

2022 Annual Report

Sir Eric Woodward Memorial School



5675

Introduction

The Annual Report for 2022 is provided to the community of Sir Eric Woodward Memorial 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.

School contact details

Sir Eric Woodward Memorial School

Ayres & Acron Rds

St Ives, 2075

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School vision

We are growing together and learning for life. Every student in our school is known, valued and cared for and will be nurtured to continually improve and be challenged in a safe environment to learn.

School context

Sir Eric Woodward School (SEWS) is a K-12 school in St Ives and is part of the Pittwater Network of schools. The school offers both on site and distance education to meet the needs of a diverse student population.

The school is supported by a committed parent body and local community members. We set high expectations in a safe and supportive environment to ensure all of our students can reach their full potential. We prepare our students for rewarding lives by delivering positive and engaging learning experiences enabling them to achieve the best outcomes for success at school and beyond.

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 ensure teachers use effective assessment and data informed practice to improve student outcomes in literacy, numeracy, communication and curriculum based skills for 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.

- Effective Assessment
- Use of data to improve practice

Resources allocated to this strategic direction

SSP quality teaching support: \$13,936.82

Literacy and numeracy: \$4,411.31

QTSS release: \$7,067.00

Professional learning: \$2,510.00

SSP supplementary funding: \$5,673.45

Summary of progress

Throughout 2022, the school focused on trialing the departmental platforms Plan 2, literacy and numeracy progressions/precursors and The Communication Passport. These were deemed the most suitable assessment tools to use at Sir Eric Woodward moving forward. A number of changes were implemented. The school focused on providing support for teaching staff to engage in professional learning throughout the year. This included strategic planning of release time, whole school regular updates, and reporting by executive leaders. Additional release time ensured regular timetabled periods to ensure forward progress.

Staff have increased their skill level and knowledge across the trialed assessment platforms through participation in high impact professional learning. This is evident because targeted staff have successfully demonstrated effective assessment and data collection using the appropriate departmental platform. The effective use of these platforms has provided a more structured approach, ensuring informed assessments to increase student outcomes in literacy, numeracy and communication.

School priorities for 2023 are expanding the use of departmental assessment platforms across the school and using these platforms as additional tools to inform personal learning plans, increasing student outcomes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Introduce departmental platforms for assessment - PLAN 2 Literacy and Numeracy Progressions and Precursors, Assessment for Complex Learning trial - The Communication Passport, to selected classes.• Trial how assessment tools can inform selected student personalised learning plans.	<p>DoE platforms for assessment were introduced to targeted classes at SEWS. Plan 2 Literacy and Numeracy progressions and precursors and the Assessment for Complex Learners - Communication passport was trialed to determine suitability.</p> <p>Targeted classes trialed the use of Plan 2 for literacy and numeracy assessment. Recorded assessment data was used to inform class programming, personal learning plans and ongoing adjustments. In addition, targeted classes participated in the Assessment for Complex Learners trial utilising the Communication Passport assessment tool to map individual learning progress.</p>
<ul style="list-style-type: none">• Trial High Impact Professional Learning about departmental platforms for assessment with a targeted group of teachers.	<p>High impact professional learning from the Assessment for Complex Learners team was undertaken by targeted teachers. This included, video tutorials on Microsoft Teams, engagement in Q&A sessions and statewide focus group on feedback. Assistant Principals supported professional</p>

• Link new knowledge base about assessment with classroom practices in literacy, numeracy and communication.

learning introductory sessions on Literacy and Numeracy progressions/precursors and the use of Plan 2 for tracking student progress.

Knowledge gained from professional learning was integrated into the teaching, learning and assessment cycle to improve student outcomes in literacy, numeracy and communication.

Strategic Direction 2: Student Wellbeing

Purpose

Support all of our students to connect, succeed, thrive and learn with confidence. There will be a planned approach to developing whole school wellbeing processes that support positive behaviour and high levels of wellbeing and engagement.

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.

- Positive behaviour
- Approaches to enhance student wellbeing

Resources allocated to this strategic direction

QTSS release: \$14,202.93

SSP supplementary funding: \$10,500.00

SSP quality teaching support: \$20,000.00

Summary of progress

In 2022 the school introduced a small number of targeted wellbeing strategies.

