

# 2022 Annual Report

## Woollahra Public School



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# Introduction

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

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

## School contact details

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Woollahra Public School

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Woollahra, 2025

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## Message from the principal

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### To the Students

In putting together the 2022 Woollahra Public School Annual Report, I write to the most important people in the school with some reflections and heartfelt congratulations. 2022 was a wonderful year! It was a year in which I saw you learn, grow and flourish in many different ways. It has been a pleasure to work with you, to see you learn, take risks and achieve the goal of being the best version of yourselves.

You have embraced all that is important at our school and in being a true learner- to be curious, creative, brave, persistent and collaborative. You have supported each other and contributed to our school community with friendship, care and kindness. I have loved sharing in your journey as you have discovered and embraced your passions. We have a school of thriving writers, scientists, mathematicians, readers, sports people, musicians, artists, debaters, public speakers, philosophers, historians, dancers and so much more. I've relished connecting with you as you explore those passions, find out about the world and contribute as the best young humans I know!

In writing this message, I want to congratulate you on all you have achieved in 2022. There are a number of foundations of great learning in my mind - knowledge, dedication and growth. You have built on these foundations right throughout the year. You have worked hard every day to build on your knowledge, learn new skills and approach that learning with a curious mindset. You have shown absolute dedication all along the way, even when you had to take a turn that wasn't easy. Finally, you have shown growth both in learning and in who you are as a person. Seeing you grow your character strengths is my joy and for this I am most proud.

To end the year, I want you to know some important things:

- **Because you matter**, I am proud of the way in which you have made so much progress from your own starting point;
- **Because you matter**, I am proud that you have found your unique passion for a long-term contribution to the world that only you can make;
- **Because you matter**, I am proud that you have embraced the opportunity to take on challenging tasks, make mistakes and return to try again so that you nurture the best character strengths you can;
- **Because you matter**, I am proud of the way you have contributed to our vibrant school community and ensured everyone is valued;
- **Because you matter**, I celebrate and congratulate you on all that you've achieved and who you are.

As Lewis Carroll wrote in *Alice in Wonderland*, Alice laughed: "There's no use trying," she said; "one can't believe impossible things." "I daresay you haven't had much practice," said the Queen. "When I was younger, I always did it for half an hour a day. Why, sometimes I've believed as many as six impossible things before breakfast.

My congratulations go to you for being aspirational and believing in the 'impossible things'. In doing this we embrace so many more possibilities. I'm looking forward to your next steps in 2023 with much anticipation.



## To the Staff

As truly dedicated and highly accomplished teachers, you are to be commended for your work throughout the year. You combine a guiding moral purpose that has students at its core with an enduring sense of caring and a goal of ensuring every young person in your care reaches their full potential. You are well supported by an equally committed team of administrative and support staff. Every day we are grateful for their caring work and propensity to go well above and beyond the call of duty.

## To the Parent Community

As a dedicated and supportive parent community, it has been a pleasure to work with you in 2022 as true collaborators. Together we have ensured the provision of the best learning possible for your children. My gratitude goes to you for the myriad of ways in which you support your child and contribute to the broader school environment. We appreciate and value your high expectations, encouragement, empathy and hard work in helping our team do the best possible job for your children. You are an integral part of the magic we create at Woollahra every day.

It is a privilege and honour to lead the community of Woollahra Public School. While it is impossible to capture the diversity of learning and achievement in any one document, this Annual Report shares a snapshot of our achievements throughout the year. It highlights the strengths of our school community and identifies our future directions. It is with a sense of optimism and pride that I ask you to celebrate our successes and reflect on our future goals as we look forward to 2023 and beyond.

***Ms Nicole Molloy - Principal, December 2022***

## Message from the school community

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I'd like to extend a warm and heartfelt thank you to our wonderful Woollahra community from the Woollahra Public School Parents and Citizens Association (P&C) for another incredibly successful year. Throughout the years, the Woollahra Public School P&C has been driven by one primary goal: to consistently promote the school's best interest. As a result, we bring parents, students, staff and community members together to create and run regular initiatives that make contributions to the school both financially and in kind. Each successful fundraiser has gone a long way in contributing to upgrade of facilities and purchase of equipment while simultaneously tending to the wellbeing of our children. These activities have built meaningful connections and rekindled community ties impacted by the pandemic experience of the last two years.

Another incredible asset to our school community is the Class Parent Network. Through this channel we promote our initiatives and sometimes provide helpful information to families who are new to the school. In addition, the P&C also manages the Uniform Shop which is entirely parent-volunteer based. Our committed volunteers not only drive fundraisers throughout the year, they keep the focus on bringing the community together at the forefront of our minds.

