

2022 Annual Report

Woniara Road School



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Introduction

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

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

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Message from the principal

2022 was a year that still presented many challenges from the Covid pandemic, particularly in the first half of the year. Masks and isolating due to having Covid or being a close contact was still occurring, and while thankfully 'Learning from Home' was a thing of the past, excursions and camps were still curtailed. As a school we also had our biggest departure of graduating students at the end of 2021 and a subsequently large influx of new students beginning at the start of the year, including our first Year 7 students in many years.

Despite the challenges of the year the school still had numerous stories of student resilience, growth and success. On a cultural foundation of strong relationships, high support, and high expectations, our students were able to make significant progress this year in reconnecting with education, and experiencing success in both academic and co-curricular pursuits. We were able to build close and supportive relationships with our parent community and re-establish face-to-face connections with some of our external stakeholders, most notably external mental health providers.

The school made significant progress in the second year of our 2021-2024 Strategic Improvement Plan. Many of the processes and projects that were both implemented or disrupted in the first year of the plan, were consolidated in 2022. This annual report, will attest to these achievements.

Danny Callaghan

Principal

Message from the students

I've said it before, and I'll never stop saying it, coming to Woniora Road School saved my life. This school has given me hope again, as I've learnt that in the right environment, with appropriate supports and surrounded by good people, I can build a life that I'm grateful I get to live. I love that there is a mutual understanding between students that we've all had it tough, but we don't allow that to define us. It's more relieving than words can describe to know that the staff here are always on our side. At Woniora Road School, we are not a number in the system, a set of marks, or just moody teenagers. We are all equally human, and are treated as nothing less (which goes a long way when it comes to actually wanting to attend school).

Since coming to Woniora, I've experienced for the first time in my life what it's like to wake up on weekday mornings and not debate with myself as to whether or not I can cope with going to school. It's not even something I think about anymore, which when I put it to words amazes me, but this is simply because I feel safe at school.

2022 was quite the action-packed year. The first half of the year was filled with many class excursions, my favourite of which was going to antique shops in Bowral. The second half of the year is where things got serious. First up was the Duke of Ed camp in September, and although I was freezing cold, lugging around 14kg on my back, and had a one track mind on the slurpee I would get on the trip home, those were an incredible two days. The amount of support and encouragement between all students and staff was so heartwarming, and I loved watching everyone absolutely power through the discomfort. At this camp I had a couple of friendships really blossom, and I'm just so grateful I could be there.

At the end of the year we had the whole school camp, and it was comforting to have a few days where I felt like a regular student, goofing around with friends having no other worries because I was around people I feel safe with.

To cap off the year we had our formal, which I admit was a little emotional since I was very close with so many of the graduates. Although I must say, SRC really nailed it with the space theme!

I love that the SRC always pours their heart and soul into student-led events like Reconciliation Week, Body Kind Week and International Women's Day. I think our best moment last year was Harmony Day because so many people participated in the potluck, and the school looked amazing with orange cards plastered everywhere with facts about everyone's cultures on them!

Events like this are the best way to bring the school community together, and we're even more excited going into this year, now that the school Captain and Vice Captain run the SRC meetings completely. We're putting a lot of work into making Woniora Road School as accommodating to all students as possible!

Bel, 2022-23 School Captain



Students and Staff on a class excursion

School vision

Woniora Road School aims to provide a safe and inclusive environment with a strong focus on individualised programs to support lifelong success for our students. Staff work in partnership with parents and the wider community, to foster independence, resilience, accountability and a sense of achievement in our students. By providing both high level academic and wellbeing programs, the school will enable students to achieve excellence in both academic and holistic goals, which will support lifelong success.

By encouraging a culture of inclusivity which draws upon the strengths of everybody in our school community, we strive for all members to feel valued and inspired to have a renewed sense of hope and persevere through their learning journey and fulfill their potential.

School context

Woniora Road School is a School for Specific Purpose located in Hurstville. The school offers full-time enrolment for 42 secondary-aged students from the Southern Sydney Metropolitan area who have been offered placement via referral to a regional placement panel. All students have been diagnosed with an internalising emotional disorder and/or mental health issues and have been referred after extended periods of disengagement from learning through either non-attendance and/or safety concerns in the mainstream environment stemming from their mental health issues.

Woniora Road School offers a mainstream curriculum through a shared enrolment with Sydney Distance Education High School, with HSC completion and/or vocational certification the transitional goal for all students. It offers flexible learning spaces combining collaborative work spaces and set seating in individual office-like spaces. It also has a creative art space, gymnasium and lecture room for workshops, group lessons and whole school meetings.