Changes in the school as a result of these strategies include documented evidence that Ziggy (therapy dog) has had significant positive effects on students' learning goals across several Key Learning Areas. Data has shown 70% of targeted students had increased confidence when reading aloud to Ziggy and improved verbal and non-verbal (Key Word Sign and Augmentative) communication skills. 95% of students have demonstrated increased and sustained engagement in learning when Ziggy is present.

The Life Skills Go program has been used daily in 80% of face-to-face classes, in particular, the emotional check-in function which monitors students' well-being and willingness to learn. This has been a success. The success data has been accessed through the teacher's dashboard, which collates student data within the program.

Three color-coded PBL signs (Safe - Respectful - Learner) have been erected in the school's playgrounds. This has been a successful visual support for students, promoting positive behaviour at school and reducing behavioural issues in the playground during break times. This has supported explicit teaching of the PBL core values- safe, respectful, learners in the playground.

Throughout the year, staff have been provided with several professional learning opportunities. In Term 1, 100% of teaching and support staff engaged in a Life Skills Go presentation which explained how the program can best support students and how to collect progress data. In Term 3, 100% of teaching staff engaged in high quality professional learning which emphasised the PBL core values and best teaching practices. This has led to successful outcomes in the playground. All teaching staff on the well-being team have completed the online Positive Behaviour for Learning tier 1 course and all support staff on the team have completed the introduction PBL tier 1 course.

The school focus for 2023 will be the addition of explicit teaching of PBL core values in the classroom and expanding wellbeing strategies in distance education.

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">• Face to face students will begin to engage with positive behaviour expectations - safe, respectful, learners, through explicit teaching practices in the playground.• To introduce students in distance	All face to face students have shown an early understanding of the PBL core values safe, respectful learners. Explicit teaching of PBL core values has been implemented on the playground. This has been reinforced with the use of Key Word Sign and visuals. Improved teaching practices and the PBL signs installed in the playground have given students clear directions as to what behaviour is expected.

<p>education to positive behaviour expectations - safe, respectful, learners, through explicit teaching practices in their learning environment.</p>	<p>Positive behaviour expectations were introduced to distance education students. The classes have shown a growing understanding of promoting positive interactions and relationships as safe, respectful, learners. This has been identified during student social Zoom calls and by the increased engagement in teaching and learning programs and from tutor feedback. This has also been evident through safe and respectful participation in the school band and at special events throughout the year.</p>
<ul style="list-style-type: none"> • Introduce a small number of targeted well being strategies including Therapy dog and LifeSkills Go, to support student engagement and positive relationships • Staff will begin to engage in High Impact Professional Learning to support identified student wellbeing strategies 	<p>Our school has focused on the following researched based wellbeing strategies in 2022 - therapy dog and Lifeskills Go programs.</p> <p>The therapy dog program has continued to offer emotional, social and educational support for students across all school settings. This year Ziggy has been integrated into selected students' educational programs to support engagement, continued focus and student wellbeing. Specific examples include, increased student motivation to communicate with Ziggy using augmentative and alternative communication technology and/or key word sign.</p> <p>The Lifeskills Go program has been used in classes as part of the morning routine to gauge and respond appropriately to student wellbeing. The emotional checkin tool allows students to identify how they are feeling, resulting in students receiving tailored and timely support to engage in learning.</p> <p>This year, the majority of teaching and support staff engaged in several professional learning opportunities. This has developed their PBL teaching and learning practices, and expand their knowledge of the Lifeskills Go and therapy dog programs. Students have demonstrated a high level of engagement in all aspects of the targeted wellbeing programs.</p>

Strategic Direction 3: Successful transitions and personalised pathways

Purpose

To develop and support enhanced systems and practices across the school. To focus on transition programs to maximise success at school and beyond.

