

2022 Annual Report

Woodland Road Public School



4492

Introduction

The Annual Report for 2022 is provided to the community of Woodland Road 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

Thrive Through Opportunity

To create a school community of positive relationships, enable students to become self-directed lifelong learners and develop each individual's potential to create a positive future for themselves, locally, nationally and globally, as a contributing Australian citizen.

Our vision is about equity - we aim to provide all students with quality schooling free from discrimination to ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes.

It is about excellence - we aim to promote and support personalised growth with challenging and stimulating learning experiences.

It is about success as a learner, supported by our community.

School context

Woodland Road Public School is located in St Helens Park, 5 km south of Campbelltown. Our feeder areas of Bradbury, Airds, St Helens Park and Wedderburn, are suburbs which are diverse in social and economic context, yet connected by the school. Set in an attractive, spacious, natural environment the school strives to provide quality teaching and learning programs to move children beyond their potential. The student population of 286 includes children of Aboriginal background (14.2%), children with a language background other than English (22%) as well as children requiring additional support in learning, mobility and social skills. The school has 2 support classes for students with Autism and a Multi-categorical class.

The school motto "Grow with Love and Learning", is clearly demonstrated by students achieving success in a caring environment. With a focus on literacy and numeracy our experienced staff is able to differentiate learning to cater for the needs of the individual. Future focussed skills are balanced with fundamentals, creative arts and sport to provide each child's education through active involvement in community events and classroom activities. Each classroom is equipped with modern Interactive panels and students have access to iPads and chromebooks.

The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising initiatives.

High level areas for improvement include:

- 1/ Student growth and attainment
- 2/ Wellbeing attendance and strengthening transitions
- 3/ Parents and Careers: partners in learning

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

Strategic Direction 1: Student growth and attainment

Purpose

To collaboratively analyse, interpret and extrapolate student assessment data regularly to identify student achievement and progress, inform planning, identify interventions and modify teaching practice. Staff employ the most effective evidence-based teaching methods and curriculum provision to optimise learning for all 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.

- Data informed practice
- Curriculum provisions

Resources allocated to this strategic direction

QTSS release: \$62,631.95

Socio-economic background: \$83,512.71

AP Curriculum & Instruction: \$180,685.20

Professional learning: \$24,778.81

Low level adjustment for disability: \$151,387.18

English language proficiency: \$33,572.66

Summary of progress

Reading:

In 2022, we developed a school-wide process for collecting and analysing data using PLAN 2 (Understanding Texts). To achieve this, we surveyed staff to gauge teacher confidence in tracking student progress. Staff engaged in professional learning around the progressions and regularly monitored student progress. As a result, 100% of classroom teachers are using PLAN 2 to track and monitor student progress in Understanding Texts. Staff are beginning to engage in collaborative analysis of student, cohort and school wide data.

We have engaged in analysis of NAPLAN, Check In and Phonics Screening Data and begun to triangulate these sources to identify common areas of focus.

In terms of curriculum provision, we have explored the Science of Reading research and as a result purchased Decodable Readers for implementation in years K-6. K-2 engaged in professional learning in the area of Phonological Awareness and Phonics. This supports syllabus implementation in 2023 and has been a main focus later in 2022 to prepare staff for the new syllabus. In 2022, we have been able to embed practices K-2 and at point of need in Stage 2.

Numeracy:

In term 1, 2022, our Numeracy focus continued. This has been monitored through Essential Assessment over the year, using Common Grade Assessments K-6. Other strand assessments are being utilised throughout the school.

Covid ILSP support has been utilised to support approximately 150 students (K-6) in the area of Whole Number. SLSOs engaged in professional learning in Term One and subsequently ran daily lessons using Essential Assessment data to inform teaching alongside regular professional learning and collaboration with the facilitator.

Of these 150 students, 63% showed positive growth, with 37% showing above expected growth.

Overall, in terms of NAPLAN, our school is on an upward incline trend (2021 - 18.6% and 2022- 23.94%) of more students achieving top 2 bands and beyond in most areas. There is a large number of students in the middle bands now.