In addition to classroom teachers and school learning support officers, the school deploys additional specialist teaching staff through the SSP Staffing Methodology Review and RAM Equity Funding in literacy, numeracy, PDHPE and visual arts and an Occupational Therapist. The school also has a full-time Student Support Officer (Youth Worker) funded from July 1 2020 through the Government's Mental Health Commitment.

The school works in close consultation with parents, carers, mental health professionals, community supports, and the students themselves, to take a planned approach to support each student's cognitive, emotional, social and wellbeing needs. These plans provide educational experiences and opportunities combined with wellbeing management strategies that develops students' social skills, independence, sense of self-worth, and responsibility.

The whole-school undertook a comprehensive situational analysis to inform the strategic directions of this school improvement plan. From this analysis three key areas came forward:

- Ensuring a solid literacy and numeracy foundation for students to build upon post school.
- Increasing support for parents and caregivers to support engagement and increase student attendance.
- Addressing the mental health conditions and reversing the negative impact they have on students overall physical health and learning outcomes.

Community consultation with parents/caregivers and stakeholders from Education, Health and Community NGOs affirmed that these were significant and relevant areas to focus upon.



Band practice in the creative art space is a regular Friday event enjoyed by all

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>

Strategic Direction 1: Student growth and attainment

Purpose

To nurture the culture of high expectations, in which we continually challenge students to thrive in their learning through evidence-based practice, whereby whole-school success is measured through the continuous process of collecting and analysing data to inform effective future practices.

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.

- High Expectations for All
- Evidence Based Practices

Resources allocated to this strategic direction

SSP quality teaching support: \$12,045.70

SSP supplementary funding: \$86,087.00

Professional learning: \$5,825.00

Socio-economic background: \$5,470.00

Summary of progress

High Expectation for All was chosen as a focus because the school saw the opportunity to further promote academic achievement as a compliment to student's improvements in wellbeing. The improvement in processes and practices was evident through additional numeracy support, consolidating the stage 5 English curriculum delivery, engaging in High Impact Professional Learning and utilising both PAT assessments and HSC minimum standard data to map student progress against the progressions. Key improvements were made in consolidating the Stage 5 English program and the tracking of numeracy growth within PLAN2, which in turn lead to increased student confidence and willingness to engage in learning tasks. Inhibitors to progress included both key staffing changes mid-year and a diverted focus on settling a large number of new students into the new learning environment in the first half of the year. To continue improvement in 2023 the school will focus on embedding evidence-informed processes to become a part of everyday classroom practices.

Within the Evidence Based Practices initiative in 2022, the focus was on refining school wide-practices for both the explicit teaching of writing skills, and for formative and summative assessment. To improve these processes the Strategic Direction One team underwent a specific and bespoke professional learning program on the explicit teaching of writing skills. Within this, staff then brainstormed ways to embed these skills within the support of the Distance Education model. Similarly with the High Expectations for All initiative, key staffing changes mid year were an inhibitor to some of our progress within this area. Despite these challenges Individual student writing samples and increases in students passing the minimum standards tests sooner in Stages 5 & 6 evidence school improvements in this area.

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">• All students who have engaged in the program and transition from Woniora Road have achieved Minimum Standards.	All graduating Yr 12 students have achieved HSC Minimum Standards in all three areas. The engagement of a specialist numeracy teacher through the Covid ISLP funding and the focus on writing within the Stage 5 English program were seen as key levers to achieving this. The updated assessment schedule with specialised targeted intervention also meant that students who were yet to meet the standards had more intensive support and growth in the needed specific areas.
<ul style="list-style-type: none">• Rolling 4 year average of students achieving top 3 bands in HSC results collectively from 2019-22 sees an increase to be above 40%.	The school's rolling 4 year average of students achieving top 3 bands in HSC results collectively from 2019-22 has increased to be at 47%. The additional support provided to Stage 6 students by both the specialist Maths teacher and the Stage 5 English teacher was identified as the main reason behind this progress. Additionally, supervising teachers have both engaged

<ul style="list-style-type: none"> • Rolling 4 year average of students achieving top 3 bands in HSC results collectively from 2019-22 sees an increase to be above 40%. 	<p>in HSC Professional Learning and facilitated closer relationships and more face-to-face sessions for students with Sydney Distance Education teachers.</p>
<ul style="list-style-type: none"> • The 'transitions and continuity of learning' element is assessed at excelling. 	<p>In the school's 2022 self-assessment process the 'transitions and continuity of learning' theme as well as the whole Learning Culture element was assessed at excelling.</p>



Our annual presentation programs recognise and celebrate our Students' achievements

Strategic Direction 2: Supporting Families, Supporting Attendance

Purpose

To continuously evolve and measure school based approaches that facilitate attendance and engagement. The school will strive to ensure families are equipped with the necessary support and resources to both expect and experience educational success.