Initiatives

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

- Effective collaboration
- Successful transitions

Resources allocated to this strategic direction

SSP quality teaching support: \$15,000.02

QTSS release: \$14,068.28

Summary of progress

During 2022 procedures to support the transition processes at SEWS were developed, refined and trialed. High impact online professional learning on Workplace Learning policy was undertaken by teachers supporting students participating in Work Experience programs. The school team met, collaborated and determined the most effective ways to transition senior students to post school and primary students to high school. The school produced 48 new life skills videos, which were shared with other schools. Seesaw activities including pre and post assessment tasks, based on these videos, have also been created and shared across the wider school community. The 'Reach out' program was trialed by the school to transition students from primary to high school. All year 12 students have an Individual Transition Plan. Work experience options were explored and offered to students, with 3 students undertaking work experience in 2022.. Resources including social stories and videos were created to support internal class transitions.

Several changes were made at the school as a result of professional learning and the review, refinement and development of resources. These were the introduction of the Reach Out program as outlined above, new work experience processes and procedures in line with the new policy and the development of instructional videos to support transitions.

The introduction of instructional videos was a positive and innovative project that was shared broadly among distance education schools with positive feedback. Seesaw posts at SEWS and returned tutor instructions for DE students demonstrated the students enhancing their life skills by watching the videos and completing the written activities to support transition.

The school focus for 2023 will be to engage with any new community support providers as part of the school to post school transition. Additionally, the school will increase collaboration with stakeholders including students, families, therapists/ medical teams, Support Teachers Transition, behaviour teams, NDIS service providers and other Department of Education staff to strengthen the transition processes at SEWS.

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
• Introduce a variety of procedures to support the transition processes for	Transition videos and social stories were created for students transitioning to SEWS. Life Skills resources, including written activities with

<p>SEWS students.</p> <ul style="list-style-type: none"> Investigate stakeholders integral to collaboration for effective transitions including students, families, therapists/ medical teams , Support Teacher Transition, behaviour teams , NDIS service providers and other DoE staff. 	<p>accompanying videos for students accessing Life Skills were created. 48 life skills videos and written activities were created and shared with our senior students to support them develop essential life skills and prepare them for post school.</p> <p>Support Teacher Transition (STT) contact list for across NSW updated to support DE transitions.</p> <p>High impact professional learning was conducted through the year to introduce new resources to staff. Staff supporting students with work experience completed the mandatory PL on Workplace Learning Policy and Procedures which came into effect on 10th October 2022.</p> <p>Transition surveys finalised.</p>
<ul style="list-style-type: none"> Identify the internal and external transition expectations for all students at SEWS. Determine the processes and plans required for successful transitions. 	<p>Internal and external transition expectations were determined. 100% of year 12 students had an Individual Transition Plan, outlining their goals. 100% of year 6 students who were moving to another setting for high school had strong transition plans in place to support them to move to high school. Transition surveys were finalised and will be sent to parents to review and better inform transitions out of SEWS. Timetabled transition timelines were reviewed to improve internal transitions in 2023.</p> <p>The transition resources were presented by all Team Members at the varied SDD on 18/10/22. The resources created include social stories, life skills videos, visual stories and written activity. The transition resources were also shared with other schools at the DE Leaders conference and the DE Special Education conference in September 2022.</p>

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$4,411.31</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sir Eric Woodward Memorial School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Assessment • Use of data to improve practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Students provided with access to additional literacy and numeracy resources. Staff have undertaken professional learning on the new K-2 Mathematics and English Syllabus ready for implementation in 2023. Staff have collaborated with other SSP's to develop resources for new K-2 Mathematics and English Syllabus including programs and scope and sequence documents.</p> <p>After evaluation, the next steps to support our students will be: In 2023 staff will continue to undertake professional learning and have opportunities to collaborate widely to support the implementation of the K-2 syllabus. Teaching staff will use new programs and scope and sequence documents to support the explicit teaching of literacy and numeracy skills.</p>
<p>Professional learning</p> <p>\$27,721.06</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 Sir Eric Woodward Memorial School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Assessment • Use of data to improve practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • High impact professional learning focusing on literacy, numeracy and assessment. • CPR and Anaphylaxis face to face training with Royal Life Saving Australia. • Professional Learning with Epilepsy Australia in seizure management and administration of emergency medication. • Professional learning in the administration of prescribed medications to support student health at school. • School Learning and Support Officers training in Health Care Procedures to support students with complex health conditions at school. <p>The allocation of this funding has resulted in the following impact: Specific, targeted learning and practices have deepened. Reflecting fluency, speed and accuracy in reading. Team teaching opportunities have been provided to focus on numeracy across the school. Staff are trained to support students in case of a medical emergency and in managing day to day health conditions and the administration of medication.</p> <p>After evaluation, the next steps to support our students will be: Programs and professional learning experiences targeted towards supporting students specific needs and PLP related goals.</p>