This year, our key events included a Parents' Night Out, an Election day BBQ, a Mother's Day cake and flower stall, a Father's Day coffee and donuts and our unforgettable Christmas in July extravaganza! This event magically transformed the playground into a vibrant wonderland made even more memorable with Santa Steve's visit, Ms Renate's delicious waffles and the world class performances from our Super Choir and bands. Not only were there hundreds of prizes and giveaways, most importantly, there were warm hearts, laughter and joy all around!

In 2022, we also looked outward to support communities beyond our local area. I'm proud of our efforts in contributing significant funds to our flood affected partner school, Woollongbar Public School on the north coast of NSW. To facilitate and encourage innovative thinking, the P&C also generously contributed to the school's outstanding Festival of Creativity and Thinking, which our children relished for three wonderful weeks. Last but not least, we're delighted to announce that the P&C has raised \$120 000 this year! Combined with previous years funds, we're pledging our fundraising proceeds towards the school's Playground Project, technology upgrades and other important resources.

Our success has only been possible thanks to a large number of people and businesses who have supported us throughout the year. They include our executive team, Ms Molloy, all class parents, the Uniform Shop, parent event volunteers, Helping Hands and the local business community. These businesses include Krash Magazine, YOTI Australia, Ray While Woollahra, Victor Churchhill and Di Jones Paddington. Finally, to all of the parents who have supported, donated, contributed and participated. We are here because of you. We are a strong community. We are Woollahra. Thank you for an incredible year.

***Sasha Mollison - 2022 Woollahra Public School P&C President***



## School vision

All members of our school community are empowered to reach their potential as learners and global citizens. Our learners will think deeply, have a strong sense of purpose and self-worth and embrace every opportunity. They will live the qualities of creativity, curiosity and bravery and foster high levels of emotional intelligence within a learning climate of possibility, imagination, innovation and ethical integrity.

## School context

Woollahra Public School has a proud and ongoing tradition of being an educational community built on excellence, high aspiration, innovative practice, a strong sense of community and ethical responsibility that guides all endeavours. As a public school of 720 students located in Sydney's eastern suburbs, the school celebrates our significant cultural diversity and values the perspectives and richness this diversity brings to our learning experiences. We acknowledge and honour the Gadigal people of the Eora nation who are the traditional owners of the land on which we meet each day and ensure our children understand the significance of this history.

All learning in our school is guided by a clear vision for learning that establishes the learning capabilities of bravery, curiosity, creativity, reflection, collaboration and persistence as central to our educational practice. We actively work to develop ethical, resilient, adaptive and emotionally intelligent students and teachers who play an active role in their own learning, strive for high levels of intellectual quality, embrace opportunities and have a strong sense of purpose. It is important that our students feel empowered and are equipped with thinking frameworks and open minded perspectives to understand their responsibilities as global citizens and be driven to affect positive change. Concomitantly, our goal is that our children will experience a strong sense of belonging, flourish with high levels of wellbeing and authentically live the attributes of empathy, compassion, integrity and respect. There is a trust across the school community that our daily practice is part of working for far greater goals that will set our students on a clear path to live long self-worth, accomplishment and the ability to reach their potential.

The school aims to achieve these goals with a strong focus on teacher quality and professional improvement, research informed practice, dynamic learning and wellbeing programs and a broad array of enrichment opportunities, enabling students to pursue their passions. We create a nurturing, safe and supportive learning environment that encourages our students and teachers to take risks and challenge themselves.

We work with other schools locally and more broadly on curriculum development, best pedagogical practice, wellbeing and building leadership capacity. Woollahra values and actively fosters our strong partnerships with parents, local community, professional industries and the wider community.





## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

The school leadership team and staff regularly use the School Excellence Framework to reflect upon and evaluate all aspects of practice, pedagogy and school operation. Using the framework as a consistent reference, there has been strong improvement across all elements and in each domain.

## Strategic Direction 1: Student growth and attainment

### Purpose

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To ensure all learners reach their potential learning growth, acquiring comprehensive literacy and numeracy skills to build strong foundations for individual academic success. Our students and staff will be self-directed and reflective learners who understand the learning process, know themselves as learners, set individual learning goals and respond to feedback as part of this process. Our educators will deliver high quality learning programs built on ongoing review of data, research informed pedagogies and framed by a culture of high expectations.

### Developing Visible Learners at Woollahra

### Deep Learning in English at Woollahra

### Reflective and Assessment Capable Learners at Woollahra

### Initiatives

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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.