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.

- Use of Data to Inform Practice
- Innovative Student Engagement and Parent Support Programs

Resources allocated to this strategic direction

Aboriginal background: \$2,911.31

Professional learning: \$5,470.00

Socio-economic background: \$1,595.00

SSP quality teaching support: \$14,200.00

Student support officer (SSO): \$47,860.00

SSP supplementary funding: \$14,950.00

Summary of progress

The Data Skills and Use initiatives implemented centered around establishing the 6 star wellbeing survey (to quantitatively measure student wellbeing), reinforcing the practice of an 'Attendance Data Wall' to track individual attendance trends and review our Personalised Learning Plans for Aboriginal students. What worked well was the high level of student participation in the survey, as well as staff reporting high utility from the individualised attendance percentage bands now produced by Scout. This has led to staff teams having both more quantifiable and up to date measures of both student attendance and overall wellbeing. With the refined PLPs the school saw increased participation in the process from students ultimately resulting in accessing resources through the ACLO, however in individual cases chronic disengagement was still a significant barrier for students to meaningfully engage. To continue our improvement in 2023 we will consolidate the practice of using the 6 Star Wellbeing data and look to incorporate it into Personalised Learning Plans. The school will also refine the 'Attendance Data Wall Process' to be down solely within Scout and within class teams with the support of the SD2 leadership team.

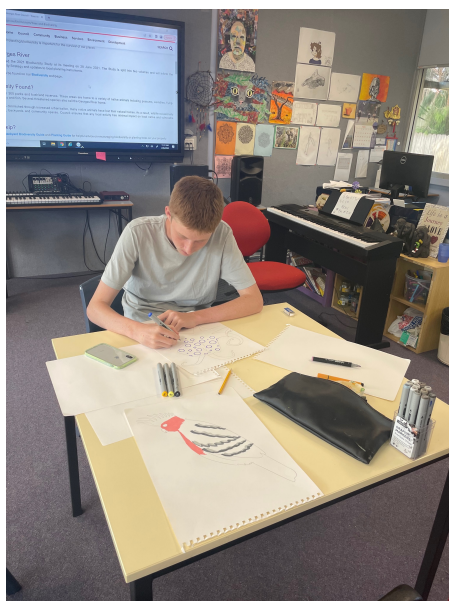
The initiative of Innovative Student Engagement and Parent Support Programs was chosen as a focus to address the ongoing complexity behind non-attendance, especially on the backdrop of the effect of the 'learning from home' period for our students whilst they were in their mainstream schools during the pandemic. To improve the practices and processes the school developed and launched a new attendance policy; and implemented the "Fun Committee" weekly events schedule. A new parent welcome pack designed to clarify school programs and build connection sooner was also planned but was yet to be finalised due to staffing resources. The most effective of these processes was the 'Fun Committee' activities which were identified in student voice surveys, and evidenced by participation, as being helpful for school attendance and engagement. The improvement seen has been evidenced by substantial increases in individuals student attendance, and student feedback in surveys indicate happier and more engaged students. To continue our improvement into 2023 we will look to consolidate this process.

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 > 90% of the time to be at or above 20%.	With a high turnover of students at the beginning of term 1, the number of students attending over 90% of the time was at 9.5%. By term 4 that number had increased to 14.5%. Moreover, the bulk of the students who had moved into the 90% and above bracket, had been below 50% in Term 1 and those that had fallen out of the group, were students preparing to transition post-HSC.. Attendance is at the centre of all programs within the school but in terms of initiatives instituted in 2022, the consolidation of the

