

2022 Annual Report

Woongarra Public School



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Introduction

The Annual Report for 2022 is provided to the community of Woongarra 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

The Woongarra Public School community values academic growth and achievement, care and compassion, honesty and integrity within a culture of respect, responsibility and high expectations. **Our vision is to be the inclusive and caring school where expert staff support students to achieve excellence.** Our purpose is to prepare our students to be the very best they can be as engaged citizens in a complex and dynamic society.

School context

Woongarra Public School is located on the Central Coast of NSW. The school pays respect and acknowledges that it is on Darkinjung land. The school opened in 2005 as one of the first nine schools in NSW constructed under the Public Private Partnership (PPP) whereby a private consortium provide facilities management for the school over a 30 year period.

In 2022, the current enrolment is 419 students, with 55 acknowledging Aboriginality (13%) and 29 students with a language background other than English. 36% of students have a diagnosed or undiagnosed disability according to the Nationally Consistent Collection of Data. Our students come from a wide range of socio-economic backgrounds. There are 37 full-time or part-time teaching staff and 12 non-teaching staff working as a team to provide educational excellence.

Situational analysis conducted in 2020 identified student growth and attainment, quality teaching of curriculum and inclusive student and family engagement as strategic directions for improvement. Through NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on improving achievement in reading and numeracy using evidence-proven and data driven practice to deliver differentiated instruction to students. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident.

The school receives School Based Allocation Resource funds for Aboriginal Education, Socio-economic Background, English Language Proficiency and Low Level Adjustment for Disability that will be used to support this work and to ensure that every student, every teacher, every leader and the school improves every year.

Woongarra Public School is renowned in the wider community for its outstanding commitment to inclusive education. A wide range of academic, sporting, cultural, creative and extra-curricular experiences enable our students to excel in a variety of endeavours. Strong alliances with the Wadalba Schools Learning Community, the University of Newcastle and the Ngara Aboriginal Educational Consultative Group supplement respectful and strong partnerships between the school, families and community to deliver positive contributions to student learning in a happy, safe and tolerant learning environment.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes for every student in reading and numeracy in order to build strong foundations for academic success in all key learning areas.

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.

- Explicit Teaching
- Use of data to inform practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$53,820.00

Per capita: \$92,114.00

Aboriginal background: \$51,440.21

AP Curriculum & Instruction: \$150,571.00

Socio-economic background: \$88,489.00

QTSS release: \$83,202.80

Summary of progress

Explicit Teaching - All staff engaged with the Department of Education (DoE) publications - Effective Reading K-2, Improving Reading Comprehension, Numeracy Guide K-2 and Numeracy Guide 3-6. Teachers completed curriculum reform professional learning (PL) from NESA and DoE. A mid year curriculum reform survey of teachers indicated that 50% of teachers had completed the following professional learning: English K-2 (NESA) Maths K-2 (NESA) English K-2 micro learning, Maths K-2 micro learning. Professional learning time was provided to the other 50% of staff to complete this PL in Semester 2. During Data Wise sessions, teachers reflected on how they teach reading and number. They examined best practice research and professional learning including Heggerty's Phonological Awareness Program, Little Learners Love Literacy Program, The Reading Rope (Scarborough), Talk Moves and Number Talks. Stage teams developed action plans to explicitly teach reading and number talks in all classes across K-6.

Use of Data to Inform Practice - The Data Wise protocol (Harvard) was used to examine data and develop plans to improve student outcomes. Teachers met weekly with the Assistant Principals to examine student data, identify learner centred problems, discuss problems of practice, develop priority questions and develop an action plan around a new instructional strategy. After the action plan was implemented students were reassessed and data evaluated for evidence of impact. Cycle 1 evaluated the effectiveness of reading instruction and cycle 2 evaluated the effectiveness of numeracy instruction. Staff shared the impact of improved teaching skills and student outcomes with all staff after each cycle.

The impact of the school's mathematics problem solving skills was highlighted when a class of Year 5 students won the National Mathematics Talent Quest competition. This is the third year that the school has achieved this.