Next Steps:

- triangulation of data using a variety of assessment sources in reading and numeracy to guide professional learning needs

- Develop K-6 assessment schedule to ensure a variety and balance of assessment strategies
- Consolidate reading pl and embed practices K-6 with a focus on Phonics and Spelling based on NAPLAN and Phonics Screening Check data
- Numeracy Professional Learning focus to support syllabus implementation and build teacher capacity to increase the number of students in the top 2 bands

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 achieving in the top 2 bands in NAPLAN Numeracy by at least 6.5% to meet or exceed the school's Lower Bound target of 26.2% by 2022.	2022 NAPLAN data indicates 18.84% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target of 26.2% (Lower Bound), however trend data shows an increase in the number of students in the top 2 bands from 2018 -2022 (5.85%).
Increase the percentage of students achieving in the top 2 bands in NAPLAN Reading by at least 7.5% to meet or exceed the school's Lower Bound target of 30.7% by 2022.	2022 NAPLAN data indicates 30% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target by 0.7%, however progressed beyond the target baseline by 6.62%.
Baseline 2021: 81.82% of students achieved expected growth in NAPLAN numeracy. Increase the percentage of students achieving achieving expected growth in NAPLAN numeracy by at least 4% to meet or exceed the school's Lower Bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Baseline data 2021: 43.7% of students achieved expected growth in NAPLAN reading Increase the percentage of students achieving achieving expected growth in NAPLAN reading by at least 8.3%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Wellbeing, attendance and strengthened transitions

Purpose

To achieve excellence in effective transitions where students are provided with quality learning opportunities leading to responsible, positive and resilient future citizens.

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.

- Transitions
- Attendance Partnerships, Systems and Processes
- Wellbeing

Resources allocated to this strategic direction

Per capita: \$77,370.53

Integration funding support: \$68,457.00

Aboriginal background: \$49,462.68

Socio-economic background: \$80,000.00

Summary of progress

Attendance Partnerships, Systems and Processes

In 2022, the Strategic Direction 2 team worked towards developing a whole school approach to improving attendance, consistent with the Campbelltown Attendance Strategy, to embed a collective responsibility and accountability for student success. Initiatives were applied school wide to support an increase in attendance rates at Woodland Road Public School such as positive reinforcement for 'on time' attendance, community awareness around weekly attendance rates, regular analysis of attendance data from our school attendance officer as well as our HSLO and the use of Sentral to send home absent notes and continually update and record attendance records digitally. In 2022, 37.8% of students have had 90% or more attendance compared to our lower-bound target of 78.1%. Although this is below the 2022 lower-bound target, monitoring and analysing attendance data has been challenging with the continuation of high absences due to Covid-19. It is envisaged that in 2023, as things continue to settle down, teachers, parents and the community will continue to work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Wellbeing

Improving wellbeing was a major focus in 2021 which led to the development of a new student welfare policy in consultation with the school community to meet the changing context of our school and ensure optimal wellbeing for all students. In 2022 we trialled the welfare policy across the whole school to encourage positive behaviour for learning and increase student engagement. Staff and students have developed a clear understanding of the welfare policy and students have developed a sense of ownership over their behaviour. As a school, behaviour incidents are tracked more effectively via Sentral and staff have followed through fairly, to ensure consistency in behaviour management school wide. The welfare policy has developed a higher sense of belonging amongst students in the school with a higher frequency of student recognition through whole school reward systems celebrating positive behaviour choices in the classroom and playground.