<p>-Increase the percentage of students attending > 90% of the time to be at or above 20%.</p>	<p>'Fun Committee' and the advent of high frequency positive student-led events was identified by the students as a key driver of their specific increases in attendance.</p>
<p>-Increase the percentage of parents participating in the end of term review process at or above 80%.</p>	<p>The percentage of parents participating in the end of term reviews process across all four terms was 86.7%. This was chosen as progress measure as the review process is frequent, taking place every term, and is an opportunity for close collaboration with parents. The re-establishment of a digital newsletter, an e-booking system for the review meetings as well as high frequency informal phone contact were identified as the three main levers for having a high rate of parent participation.</p>
<p>-All students can set and identify their attendance goal within their semester 2 PLSP. 60% of students can reach this goal.</p>	<p>New students and highly disengaged students were still unable to identify an attendance goal. For those that could identify their goal, the majority of those (around 70%) could reach their goal. The link between goal setting and attendance and wellbeing has become more evident, and staff found that often upon entry into the school student health was often a barrier to goal setting. Modifications were made to resources to lighten the emotional weight of goal-setting and in some instances was successful in having initially reluctant students engage in setting targets for themselves.</p>



Student engagement is a key focus

Strategic Direction 3: Maximising Wellbeing to Maximise Learning

Purpose

To refine and hone the school's programs and interventions which provide students with the necessary tools, education and support to significantly improve all aspects of wellbeing. In doing so, this will reverse the impact of the range of complex mental health issues which have significantly impacted on their physical, social, emotional and academic development prior to enrolment in the school.

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 Programs
- Multidisciplinary Wellbeing Teams

Resources allocated to this strategic direction

SSP supplementary funding: \$84,092.00

Professional learning: \$1,094.00

Socio-economic background: \$5,500.00

Student support officer (SSO): \$48,422.00

Summary of progress

Wellbeing programs was (and will continue to be) a dedicated focus for school improvement, especially with a large proportion of new students who had faced significant wellbeing challenges within school following the upheaval of the previous two years. To improve offerings to these students, the Occupational Therapist's sensory modulation program was consolidated and expanded, including converting the Ngarra Wellness space into a 'sensory modulation' learning space. The school also trialed a 'Biofeedback" HeartMath program to increase student interest in emotional regulation through breathing. For the wellbeing programs outside of Occupational Therapist led programs, The Duke of Edinburgh program was expanded to include the first ever 'Adventurous Journey' and the Burn2Learn Stage 6 program was expanded to include Stage 5 students. Student participation and uptake of these programs was pleasingly high, and those participating frequently saw significant improvements with their wellbeing, especially in areas of belonging and safety. Challenges to our progress were managing the resources (particularly physical space and time) and perceived scarcity of these, so that Academic goals were still met. To continue improvement in 2023 the school will focus on consolidating and expanding the sensory modulation program, and begin using the 6 Star Wellbeing Survey Data to better track the positive effects of these programs.

The Multidisciplinary Wellbeing Team for 2022 comprised an Occupational Therapist, Student Support Officer (social worker) and a School Psychologist. The weekly wellbeing and triage meeting process was refined to best utilise the expertise of support and ensure there was not a duplication of support. Referral pathways for teaching staff were also established so that there was clarity across the whole school of the specific wellbeing function each member of the MDT team had. Staffing changes earlier in the year meant that School Psychologist position was vacant for a period of time which posed some challenges, especially in terms of clarity of role and additional counselling that needed to be provided to students. This was not immediately rectified when a new School Psychologist joined the team as students expressed a preference for the more immediately familiar members of the team. By the end of the year these issues had been rectified. The Professional Learning and psychological education provided to staff by the MDT team better enhanced staff understanding and confidence in supporting students with complex mental health presentations in the classroom.

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
-All students can set and identify their wellbeing goal within their semester 2 PLSP. 60% can reach this goal.	Students participation in setting their wellbeing goals continued to vary significantly. There was significantly more success for both our older students and our students with high attendance rates in formulating their own wellbeing goals, and thus being able to identify this goal. Support and collaboration from both the Occupational Therapist and the Student Support Officer was instrumental in helping students with both creating and

<p>-All students can set and identify their wellbeing goal within their semester 2 PLSP. 60% can reach this goal.</p>	<p>identifying wellbeing goals. Processes were developed to feed their expertise and insights into the PLSP process.</p>
<ul style="list-style-type: none"> • Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging to be at or above 68%. 	<p>The school's Tell Them From Me survey in 2022 saw an increase in all three categories of Expectations of Success, Advocacy and Sense of Belonging from 2021. The proportion for this year was 75%.</p>



The weekly radio show on NBC FM is delivered by ours Students with support from the staff