The COVID Intensive Learning Support Program and Learning and Support team provided a coordinated approach to intervention in literacy and numeracy and support for students K-6. Professional learning was provided to staff to write SMART learning goals for students with Individual Education Plans and Personalised Learning Pathways, with the results being 100% of students having specific, measurable, achievable, relevant and timely goals.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top two bands in Numeracy to be at or above the school's lower bound system-negotiated target in numeracy of 34.1%.	In 2022 Year 3 Numeracy NAPLAN - 22% in the top 2 bands. In 2021 Year 3 Numeracy NAPLAN - 20% in top 2 bands. No results in 2020 due to COVID. In 2022 Year 5 Numeracy NAPLAN - 14% in the top 2 bands. In 2021 Year 5 Numeracy NAPLAN - 9% in top 2 bands. No results in 2020 due to COVID.

Improvement in the percentage of students achieving in the top two bands in Reading to be at or above the school's lower bound system-negotiated target in reading of 40.9%	<p>In 2022 Year 3 Reading NAPLAN - 10% in the top 2 bands. In 2021 Year 3 Reading NAPLAN - 19% in top 2 bands. No results in 2020 due to COVID.</p> <p>In 2022 Year 5 Reading NAPLAN -8% in the top 2 bands. In 2021 Year 5 Reading NAPLAN - 17% in top 2 bands. No results in 2020 due to COVID.</p>
Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be at or above the school's lower bound system-negotiated target in numeracy of 61.9%.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<p>Improvement as measured by the School Excellence Framework themes, with:</p> <ul style="list-style-type: none"> • Formative Assessment assessed as Excelling; • Explicit Teaching assessed as S&G; • Data Analysis assessed as Excelling. 	<p>Formative assessment has been self-assessed as Excelling. After completing the Formative Assessment Package from Dylan Wiliam, formative assessment is practised expertly by teachers.</p> <p>Explicit Teaching has been self-assessed to be Sustaining and Growing with data demonstrating that we are moving into Excelling. Staff have completed evidence based teaching strategies professional learning and are in the progress of putting new learning into action as the school implements new pedagogy and curriculum in 2023 and 2024.</p> <p>Data Analysis has been self-assessed as Sustaining and Growing due to the work that stage teams have completed in Data Wise. To move fully to Excelling, the use of learning goals for students that are informed by analysis of internal and external progress and achievement data can be strengthened.</p>
Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be at or above the school's lower bound system-negotiated target in numeracy of 61.9%.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Quality teaching of curriculum

Purpose

To develop expert teachers who can support students to sustain academic growth and achievement through quality teaching of curriculum.

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.

- Curriculum Reform
- Quality Teaching Rounds

Resources allocated to this strategic direction

Per capita: \$42,797.00

Socio-economic background: \$11,492.00

Professional learning: \$10,256.00

Summary of progress

Curriculum Reform - Two part-time Assistant Principals Curriculum & Instruction (APC&I) attended professional development and network meetings to then lead curriculum reform for all staff. The APC&Is led whole staff meetings based on the research behind the new mathematics curriculum. The six key principles for effective teaching of mathematics, the five strands of mathematical proficiency and how teachers can best support differences in student readiness were unpacked. Staff were provided with additional release from face-to-face teaching to engage with the new syllabus documents and complete curriculum reform professional learning. Weekly Data Wise sessions also facilitated new syllabus familiarisation and planning. New classroom resources, for example, lolly shop maths trolleys and decodable readers were purchased to support the implementation of new syllabus.

Eight teachers completed **Quality Teaching Rounds** in rounds facilitated by two previously trained staff members. The rounds enhanced collaboration and built capacity of teachers to analyse their teaching practice and improve student outcomes. The Woongarra Public School QTR story was presented at the University of Newcastle QT conference at the beginning of 2022. 67% of teachers at Woongarra Public School have completed at least one round of QTR.

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
Implementation of new English and Mathematics syllabus for Kindergarten to Year 2.	APC&Is facilitated professional learning to introduce and familiarise all staff with new syllabus. Staff completed many hours of curriculum reform professional development. Staff examined the research behind the new syllabus and unpacked the new English and Mathematics K-2 syllabus documents. K-2 scope and sequences and units of work were reviewed when released in Term 4. Staff are ready to implement the new English and mathematics syllabus for Kindergarten, Year 1 and Year 2 in 2023.
50-75% of staff have participated in at least one set of Quality Teaching Rounds.	In 2022, eight staff completed Quality Teaching Rounds in two rounds. By the end of 2022, 67% of staff at Woongarra Public School have completed at least one Quality Teaching Round, achieving our target.
Improvement as measured by the School Excellence Framework with Collaborative Practice and Feedback assessed as Excelling.	Based on self-assessment and data analysis, the school is at Excelling in both Collaborative Practice and Feedback. Work completed in Quality Teaching Rounds, lesson observations and Data Wise has informed the assessment of Excelling in these areas.

