Woollooware 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"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention program (MiniLit/MacqLit) to increase learning outcomes <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.</p> |

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| <p>Low level adjustment for disability</p> <p>\$120,758.26</p> | <p>After evaluation, the next steps to support our students 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.</p> |
| <p>Professional learning</p> <p>\$31,657.36</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 Woollooware 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"> • Student Growth and Attainment • Quality Teaching through Data Enhanced Practice • Improving professional practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Spell-It purchase of program and professional learning. • A teaching place/A Learning Place: purchase of program and professional learning. • Leadership Development: Executive participation in Covey, Leading at the Speed of Trust. • Time for teacher collaboration, data analysis and curriculum planning. <p>The allocation of this funding has resulted in the following impact: improved teacher capacity in spelling, mathematics and leadership.</p> <p>After evaluation, the next steps to support our students will be: continuation of professional learning in literacy, numeracy and leadership.</p> |
| <p>Literacy and numeracy</p> <p>\$12,314.86</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woollooware 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"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: shoulder to shoulder support of teachers in classrooms using quality resources. Support for the implementation of professional learning through an off-class Instructional Leader.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding has been shifted to the provision of an Assistant Principal, Curriculum and Instruction who will continue the implementation of programs and strategies to improve pedagogy.</p> |
| <p>QTSS release</p> <p>\$96,993.32</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woollooware 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"> • Student Growth and Attainment |

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| <p>QTSS release</p> <p>\$96,993.32</p> | <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • Assistant Principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: shoulder to shoulder support of teachers in classrooms using quality resources. Support for the implementation of professional learning through an off-class Instructional Leader.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding has been shifted to the provision of an Assistant Principal, Curriculum and Instruction who will continue the implementation of programs and strategies to improve pedagogy.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$45,968.40</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Woollooware Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Students in Learning & Support programs showed significant growth in MiniLit and MacqLit. Improvement also noted in internal class assessments.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding has been shifted to the provision of an Assistant Principal, Curriculum and Instruction who will continue the implementation of programs and strategies to improve pedagogy.</p> |
| <p>COVID ILSP</p> <p>\$64,677.00</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/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: 100% of students involved in the program have demonstrated growth.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of the MacqLit program within the resources allocated.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 270 | 267 | 254 | 240 |
| Girls | 238 | 232 | 245 | 238 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 92.7 | 96.4 | 94.2 | 91.5 |
| 1 | 93.1 | 94.8 | 94.0 | 91.5 |
| 2 | 92.1 | 95.4 | 93.7 | 90.5 |
| 3 | 93.5 | 93.7 | 94.8 | 88.9 |
| 4 | 91.8 | 95.8 | 93.5 | 90.2 |
| 5 | 91.5 | 94.4 | 92.8 | 89.9 |
| 6 | 92.4 | 92.6 | 91.6 | 86.2 |
| All Years | 92.4 | 94.7 | 93.5 | 89.9 |
| 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 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 18.48 |
| Literacy and Numeracy Intervent | 0.4 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 3.78 |

*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 | 354,407 |
| Revenue | 4,985,262 |
| Appropriation | 4,362,055 |
| Sale of Goods and Services | 235,336 |
| Grants and contributions | 380,434 |
| Investment income | 7,338 |
| Other revenue | 100 |
| Expenses | -5,027,187 |
| Employee related | -4,174,986 |
| Operating expenses | -852,200 |
| Surplus / deficit for the year | -41,925 |
| Closing Balance | 312,483 |

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 | 84,873 |
| Equity Total | 164,618 |
| Equity - Aboriginal | 14,042 |
| Equity - Socio-economic | 24,104 |
| Equity - Language | 5,715 |
| Equity - Disability | 120,758 |
| Base Total | 3,567,321 |
| Base - Per Capita | 126,087 |
| Base - Location | 0 |
| Base - Other | 3,441,234 |
| Other Total | 409,506 |
| Grand Total | 4,226,318 |

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.

Student Satisfaction

In 2022, 162 students of the school completed the Tell Them From Me (TTFM) survey late in semester 2, demonstrating that the percentage of students who are socially engaged and are actively involved in the life of the school is above the NSW mean and statistically similar schools. 95% of students engage in the school's sporting programs. It was noted that development of a positive 'Sense of Belonging' was an area for further focus.

Students with positive relationships having friends they can trust are above the NSW mean for all year levels 4 - 6. Student effort with their learning, whereby students try hard to succeed, was equivalent to the NSW norms. Students also identified that their teachers are responsive to their needs and that clear goals and feedback are made explicit by their teachers.

Parent Satisfaction

The Tell Them From Me Parent Survey was completed by 108 respondents which is significantly higher than the number completed in 2021. The results are scored out of 10.

- Parents continue to feel welcome when visiting the school with 7.9 out of 10 parents feeling they can easily speak with their child's teacher.

- Parents acknowledge that the school supports positive behaviour and that teachers have high expectations, maintain control of their class, ensure clarity of the rules of school behaviour and devote their time to extra-curricular activities with a score of 7.7 which is equivalent to the state norm.

- Woollooware parents have high educational aspirations for their children with 89% of respondents stating that they expect their children to complete Year 12 and 57% expect their children to engage in tertiary education.

In terms of communication, 93% of parents found the School Reports useful or very useful, with 100% of parents finding informal meetings with classroom teachers as being very powerful and relevant communication tool. In terms of useful communication about School News, 86% of parents identified social media as an important communication tool.

Staff Satisfaction

The Tell Them From Me survey was completed by 18 teachers on the eight drivers of student learning. The results are scored out of 10.

In 2021, the area of collaboration was identified as needing further consideration. In 2022, the school mean was 7.8 which was equivalent to the NSW Government norm. Teachers identified that they are working with other teachers to develop learning opportunities, they engage in professional conversations about strategies that increase student engagement as well as assessment strategies. Similarly, staff identified that the learning culture of Woollooware is higher than the state norm with a score of 8.2. Teachers carefully monitor the progress of individual students and set high expectations for learning. Use of data and explicit teaching pedagogy has also made a positive impact on teacher responses. Teachers understand and use data effectively to inform their practice scoring 8.0 which is above state norm.

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.