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$12,565.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woniora Road 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"> • High Expectations for All • Use of Data to Inform Practice • Innovative Student Engagement and Parent Support Programs • Wellbeing Programs <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 the Stage 5 English program implementation. • employment of additional staff to support the HSC Minimum Standards and PAT assessment program implementation. • providing students without economic support for educational materials, uniform, equipment and other items for the Duke of Edinburgh initiative. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Increased participation and engagement across a range of school initiatives across the three strategic directions. These have led to improved student outcomes in attendance, wellbeing and academic performance.</p> <p>After evaluation, the next steps to support our students will be: A continuation of using flexible socio-economic background funding to supplement the initiatives of High Expectations for All, Use of Data to Inform Practice Innovative Student Engagement and Parent Support Programs and Wellbeing Programs.</p>
<p>Aboriginal background</p> <p>\$2,911.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woniora Road 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"> • Use of Data to Inform Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: The refined PLPs the school saw increased participation in the process from students ultimately resulting in accessing resources through the ACLO.</p> <p>After evaluation, the next steps to support our students will be: Consolidating the refined PLP process beyond the strategic direction team to all staff members.</p>
<p>Professional learning</p> <p>\$12,389.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Woniora Road School.</p>

<p>Professional learning</p> <p>\$12,389.00</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"> • High Expectations for All • Evidence Based Practices • Use of Data to Inform Practice • Innovative Student Engagement and Parent Support Programs • Wellbeing Programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Specific PL Courses for Teaching and Non-teaching staff according to their PDPs around; PLAN2, HSC Professional Learning, Youth Mental Health Support, Mental Health First Aid etc.) • Staffing Cover for Professional Learning. <p>The allocation of this funding has resulted in the following impact: Improvements in staff expertise and more evidence of effective teaching practices within the Woniora Road Curriculum Delivery. Staff report feeling more confident with complex mental health presentations and this in turn has lead to improved academic and wellbeing outcomes for our students, especially those completing the HSC and transitioning to post-school options.</p> <p>After evaluation, the next steps to support our students will be: Continued Professional Learning to consolidate effective teaching practices within the curriculum implementation at Woniora Road School. There will also be a focus on developing middle leadership within the staff team. Additionally, there will be continued Professional Learning initiatives in and around supporting the mental health of young people including programs developed by Project Air, Headspace and BeYou.</p>
<p>COVID ILSP</p> <p>\$17,307.00</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 specialist to deliver small group and one-to-one tuition. • providing targeted, explicit instruction for student groups in numeracy. <p>The allocation of this funding has resulted in the following impact: An increase in students completing the Numeracy Minimum standards prior to commencing Year 12. There has also been more students choosing and completing Maths in Stage 6.</p> <p>After evaluation, the next steps to support our students will be: To continue to partially fund the employment of a specialist maths teacher to provide targeted support, identified through the summative assessments.</p>
<p>SSP supplementary funding</p> <p>\$185,129.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Woniora Road 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"> • High Expectations for All • Innovative Student Engagement and Parent Support Programs • Wellbeing Programs • Multidisciplinary Wellbeing Teams

<p>SSP supplementary funding</p> <p>\$185,129.00</p>	<p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • Employment of an Occupational Therapist (0.8FTE) to develop and implement engaging and innovative wellbeing programs to support students with their learning • Employment of an additional Assistant Principal to act as an Instructional Leader in driving Strategic Direction 1 to support student growth and attainment outcomes. <p>The allocation of this funding has resulted in the following impact: The employment of two staff members who have led and driven the school's improvement in Strategic Direction 1: Student Growth and Attainment, and Strategic Direction 3: Maximising Wellbeing to Maximise Learning. Many of the school's gains in progressing towards it's improvement measures have been led by these two positions.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise the SSP supplementary funding to focus on improving initiatives within both Strategic Direction 1 and Strategic Direction 3.</p>
<p>Student support officer (SSO)</p> <p>\$96,282.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Woniora Road 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"> • Innovative Student Engagement and Parent Support Programs • Multidisciplinary Wellbeing Teams <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The implementation of 'Healthy Relationship' workshops for all students. • Additional targeted parental support for accessing external services and transition supports. • The support of recent graduates the formalised 'Year 13' programs • Additional wellbeing support for all students. <p>The allocation of this funding has resulted in the following impact: Improvements in engagement and participation amongst the parent population. The school had its highest rate of parent participation in the review process and parents report higher levels of interest in accessing external support services. Students have felt more supported and comfortable in transitioning from the school and the school has also had less incidents of student conflict and students report more feelings of connectedness and safety</p> <p>After evaluation, the next steps to support our students will be: Consolidation of the Healthy Relationship Workshops as an annual part of the engagement and wellbeing program. Providing more options for formal parent education (including youth Mental Health First Aid) presented by the Student Support Officer.</p>



Our Bunnings BBQs are run by Students, Staff and Parents / Care Givers who all give their time to help us raise funds

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	17	10	12	13
Girls	22	29	28	29

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.