Strategic Direction 3: Inclusive student and family engagement

Purpose

To learn in partnership with parents, carers and others in the community, all of whom have a role to play in nurturing the love of learning needed for success at school and in life.

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.

- Wellbeing and Attendance
- Partnerships in Learning

Resources allocated to this strategic direction

Per capita: \$14,500.00

Socio-economic background: \$50,893.00

Aboriginal background: \$2,000.00

Summary of progress

Wellbeing

Two new wellbeing programs were trialled at WPS in 2022. The Top Blokes Mentoring Program to improve young male health and wellbeing proved successful for thirteen Year 6 boys who participated. The school plans to expand this program in 2023 to include all Year 6 boys. A limited trial of the Bounce Back Resilience Program was conducted in Stage 3 to help the school to evaluate and decide if this program would be beneficial for all students.

100% of staff completed professional learning for the new Inclusive Education Policy, Student Behaviour Policy and Restrictive Practices framework and policy as part of the Inclusive, Engaging, Respectful Schools Reform.

Student Parliament met regularly throughout 2022. Student voice is valued at WPS and regular meetings will continue in 2023.

Tell Them From Me (TTFM) surveys indicate strengths and areas for continual improvement to be addressed in 2023. See TTFM results later in report.

Attendance

Attendance was regularly monitored with improved school-based practices and procedures. Attendance rates were above the state, network and SSSG schools. COVID related absences affected the percentage of students attending above 90%, as was seen in the decrease in state, network and SSSG.

Partnerships in learning

Successful events including parent-teacher meetings, Easter parade, sports carnivals, book parade, book fair, NAIDOC day, damper making with Dhinewan mentoring and P&C activities eg Father's Day event, Colour Run and Disco provided opportunities for families to re-engage with the school. A Learning Fair in Term 4 showcased the school's curriculum provision and student learning outcomes K-6. Each of these learning events included a take away for families to further improve understanding of student learning at the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Tell Them From Me data (advocacy, belonging, expectation) improves to be at or above the lower bound system-negotiated target for wellbeing of	162 students in Years 4, 5 and 6 completed the Tell Them From Me survey in May. Scout data indicates an aggregate of 81.99% which is below the system-negotiated target. Students with a positive sense of belonging was 67% which was lower than the state norm of 81%. 88% of students

90.3%.	indicated positive relationships at school which was above the state norm of 85%. Advocacy at school mean was 7.8 which was above the state norm of 7.7. 86% of students had positive behaviour at school which was above the state norm of 83%.
The percentage of students attending at or above 90% of the time improves to be at or above the lower bound system negotiated target of 79.9%.	<p>45.06% of students attended school at or above 90% of the time in 2022. Attendance was impacted by illness due to COVID.</p> <p>The overall student attendance rate in 2022 was 87% which was above the state (84.8%), Network (81.1%) and Similar School Groups attendance rate.s</p>
<p>Improvement as measured by the School Excellence Framework, with:</p> <ul style="list-style-type: none"> • Community Engagement assessed as S&G; • Parent Engagement assessed as S&G 	COVID guidelines affected the ways in which parents and community were able to fully engage with the school again in 2022. Families became more engaged as guidelines changed throughout the year. As such, self-assessment of community and parent engagement in 2022 was assessed as Delivering.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$150,874.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woongarra 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"> • Explicit Teaching • Use of data to inform practice • Quality Teaching Rounds • Wellbeing and Attendance • Partnerships in Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in curriculum reform, Clarity and Data Wise to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional SLSO staff to support Multi lit program implementation. • Teachers released from class to complete Data Wise protocol. Teachers collaborate to examine student data and teaching practice. Teachers develop an action plan for improvement and review data after 5 weeks to monitor progress. <p>The allocation of this funding has resulted in the following impact:</p> <p>Improved teacher knowledge through Professional development including APC&I roles, Curriculum reform, Data wise, Clarity, resulting in improved teacher practice and improved student outcomes as evident in school based assessments.</p> <p>Stage teams met weekly to complete Data Wise protocol resulting in improved teaching practice and improved student outcomes in reading and number.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Implement the new K-2 Mathematics and English syllabus in 2023. Continue to up skill staff ready for the new English and Mathematics syllabuses in 2024 for Years 3-6. Continue to embed and deliver weekly Data Wise sessions to ensure that student assessment data is regularly used to reflect on teaching effectiveness and identify student achievement and progress.</p>
<p>Aboriginal background</p> <p>\$66,465.35</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woongarra 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"> • Explicit Teaching • Partnerships in Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher for 3 days a week to work as a Literacy and Numeracy mentor with Aboriginal students performing below the expected stage level • staffing release to support development and implementation of Personalised Learning Pathways and Plans