Transitions

In 2022, the school ran a transition program for Kindergarten students starting in 2023. These sessions allowed staff to build a strong understanding and connection with families by conducting meet and greet sessions where discussions could take place and supportive measures could be arranged for a successful transition of all newly enrolled Kindergarten students in 2023. Staff have ran Professional Learning and information sessions to inform new parents joining our school community and mini sessions to allow for social interaction amongst the new students. This year, our school has networked with local high schools such as Ambarvale and Airds High School, to assist students transitioning from Year 6 into Year 7 in 2023. Both feeder high schools offered students a range of opportunities to support them with their transition such as online Google Classroom activities, face-to-face orientation days and information nights. Our goal in 2023 is to increase opportunities to support transition internally as well as engage with parents, students and the community to inform and support the continuity of learning for all students at transition points. It is expected that by the end of the school plan, we have expanded our networking to other local public and independent schools to ensure that the large majority of our students are supported in their transition from Primary to 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
Increase the percentage of students attending school more than 90% of the time by 4.3% to meet the school's 2022 lower-bound target.	In 2022, 37.8% of students have had 90% or more attendance compared to our lower-bound target of 78.1%. Although this is below the 2022 lower-bound target, monitoring and analysing attendance data in comparison to 2021 with the mandated lockdown and the use of 'flexible' when marking attendance while students were working from home has made it difficult to confirm a baseline in attendance over the past few years. We have also had high numbers in absences due to Covid in 2022, which has skewed attendance data with a rise in absences over the past few years due to sickness. It is envisaged that this will improve regular attendance rates for all students, including those at risk as things continue to settle in 2023.
Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline.	Monitoring and analysing attendance data in 2022 has still proved to be of some difficulty due to a changed culture in regards to the high number of absences due to COVID and other sickness whereby similar symptoms may be present. In 2022, 37% of Aboriginal and Torres Strait Islander students have 90% or more attendance. Strategies such as on time Class Dojo points, awards and attendance awareness posts to the community have been trialled in 2022 in an attempt to boost the percentage of students attending school 90% or more. This area will continue to be looked at closely in 2023 to ensure we are implementing strategies that are effective in consultation with the community.
13% Increase in the number of students, parents and staff expressing satisfaction with transition processes	Woodland Road Public School has run a Getting Ready for School program for future Kindergarten students for several years and in different forms to suit the current context of the school. In 2021, the program ran virtually due to COVID restrictions and 2022 allowed more face to face and professional learning opportunities for families to support transitioning of Kindergarten students in 2023. In previous years a parent survey has been conducted to gain insight into parent satisfaction, however this was not completed in 2022 and is something that needs to be amended in 2023 to ensure we have room for growth and future directions based on feedback. We do not provide Year 6 parents with a survey about their satisfaction with transitioning programs from Year 6 to Year 7, however this will be revised next year and put in place to assist us in achieving future progress measures and providing us with valuable information around the effectiveness of current programs.
Increase the percentage of students reporting a sense of belonging (Wellbeing) by at least 4.5% to meet or exceed the school's target by 2022.	<p>The Tell Them From Me (TTFM) survey was completed in Term 3 of 2022 to capture student, staff and community voice, as well as collecting data measuring student engagement and wellbeing. Unfortunately, we were unable to complete the first TTFM survey in 2022. At the beginning of the year, our baseline data indicated that 76% of students at Woodland Road reported a positive sense of belonging at school.</p> <p>With our school improvement initiatives mapped out for 2023 such as continuing to form a Student Representative Council, it is expected that there is further improvement in the percentage of students who have a sense of belonging (wellbeing) at school due to improved student voice school wide.</p>

Strategic Direction 3: Parents and carers; partners in learning

Purpose

To foster positive and supportive relationships between students, teachers and community members through tailored high quality practice.

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.