Post school destinations

13 Students transitioned from Woniora Road School to post-school options throughout the year. Of these 13 students:

*15% have entered University courses in 2023.

*15% have enrolled and begun tafe courses.

*30% have gained employment.

Year 12 students undertaking vocational or trade training

The school had 10 students enrolled in Year 12 in 2022. 30% of these students successfully completed at least one TVET vocational course.

Year 12 students attaining HSC or equivalent vocational education qualification

The school had 10 students enrolled in Year 12 in 2022. 50% of these students completed a full HSC, while 30% completed a partial HSC. 20% will be returning in 2023 to complete their HSC as a part of a pathways program.



Our Student Representative Council (SRC) ensures all Students have their voice heard and are supported in their progression based on their specific needs

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	4.5
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	9.02

*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.

One provisional teacher successfully completed the accreditation process and is now at proficient level. Four other teachers are New Scheme Teachers who are accredited at proficient level and are all in the process of maintaining their proficiency. The remaining teaching staff are pre-New Scheme and were accredited at the start of 2018 and completed their five year maintenance cycle at the end of 2022.

In 2022, to build and sustain teachers' capacity to achieve key school priorities, professional development and training was interwoven into daily practice and staff development days. Staff meetings continued to provide professional learning for mandatory training including child protection, anaphylaxis management, and emergency care, as well as the NSW Education and Standards Authority (NESA) requirements and information. Specific courses undertaken by staff in 2022 as part of the school plan included:

- BTS Spark: Developing Your Personal Leadership
- SMH Schools Summit
- OLT Dyslexia and Significant Difficulties in Reading
- HSC Professional Learning
- High Impact Professional Learning
- Georges River College Middle Leaders program with the Queensland Educational Leadership Institute
- BlueKnot Complex Trauma training
- Growth Coaching
- Essential Leadership Communication
- KOIOS - Police Simulation Training
- Developing your Personal Leadership
- Connect Support Embed SSO Conference
- Suicide Postvention Guidelines
- BTS Spark: Engaging Parents

All learning from these courses was later distilled, contextualised and shared by participating staff and presented at staff meetings for the whole of the school staff.



A selection of our dedicated staff

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	293,044
Revenue	2,531,222
Appropriation	2,521,591
Sale of Goods and Services	1,323
Grants and contributions	6,937
Investment income	1,371
Expenses	-2,489,405
Employee related	-2,322,205
Operating expenses	-167,200
Surplus / deficit for the year	41,817
Closing Balance	334,860

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.

The school's budget is determined by need, with areas of expenditure being identified through the school's management plan. School targets are set and budgets are allocated to ensure that these targets are well-resourced. Action plans are devised to provide structure for the implementation of strategies to achieve school targets. Monies are allocated to pay for utilities, administrative programs, capital programs and extracurricular activities. The principal coordinates the management plan and the related school budget in conjunction with the staff.

As part of our financial management plan in 2022 funds were expended on:

- Additional teaching staff which will roll into 2022 to support achieving the goals of the new Strategic Improvement Plan.
- Additional executive staff and an Occupational Therapist through the Staffing Methodology Review.
- Two student-led mural projects completed in collaboration with local artists.
- An upgrade on outdoor learning spaces.
- Specialist Arborist reports on Tree Safety and Ibis infestations.
- Above normal levels of tree pruning to support Ibis relocation.



One of our student-led mural projects which adds colour to the school

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	0
Equity Total	15,660
Equity - Aboriginal	2,911
Equity - Socio-economic	12,749
Equity - Language	0
Equity - Disability	0
Base Total	1,769,961
Base - Per Capita	20,285
Base - Location	0
Base - Other	1,749,676
Other Total	687,090
Grand Total	2,472,711

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.



The new shade sail over one of our outdoor break out areas

2022 Parent Response

Our son was referred to Woniora Road School due to his mental health issues that precluded him from attending a mainstream school. It was a 12 month journey to work with our son to enable him to attend the School. This was only possible because of the School Principal's and the School's patience, creativity and innovation in and around building a rapport with our son to engage him in attending the school. Staff members went out of their way to prepare a video of the school, which helped our son enormously to want to walk into the school grounds. Once he was there he didn't want to miss a day of school because he enjoyed the environment of Woniora Road School.

There were many opportunities for our son to logically extend and challenge himself. He was able to benefit from the broad range of individualised supports available, for example public speaking, occupational therapy support and transition support.