<p>Aboriginal background</p> <p>\$66,465.35</p>	<ul style="list-style-type: none"> • professional development opportunities to up skill staff including Connecting to Country, Sista Speak and mandatory PL for all staff. • Weekly cultural group activities for students K-6 and boys' didge group • Family engagement activities including Yarn Up, NAIDOC, cultural groups, AECG. <p>The allocation of this funding has resulted in the following impact: 55 Aboriginal students have PLPs with SMART goals. New strengths, preferences, interests and needs (SPIN) survey used with families to begin the PLP process and obtain family and student voice. Data collected every 5 weeks on attendance and literacy and numeracy. Improved parent engagement as 60 parents attended the NAIDOC day event and 15 families participated in Cultural Group activities. 96% of Aboriginal students attended weekly cultural groups and learnt more about their culture. All staff completed mandatory PL. Four staff attended Connecting To Country PL. One staff member attended Sista Speak PL. Aboriginal Education Team meet twice a term to review student data, and plan events.</p> <p>After evaluation, the next steps to support our students will be: Continue with weekly cultural groups and continue to increase family engagement and involvement. Develop a Cultural Leadership program and Junior AECG. Increase the family and student voice in PLPs through the SPIN survey and increased family communication. Continue to promote professional learning opportunities for staff. Continue to monitor students' literacy, numeracy and attendance data and develop plans to improve student outcomes for Aboriginal students. Whole school completion of Reconciliation Action Plan.</p>
<p>English language proficiency</p> <p>\$15,512.92</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woongarra 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional SLSO staffing support for students identified in beginning and emerging phase; three days a week, four hours per day. • additional teacher time to provide targeted support for development of programs with staff. <p>The allocation of this funding has resulted in the following impact: Five beginning phrase EAL/D students provided with additional classroom support to develop English language proficiency. EAL/D teacher mentor provided support to teachers to differentiate the curriculum to cater for the needs of EAL/D students in their class and how to report to parents. Impact included five students achieving the beginning phrase of the EAL/D progression, staff feeling more confident to cater for EAL/D students in their classrooms, teachers able to report on students' EAL/D progressions in reports to parents.</p> <p>After evaluation, the next steps to support our students will be: Continue to support EAL/D student English language proficiency needs with additional classroom support. Maintain EAL/D Mentor role to support staff as needed.</p>
<p>Low level adjustment for disability</p> <p>\$178,769.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Woongarra 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"> • Explicit Teaching • Other funded activities

<p>Low level adjustment for disability</p> <p>\$178,769.96</p>	<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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Classroom teachers supported with additional time to contact professionals, SLSOs and parents to make adjustments for optimal student learning based on disability needs to plan, implement and evaluate Individual Education Plans (IEPs). Teachers released from class to meet with caseworkers and carers of students living in OOHC twice a year to discuss student needs, learning and social, emotional goals and IEPs. Additional SLSO staff available to support students with literacy and numeracy in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Continue to support teachers with time to consult with families, plan, implement, review and evaluate individualised, differentiated and adjusted programs to accommodate the needs of students with additional learning and support needs.</p>
<p>QTSS release</p> <p>\$83,202.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woongarra 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"> • Use of data to inform 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 and to build capacity in meeting the literacy and numeracy needs of students. <p>The allocation of this funding has resulted in the following impact: Employment of an additional 0.2 APC&I to support all stage teams with data analysis and develop action plans to improve literacy and numeracy. 0.2 release for each Assistant Principal to lead stage teams, monitor data, build teacher capacity, visit classrooms and maintain a focus on instructional leadership, evidence-based teaching and ongoing improvement for all students.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional 0.2 release for APs to provide instructional leadership in classrooms, focus on high quality pedagogy, lead curriculum reform and maintain a clear focus on literacy and numeracy across stage teams.</p>
<p>COVID ILSP</p> <p>\$183,249.00</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>