- Collective Efficacy
- Relationships

Resources allocated to this strategic direction

Socio-economic background: \$95,000.00

Summary of progress

In Strategic Direction Three this year, there has been an significant increase in the progress of strengthened relationships and strategies to develop a collective efficacy between parents and carers and the school. Parents and carers have an increased access to support services in and out of the school which will remain consistent into 2023. To ensure our maintenance, we will attempt to host a 'Woodies Welcome' to build and foster relationships of new and current parents. Our publicity of events has increased on our relevant social media platforms and we will maintain the exposure into our school's website for next year. Feedback from our families has been increasingly positive of the platforms. Furthermore, our social media platforms continue to have a positive reception with the wider community. Three-way conference parent participation could be increased over the next year to enhance our meetings and foster the relationships between school and home. Parents continue to value the process of meeting with the teacher and student to inform goal setting. The Tell Them From Me Survey proved to be successful in Semester 2 for 2022 which has given the team confidence in implementing it across the year for 2023. The People Matters Survey participation rate is a priority for 2023 to continue to build upon our progress in relationships and collective efficacy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Increased awareness of available partner support services focusing on:<ul style="list-style-type: none">• what partner support services are available?• how are they accessed?• can we promote on social media and/or at Coffee Club?• Ascertain baseline data of the number of support services being utilised and how many families are accessing them.	<p>In 2022, there was an increase in exposure and identification of available partner support services across the year. We researched, sourced and promoted a variety of partner services within our newsletters and social media platforms. Through our implementation within the year, our team members approached a variety of food outlets outside of the school to help support our successful community clubs such as Coffee Club and Breakfast Club. A change that has occurred this year is our new 'PAWS as Therapy' program that we initiated based on the needs of our students in regard to wellbeing and connecting to our transition processes. Thus far, there has been a positive impact in student learning outcomes and validation through the wider community (P&C endorsed). Our baseline data of known support services begun at 0% earlier this year. Through the delivery in accessing these services via our social media platforms, there was an upward shift of 478% by the end of the year. To ensure our partner support services remain consistent into 2023, we will continue to liaise with our current and any relevant future partner support services. Our team envisage hosting parent support service workshops (including a 'Woodies Welcome' at the beginning of 2023) with continued P&C involvement and endorsement.</p>
<ul style="list-style-type: none">• Use publicity to increase the percentage at school events by 20% from 2021 baseline data.	<p>Our social media platforms indicated an increased access to our 'upcoming events' on our newsletter by 536 views. Several events were promoted through our Facebook page, Class Dojo and newsletter to increase and build a sense of community connection and awareness. Due to several</p>

<ul style="list-style-type: none"> • Use publicity to increase the percentage at school events by 20% from 2021 baseline data. 	<p>weather events that had occurred this year, many of our events were postponed or completed 'in house' which hindered a small percentage of community attendance. There were observations made from members of staff that our assemblies, book parade and Easter hat parade are beginning to shift in attendance which continue to be promoted on our social media platforms. To maintain and further increase our publicity, we endeavour to work on the school's website in 2023 and maintain our exposure of events through social media platforms.</p>
<ul style="list-style-type: none"> • Consolidation of social media platforms based on their usage. • School users consistent use of social media platforms to communicate effectively. • Increase all modes of social media platforms by 20% from 2021 baseline data. 	<p>Our social media platforms in 2022 have been increasingly positive. We consistently use the platforms to communicate with parents and carers. Our Class Dojo this year has indicated teachers, on average, have posted and/or conversed with families 226 messages per term. On average 21 stories are shared a week through our 'School Story' via Class Dojo for our parents to engage with. Through our Facebook platform, we are averaging 304 followers which indicate our families are utilising Facebook to stay connected and informed with our school. In the last month, it was highlighted that our school received 403 reactions to our posts which demonstrates a high engagement level. Our data indicates that since implementing our newsletter we have 45% of our community accessing it. Our teaching staff ensure consistency by completing newsletter blurbs and information three times a term as a built in school wide process. It is evident that modes of social media platforms have been increased by 20% and above, within more than one area. In 2023, we expect our baseline data to increase to well above 40%. Our Skoolbag platform was not used this year and we will discontinue this platform effectively from 2023.</p>
<ul style="list-style-type: none"> • Partnerships with parents and students support clear improvement aims and planning for learning. Data from three-way conferences in 2022 will support this. • Parents to complete Tell Them From Me Survey, eg late Term 1 and late Term 3. • People Matters Survey: aim for positive growth and 100% staff completion rate. 	<p>This year, we returned to face to face parent interviews, which became 'three way conferences' with a focus on student involvement. Goal setting was implemented as part of an 'individual education plan' process via Sentral where documentation was conducted on the spot. Our regular date changed from Week 10, Term 2 to Week 1, Term 3. We shifted our focus from behaviour and what students are doing well in to 'where to next' approach that informed future practice. Our conferences indicated a 38.5% participation rate and through our data collection 91% of those parents valued the meetings. Internal data sources suggested 78% of teachers valued goal setting as part of the process. In 2023, we envisage to maintain our current process as embedded practice in our three way conferences and significantly increase parent participation. There were several hindrances impacting the completion of the Tell Them From Me Survey in Semester 1. However we overcame specific obstacles in regards to the due date time and ensured we successfully implemented this in Semester 2 for all our parents. 41 parents completed the survey. Staff undertook the People Matters Survey this year which indicated a 58% response rate, this is a decline in our expected outcome for this year. Although there was sufficient communication in regards to completing the survey, the reason behind the lack of responses is unknown. We endeavour to make the participation rate a priority in Term 3, 2023 during job embedded time (such as a Staff Development Day) to ensure 100% completion rate is reached.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,457.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woodland Road 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"> • Attendance Partnerships, Systems and Processes <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional 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 PLSP's were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP's reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$258,512.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woodland Road 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 informed practice • Curriculum provisions • Collective Efficacy • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement differentiated programs to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • employment of additional staff to support the breakfast program • 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:</p> <ul style="list-style-type: none"> • A successful breakfast program for students who do not have breakfast with the program supporting an average of 60 students per day. • The percentage of students achieving expected growth in numeracy increased to 79.3% indicating achievement beyond the system negotiated baseline target. • Access to enrichment experiences including camps/excursions and supplemented uniforms and excursions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Increase funding to supplement excursions/camps and extra curricula experiences. • Further development of the Breakfast Club and expansion of enrichment