<p>Socio-economic background</p> <p>\$36,445.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sir Eric Woodward Memorial 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Access to all educational opportunities for students who require financial support.</p> <p>After evaluation, the next steps to support our students will be: To provide support for students to access resources as required.</p>
<p>Aboriginal background</p> <p>\$7,101.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sir Eric Woodward Memorial 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Additional support provided in literacy and numeracy for Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: Continuing in 2023</p>
<p>English language proficiency</p> <p>\$5,006.30</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sir Eric Woodward Memorial 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"> • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Classroom observations and other data indicate improved communication skills for EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on communication through PLP goals.</p>

<p>QTSS release</p> <p>\$42,405.85</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sir Eric Woodward Memorial School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Assessment • Use of data to improve practice • Positive behaviour • Approaches to enhance student wellbeing • Successful transitions • Other funded activities <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: High impact professional learning opportunities provided to support literacy, numeracy and communication and collaboration time for staff.</p> <p>After evaluation, the next steps to support our students will be: Continued focus in 2023.</p>
<p>COVID ILSP</p> <p>\$42,315.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Frequent small group literacy interventions across the classes. The impact was to increase teacher awareness and implementation of specific programs targeted at fluency and vocabulary to improve overall improvement in reading comprehension. Increased teacher awareness of the need for daily recording of fluency and implementing strategies to teach vocabulary continue to be priorities and link firmly to the new curriculum reform and the importance of literacy in English and mathematics.</p> <p>After evaluation, the next steps to support our students will be: A continuation of small group interventions with an emphasis on a minimum of 3 lessons per week. An emphasis on implementing the new K-2 syllabus.</p>
<p>SSP supplementary funding</p> <p>\$540,174.12</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sir Eric Woodward Memorial School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Assessment

<p>SSP supplementary funding</p> <p>\$540,174.12</p>	<ul style="list-style-type: none"> • Positive behaviour • Approaches to enhance student wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of external support services including the engagement of dedicated specialists to address areas of specific student need • additional staffing to improve curriculum implementation • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. • release time for staff to support teacher mentoring <p>The allocation of this funding has resulted in the following impact: Increased individual and small group time to focus on achieving PLP goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to use SSP funding for additional support to students at SEWS.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	53	54	54	56
Girls	24	26	26	23

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.

Year 12 students undertaking vocational or trade training

N/A

Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students completed a Higher School Certificate with life skills outcomes.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.37
Teacher Librarian	0.2
School Administration and Support Staff	9.21

*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	1,019,737
Revenue	5,332,489
Appropriation	5,063,395
Sale of Goods and Services	2,725
Grants and contributions	257,228
Investment income	9,141
Expenses	-4,909,676
Employee related	-4,123,979
Operating expenses	-785,698
Surplus / deficit for the year	422,813
Closing Balance	1,442,550

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	0
Equity Total	48,554
Equity - Aboriginal	7,102
Equity - Socio-economic	36,446
Equity - Language	5,006
Equity - Disability	0
Base Total	1,939,613
Base - Per Capita	73,237
Base - Location	0
Base - Other	1,866,377
Other Total	2,721,782
Grand Total	4,709,949

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.

Parent/caregiver, student, teacher satisfaction

Sir Eric Woodward School teaching staff were surveyed as part of the Tell Them from Me, Focus on Learning Survey. The Tell Them From Me is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture student, parent and teacher voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement. Survey data concluded that Sir Eric Woodward School performed above the NSW Government norm in 7 of the 8 Drivers of Student Learning. These drivers are leadership, parent involvement, inclusive school, technology, teaching strategies, data informed practice, learning culture and collaboration. Data informed practice was the driver that fell just short of the NSW Government norm. This is a focus area for the school improvement plan.

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.