<p>COVID ILSP</p> <p>\$183,249.00</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: Three teachers were employed three days a week to provide COVID ILSP literacy and numeracy support to students in Years 1, 2 and 3. Check ins and school based assessments were completed and students identified with learning gaps. Groups were formed and intervention completed. 100% of students who were involved in the COVID ILSP achieved the progression markers identified.</p> <p>After evaluation, the next steps to support our students will be: Continue COVID ILSP intervention model in 2023. Supplement CILSP funding if needed to meet student needs.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • 1.0 APC&I position established and filled in 2022. • Employ an additional 0.2 APC&I from school funds <p>The allocation of this funding has resulted in the following impact: 1.2 APCIs successfully led middle leadership team and teachers in Data Wise and Curriculum Reform initiatives. Teachers and leaders have increased confidence to teach literacy and numeracy skills and implement new English and Mathematics syllabus. . Improved students outcomes as seen in impact statements from Data Wise initiative.</p> <p>After evaluation, the next steps to support our students will be: Employ an additional school-funded APC&I to support new curriculum provision, consistent assessment practice, effective classroom practice and data skills and use. APC&Is and APs continue to co-lead curriculum reform professional learning and development.</p>
<p>Integration funding support</p> <p>\$319,928.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woongarra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Individual Education Plans. Review meetings held every semester • <p>The allocation of this funding has resulted in the following impact: 101 students with learning difficulties or disability have an Individual Education Plan with SMART goals. 7 SLSOs employed to support students and staff in the classroom and the playground. 100% of IEPs consulted with parents and professionals. 19 External Providers provided occupational or speech therapy to students at school. Review meetings held twice a year with parents to discuss IEP, progress and achievement of SMART goals.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Integration funding support</p> <p>\$319,928.00</p>	<p>Continue with successful practices and procedures to meet the needs of students who receive Integration Funding support, including SLSO support in classroom and playground, Individualised Education Planning cycles in consultation with families, external providers and other professionals, and staff professional development on disabilities, adjustments, restrictive practices, 5-point scale and self regulation.</p>
<p>Professional learning</p> <p>\$31,212.39</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Woongarra 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"> • Quality Teaching Rounds • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Quality Teaching Rounds <p>Early Reading - Little Learners Love Literacy CPR, First Aid and other mandatory training Leadership conferences</p> <p>The allocation of this funding has resulted in the following impact: Staff completed mandatory first aide, CPR and anaphylaxis professional learning. Eight teachers completed a round of Quality Teaching Rounds. Six teachers completed the Little Learners Love Literacy professional learning to improve knowledge of using decodable readers and teaching a systematic and explicit phonics program. 100% of teachers completed classroom observations as part of Performance and Development Plans.</p> <p>After evaluation, the next steps to support our students will be: Continue Quality Teaching Rounds with a further eight teachers. All Kindergarten and Year 1 Teachers to complete Little Learners Love Literacy professional learning. Maintain existing PDP processes. Continue to build middle leadership development.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	238	227	207	197
Girls	249	228	230	222

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	95.2	94.1	90.1
1	92.3	94.1	92.8	85.9
2	93.2	94.0	94.4	87.7
3	92.1	94.2	92.2	86.7
4	91.6	94.3	91.8	86.3
5	91.7	93.0	91.6	86.3
6	90.9	94.3	89.8	85.7
All Years	92.3	94.1	92.4	86.9
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)	5
Classroom Teacher(s)	17.32
Learning and Support Teacher(s)	1
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	513,410
Revenue	4,991,750
Appropriation	4,883,484
Sale of Goods and Services	4,800
Grants and contributions	97,666
Investment income	5,700
Other revenue	100
Expenses	-4,852,492
Employee related	-4,486,365
Operating expenses	-366,127
Surplus / deficit for the year	139,259
Closing Balance	652,668

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	319,928
Equity Total	411,609
Equity - Aboriginal	66,465
Equity - Socio-economic	150,861
Equity - Language	15,513
Equity - Disability	178,770
Base Total	3,382,858
Base - Per Capita	110,421
Base - Location	0
Base - Other	3,272,437
Other Total	489,527
Grand Total	4,603,923

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

Parent Satisfaction Survey - RESULTS - 95 responses

How would you rate your satisfaction with the education at Woongarra Public School?