<p>Socio-economic background</p> <p>\$258,512.71</p>	<p>and reward activities.</p>
<p>Aboriginal background</p> <p>\$49,462.68</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woodland Road 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional Aboriginal identified SLSO to deliver personalised support for First Nation students • community consultation and engagement to support the development of cultural competency • establishment of yarning circle <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • creation of identified area (yarning circle and dance pit) for meetings with community and AECG <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Development of a bush tucker garden with info cards to assist in developing cultural knowledge • Further developing connection with local AECG and community elders • Foster a better understanding of "on country" in the local area
<p>English language proficiency</p> <p>\$33,572.66</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woodland Road 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"> • Data informed practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • employment of additional bilingual staff to support communication <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • A greater connection with key cultural groups across the community • EALD students are showing above average growth in internal and external data • 12% improvement in attendance rates <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue to employ additional staff to support communication between school and home • Provide additional professional development to staff in supporting EALD students in the classroom and levels • Increase staff understanding of different EALD levels to further support the learning for students
<p>Low level adjustment for disability</p> <p>\$151,387.18</p>	<p>Low level adjustment for disability equity loading provides support for students at Woodland Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment</p>

<p>Low level adjustment for disability</p> <p>\$151,387.18</p>	<p>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"> • Data informed practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • 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 • 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Greater engagement for students with disabilities in mainstream settings. • Additional support for targeted students in the classroom and in the playground with a focus on the development of social skills. Wellbeing data indicated a significant decline in the number of students getting into serious trouble in the playground and classroom which then resulted in a much lower suspension rate. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Continue to focus on the development of social skills in the playground and in class • Strengthen transition programs from preschool to K, 2-3 and 6-7. • Further develop communication procedures between teachers as students change classes
<p>Professional learning</p> <p>\$24,778.81</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 Woodland Road 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"> • Data informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • • engaging APCI to unpack the new Literacy and Numeracy curriculum • All staff involved in 2 additional hours of PL on a fortnightly basis with a focus on explicit teaching and data informed practice <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 100 % of teachers indicated that they felt better prepared to implement the new Literacy and Numeracy Syllabus • Greater use of data informed practice K-6 especially in the area of Numeracy • Increased confidence in staff using the continuum to track student progress <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Strengthen school based process for data collection • Continue to focus on the use of the continuum and establish strong processes around teacher consistent judgment
<p>QTSS release</p> <p>\$62,631.95</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woodland Road Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$62,631.95</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed 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 • staffing released fortnightly to focus on new Literacy and Numeracy curriculum <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Strategic team leaders were provided with additional professional learning and time to oversee key areas and initiatives. • Assistant principals were provided with time to conduct learning walks to support the teaching in learning for students on their stage. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Further develop the feedback process associated with Learning Walks and embed the process as part of a school wide coaching mentor program
<p>COVID ILSP</p> <p>\$404,116.00</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 additional staff to support numeracy program implementation. <p>Implementation of targeted daily ILSP lessons (20mins approx) for five weeks by 6 SLSOs on Whole Number.</p> <p>NOTE: Term 2: Years 1-6. Terms 3-4: Years K-6</p> <p>Process: Students identified by classroom teacher. Pre-test conducted by SLSOs. SLSOs and facilitator PL to plan and coordinate student groupings. Post test conducted by SLSOs and analysed with facilitator.</p> <p>Fortnightly meetings and PL with facilitator and SLSOs</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>In 2022, 150 students across K-6 received targeted support in numeracy in the area of Whole Number. Students were identified based on class assessments using Essential Assessment as well as teacher observations using PLAN2. Of these 150 students:</p> <p>62.65% of students achieved positive growth. This is broken down into:</p> <ul style="list-style-type: none"> - 26% = 1 term's growth - 16% = 2 terms growth - 15% = 3 terms growth - 4% = 1 years growth - 1% = 1+ years growth <ul style="list-style-type: none"> • 24.68% of students showed no growth • 12.65% showed negative growth