Attending Woniora Road School saved our son. It allowed him to regain his self-confidence and belief in himself and others. It was just what he needed to be able to re-engage with others and become more independent. These results were only possible because of the staff at Woniora Road School. Their teaching methods and because of class sizes they are able to provide the attention to students with special needs. The dedication and caring attitude of the staff was a major factor in the success our son achieved at the school. We are most grateful to the staff for their hard work, positive energy, inspiration and support.

- Parent of Graduating Year 12 student.

2022 Student Response

I started out at Woniora Road School in the later part of 2020. It was a bit of an adjustment, seeing as I hadn't attended any school whatsoever for the better part of a year. I was surprised to find how involved the teachers and the staff were when it came to the wellbeing of the other students - I, along with a not insignificant number of students, I'm sure, had never experienced this kind of supportive environment before. The therapy dog also helped.

Despite many difficulties and setbacks, I managed to finish Year 12 and complete my HSC. There was support at almost every step along my education. If I needed help with a subject, I could ask a teacher. If there was no on-site help available, the teachers would coordinate sessions with teachers from distance ed. They'd encourage me to socialise with my peers outside of the classroom, and though I was apprehensive at first, I eventually grew to enjoy some of their company. I genuinely believe that Woniora helped me find enjoyment in going to school and life as a whole. Without the support of all the teachers and staff, I doubt I would be where I am today.

I left Woniora at the end of 2022, having finished my tenure as school captain, thoroughly exhausted and ready to kick Year 12 into the gutter. I can't say I enjoyed Year 12, but I can't say I don't miss some of it. I enjoyed playing the highly skilled instrument known as a 'cowbell' in the school band. I enjoyed having sessions in the gym, and enjoyed most of Bronze Duke of Ed camp before I found out my childhood asthma was less childhood than I thought. Above all else, I remember the friends I made and the teachers and staff I met along the way. Some of the people I met I still talk to even after graduation. I'm happy to say that I am currently pursuing a Bachelor of Science at UNSW. I still wish I could have taken the therapy dog with me though.

- Angela, 2021-22 School Captain.



Staff and students celebrating diversity and inclusion on 'wear it purple' day

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.

Other School Programs (optional)

Community Radio

The community radio engagement program, which is the result of a long-standing partnership with local community radio station 2NBC 90.1FM, continued to run every week in 2022. Students produced a weekly radio show which was then broadcast by the station on Wednesday mornings to the south and inner west of Sydney. The program provided students with an opportunity to develop their public speaking skills by reading community announcements prepared by the station and by sharing their interests and opinions in on-air discussions. Students also shared the role of hosting the show, where they learn to operate recording software and equipment while developing their leadership, teamwork, and time management skills. By participating in the program, students were also able to form social connections with students and staff in a safe, relaxed and fun environment. In 2022, several students who were new to the school were welcomed into the program and were able to make friends and become more comfortable with staff and engaged at school.

Stage 5 English

The Woniara Road School Stage 5 English Program was initially implemented in 2021. The program replaced Year 9 and Year 10 student's Sydney Distance Education High School English curriculum with a bespoke English program that

provided rich learning experiences to all learners. The resounding success of the 2021 program was built upon and further developed in 2022.

An additional one-year cycle of face-to-face, explicit and interactive literacy lessons were designed and implemented in 2022. Woniora Road had used student literacy testing and direct feedback to identify the challenges and needs of learners in the highly specific Woniora Road context. The program identified the gaps in literacy that many Woniora Road students have developed due to earlier periods of school refusal. The program was designed to address these gaps whilst still providing all students with a learning experience centred on high expectations.

In 2022 a series of four units were created that provided a mainstream curriculum to SSP students. The units included a novel study, a Shakespeare study, a creative writing unit and a unit on media literacy. The program contained adjustments for each of the student's unique needs but also replicated a mainstream schooling experience. Face-to-face lessons were delivered thrice weekly and students experienced learning unlike the rest of their distance education learning.

The lessons were interactive, discussion based and fluid. Students had the opportunity to engage in a variety of activities in order to meet the learning outcomes for each lesson. The program had a strong focus on functional literacy practices in listening and speaking, reading, writing and representing and the learning community was built upon trust and led by students' interests, which supported analytical, higher-order reading and writing practices. Students had the opportunity to encounter and respond to a wide range of texts and in turn developed the ability to create their own texts.