Not satisfied - 0, Slightly satisfied - 2, Moderately satisfied - 38, Extremely satisfied - 54

Does the school provide a safe environment for your child/ren to learn and develop?

Not satisfied - 3, Slightly satisfied - 3, Moderately satisfied - 24, Extremely satisfied - 64

Are you happy with the facilities, e.g. buildings, grounds, classroom, resources, technology?

Not satisfied - 0, Slightly satisfied - 0, Moderately satisfied - 35, Extremely satisfied - 59

Are your inquiries or concerns answered quickly and efficiently?

Not satisfied - 1, Slightly satisfied - 3, Moderately satisfied - 44, Extremely satisfied - 47

Does your family feel welcome at Woongarra Public School?

Not welcome - 0, Slightly welcome - 6, Moderately welcome - 29, Extremely welcome - 58

Does your child find learning at school interesting?

Not interesting - 0, Slightly interesting - 4, Moderately interesting - 43, Extremely interesting - 47

Are you happy with the extra curricular activities offered at WPS?

Not satisfied - 7, Slightly satisfied - 12, Moderately satisfied - 28, Extremely satisfied - 47

Summary and future directions:

- Good number of responses from the families at WPS
- Majority of responses were very positive
- Comments and responses indicate areas that we can improve, for example communication
- Some families concerned with how the school deals with student behaviour
- Some families concerned about WPS Homework procedures
- Families want more information about extra curriculum activities
- Families want more family engagement, fun activities, excursions and events.

Perspectives of Students: Tell Them From Me Survey

162 students in Years 4, 5 and 6 completed the Tell Them From Me survey in May 2022. Students complete questions around engagement and well being. The surveys provide information on a range of areas, such as teaching practices, student aspiration and leadership, from the perspective of students. Students have completed the surveys since 2015 with the results discussed with staff.

Findings include:

Social Emotional Outcomes

Strengths:

- 88% of students have positive relationships at school. State norm is 85%.
- 86% of students have positive behaviour at school. State norm is 83%.
- 85% of students try hard to succeed in their learning.

Areas for further development

- 67% of students have a positive sense of belonging. State norm is 81%
- 89% of students value schooling outcomes. State norm is 96%.
- 62% of students are interested and motivated. State norm is 78%.
- 37% of students scores place them in the desirable quadrant with high skills and high challenge compared to 53%, state norm.

Drivers of Student Outcomes

Strengths

- Students who are victims of bullying - school 27%, state 36%
- Advocacy at school - school 7.8, state 7.7
- 77% of Aboriginal students feel good about their culture
- 73% felt that teachers understand their culture
- 76% of students were proud of their school
- 58% of students expected to go to university

Areas for further development

- Relevance - school 7.4, state 7.9
- Positive learning climate - school 6.6, state 7.2
- Expectations of success - school 7.7, state 8.7

Teacher Focus on Learning Survey

24 teaching staff participated in the "Focus on Learning Survey" which is a self evaluation tool for schools, related to dimensions of classroom and school practice. At Woongarra Public School **all of the ten point scales were above state norms** for all drivers of student learning. Key findings include:

- Leadership 8.3 (NSW norm 7.1)
- Collaboration 8.9 (NSW norm 7.8)
- Learning Culture 8.7 (NSW norm 8.0)
- Data informed practice 8.6 (NSW norm 7.8)
- Teaching strategies 8.6 (NSW norm 7.9)
- Technology 6.9 (NSW norm 6.7)
- Inclusive school 9.0 (NSW norm 8.2)
- Parent Involvement 6.9 (NSW norm 6.8)
- Challenging and visible goals 8.2 higher than state norm 7.5
- Overcoming obstacles to learning 8.4 higher than the state norm 7.6.
- Quality Feedback 7.8 higher than the state norm 7.3.
- Planned learning opportunities 8.5 higher than the state norm 7.7.
- 100% of teachers felt that school is a welcoming place for students.
- 87% of teachers agree that leaders are leading improvement and change.
- 91% of teachers agree that the school leaders clearly communicate the strategic vision and values of the school.

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.