<p>COVID ILSP</p> <p>\$404,116.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <p>In 2023, continue Covid ILSP with a focus on Literacy and 3 SLSOs (based on 2023 funding).</p> <p>SLSOs will need PL on target literacy area and an identified facilitator.</p> <p>Tracking tool to to identified to best suit needs in literacy (Essential Assessment).</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	151	178	166	171
Girls	119	118	123	114

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	94.6	93.7	85.9
1	91.7	94.5	91.2	82.8
2	94.4	92.1	92.2	83.7
3	92.0	95.0	90.2	81.8
4	92.4	94.5	92.1	84.6
5	95.0	91.1	91.0	85.4
6	94.9	94.6	88.4	85.2
All Years	93.3	93.7	91.2	84.2
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)	5.2
Classroom Teacher(s)	11.06
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Counsellor	0.5
School Administration and Support Staff	5.57

*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	520,813
Revenue	4,204,939
Appropriation	4,102,711
Sale of Goods and Services	32,906
Grants and contributions	66,898
Investment income	2,323
Other revenue	100
Expenses	-3,941,548
Employee related	-3,391,828
Operating expenses	-549,720
Surplus / deficit for the year	263,392
Closing Balance	784,205

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	68,457
Equity Total	492,935
Equity - Aboriginal	49,463
Equity - Socio-economic	258,513
Equity - Language	33,573
Equity - Disability	151,387
Base Total	2,685,488
Base - Per Capita	77,371
Base - Location	0
Base - Other	2,608,117
Other Total	420,297
Grand Total	3,667,177

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

Students

* 63% of students saw the value of goal setting. Interestingly to note that only 27% say the importance of them being involved in the process.

TELL THEM FROM ME Student data:

- * Students that value schooling outcomes: 96%
- * Expectations for success 8.3 out of 10 overall
- * Students perseverance levels (completing goals): 7% - Low, 45% - Medium, 48% - High
- * Students with a positive growth orientation (setting challenging goals): 77% overall

Teachers

PMES Survey outlined the top 3 areas to be addressed as:

- * Inclusion and Diversity 79%
- * Risk and Innovation 84%
- * Grievance Handling 83%

Tell Them From Me Survey data:

- * Teachers feel it is an inclusive school - mean of 8.2
- * Teachers utilise parent involvement - mean of 6.4

Parents

- * 110 three-way conferences were conducted in Semester One
- * 91% of parents/carers gave a 5/5 rating for the value of the three-way conferences.
- * 100% saw the value of goal setting for their child.

Tell Them From Me survey data:

- * Parents feel well informed- mean of 7.4
- * Parents believe we are an inclusive school- mean of 7.5 (above NSW Govt Norm)

Media

- * The school Facebook Page has 303 followers
- * Class Dojo had an average of 230.5 messages sent per week with an average of 31.5 stories shared weekly. 98.5% positive parent feedback and 1617.75 skills celebrated
- * Newsletter: an average of 136 views per edition with Week 1 editions being the least viewed.
- * Average time spent on newsletter: 4.2 minutes

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.