Throughout the English LIVE Stage 5 program, students planned and created analytical essays, multi-modal presentations, newspaper reports and their own works of creative fiction. Students spent time dissecting the writing/creative process and developed a deeper understanding of their own learning.

Each student was supported to strengthen their literacy skills and hone their skills to become an independent learner. The Stage 5 students who successfully completed the program in 2022 are now better equipped to meet the rigours of Stage 6 studies in 2023.

Duke of Edinburgh

The Duke of Edinburgh's International Award is an internationally recognised program for young people focused towards building their skills to equip them for life, to challenge them physically and mentally and to improve their employment opportunities. Woniora Rd School has successfully finalised its first term as an official Duke of Edinburgh Award Centre in 2022, with two high school recipients receiving their Bronze Award. Our two amazing students not only made a huge commitment for themselves and their families, but they travelled into uncharted territory and represented our school in their local communities with respect and purpose.

Some of the highlights of their chosen pathways included: Students working for an elderly home providing the residents with their companionship, offering quality conversations and cheer with the residents to hopefully make them feel less lonely. Community Radio sessions where the student produced a ten minute segment each week on various topics relating to the ocean, that he felt passionate about sharing with the community. A student utilising their sewing techniques to make quality rescue pouches for baby animals that have been found without a mother and brought to WIRES animal rescue shelter. These are just some of the examples our students had committed between three to six months.

To finalise receiving the Bronze Award, students had to attend an Adventurous Journey (AJ) that really challenged them physically, brought them together through teamwork and tested their organisation skills. Students endured two days of hiking and stayed a night in the rugged hills of Somersby National Park, NSW. Our school has received their official Bronze Awards and we look forward to presenting them to the students with great pride and merriment. We look forward to presenting the challenge to a new cohort of students in 2023 and see what interesting stories and adventure come alive.

Senior Students Burn 2 Learn:

As the year came to an end in 2022, the Burn 2 Learn program continued to engage our senior students in High-Intensity Interval Training (HIIT) for a period of two sessions per week. With students motivated to attend these sessions, this indicated to staff that our program was successful. Students reported that the sessions were fun, and that it offered a good break from their previous classroom activities. Some reported that it motivated them to do more physical activity outside of school hours because they could feel the benefits of exercise.

The Burn to Learn program is a HIIT session designed for stage 6 students that incorporated a 10 minute workout in total, where students exercised intensely for 30 seconds followed by 30 seconds rest.

As the year unfolded and students became accustomed to the same exercises provided by the Burn to Learn founders, the PDHPE Teacher started to incorporate a different range of exercises and using gym equipment in an effort to keep the program interesting and engaging. We used light weights, weighted balls, battle ropes, a treadmill and rowing

machine as well as boxing equipment. Students started to expand their understand of how to use common gym equipment and they remained engaged through-out the year.

In 2023 we aim to maintain the same strategies to engage our students and keep providing opportunities for students to exercise through using the Burn to Learn model.

Room 13

Participation in the Room 13 music program this year has allowed students to work on a wide range of music making techniques including songwriting, composition, beatmaking, digital audio production and live recording across multiple instruments including voice, guitar, keyboard and drums. Students have written, recorded and produced original music across many genres including Rock, Alternative, Indie, Punk, Instrumental Hip Hop, Beats, Pop, World Music and EDM. Students are encouraged to pursue any style of music that they are interested in, and to develop that sound throughout their own work. Throughout 2023 we will be building students musical skills and knowledge of recording techniques, while working toward creating a collection of completed songs and audio recordings. We will compile the finished recordings into a compilation album which will be compiled and released on Bandcamp towards the end of the year.

Music Program

Woniora Road School's weekly music program returned to a more consistent onsite experience in 2022 following a move to online sessions during 2021's lockdown. The program continued to encourage students to participate in musical activities such as guided song writing, collaborative playlists, instrument lessons, recording and live performance. Students gained confidence through self-expression on an instrument of their choice, with engagement and attendance increasing due to student participation in the program. Music sessions have proven effective in building rapport with newly enrolled students, with one-on-one sessions offering a more personalised experience tailored to a student's individual needs and interests. These sessions aim to reduce anxiety, build self-confidence, and support emotional expression through sharing and performing music. Woniora Road School also ran sessions for two school bands formed by students that encouraged social interaction and inclusiveness. Bands would meet on Friday afternoons to collaborate on cover songs picked by students which are then performed at school assemblies and a performance at the end of year school formal. For 2023 the school has engaged an external music therapist to expand the program.



The Mural at our front gate being painted in collaboration with Dharawal Country artist David Cragg