- Building Visible Learners
- Numeracy Strategy
- Literacy Strategy

### Resources allocated to this strategic direction

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**Professional learning:** \$31,496.00

**QTSS release:** \$144,172.00

**Refugee Student Support:** \$387.68

**Integration funding support:** \$123,524.00

**Low level adjustment for disability:** \$188,602.80

**English language proficiency:** \$70,507.13

**Literacy and numeracy:** \$22,622.22

**Literacy and numeracy intervention:** \$68,952.60

**Literacy Strategy:** \$1,200.00

**Numeracy Strategy:** \$74,694.00

### Summary of progress

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Work to achieve the goals of this strategic direction was multifaceted with a focus on Visible Learning strategies, literacy and numeracy.

### Visible Learning Strategies

A focus on the school developed Learner Qualities of Bravery, Collaboration, Persistence, Curiosity, Creativity and Reflection continued with the aim of developing a deep understanding of these learning dispositions for all students and embedding them in goal setting, feedback and reflection. This was achieved through the use of the qualities in goal setting and student reflections as part of the mid and end of year reports. In 2023 work will be done on developing a continuum for each learner quality to facilitate a more comprehensive understanding and use of them in the classroom and to support a self-assessment process. We will also continue to work on learning resources to support explicit teaching of the qualities. Learner Qualities were included in success criteria for lessons with the success criteria regularly being co-constructed with students to ensure they were drivers of their own learning.

All staff participated in continued professional learning related to the use of learning intentions and success criteria to ensure students are clear about their learning, what they are aiming to achieve and how they will direct their own learning. The focus was on differentiation of learning intentions and success criteria with use of the Structure of Observed Learning Outcomes taxonomy framework and work was completed on co-design of success criteria with students to support clarity in learning. Staff worked collaboratively to apply their learning in the classroom and reported more meaningful and clear use of learning intentions and success criteria.

### Authentic and Purposeful Assessment

The school leadership team led the continued development of a whole school assessment plan to map strategic

assessment points throughout the year in each stage of learning to track and monitor student progress and analyse data trends to inform purposeful planning. Review took place of the types of formative and summative assessments being used across the school with the aim of putting more rigorous and consistent assessment practices in place. Progressive Achievement testing was trialled (Years 3-6) and the Year 1 Department of Education phonics screener was implemented. This provided greater clarity on student learning and progress. Use of NAPLAN and Check In Assessment data was streamlined and analysed with greater rigour to inform targeted and differentiated teaching to meet student learning needs. This work will continue in 2023 with consistent implementation of the whole school assessment plan and more in-depth data analysis to track student learning across the school.

## **Literacy Strategy**

In 2022 the school continued an extensive review of the teaching of reading. Staff engaged with professional learning in the main components of explicit reading pedagogy - phonological awareness, phonics, fluency, vocabulary and comprehension. Intensive work took place in improving direct instruction to enhance vocabulary both in reading and writing. This entailed the leadership team working with Department of Education literacy experts, collaborative professional learning with Rainbow Street Public School and ongoing collaboration within the school.

The Kindergarten and Stage 1 team continued with a focus on the explicit teaching of phonological and phonemic awareness. This occurred through consistent implementation of the synthetic phonics program Get Reading Right. Nine teachers completed professional learning workshops on explicit teaching of synthetic phonics and a range of teachers K-6 completed the Department of Education professional learning blended workshops on phonological awareness, phonics, understanding texts, fluency and vocabulary.

Extensive resource development occurred in 2022 with resources being put together to support classroom implementation of Get Reading Right. There was also extensive purchase and organisation of reading resources including guided readers, home readers, decodable readers and quality literature sets to ensure evidence-based and engaging texts are being used to teach reading in every classroom. Significant funds were spent both on the texts and administrative time for management of the resources. Digital reading resources were used over the period of home learning in Semester 2. Professional reading resources were purchased to support teacher learning in evidence based, effective teaching of reading.

Three teachers participated in professional learning through the Seven Steps writing program to support the development of explicit writing pedagogy in their classrooms. This resulted in a strengthening of teaching practice in their classrooms and the learning was shared with their teams. The stage 1 team trialled the Department of Education's Stage 1 Spelling Diagnostic Assessment in Term 1 and again in Term 3 to measure and track student achievement in spelling. Data from Term 1 was used to identify specific learning needs and this data was used to create targeted learning sprints for Term 2 and Term 3.

Continuation of a specialist literacy and numeracy coordinator role (FTE 0.6) supported the improvement of literacy and numeracy across the school. This role included coaching and mentoring of teachers including early career teachers, analysis of learning data, development of quality learning programs, intervention with small groups and individual students, leadership of assessment moderations, organisation of new resources, coordination of intervention programs and development of professional learning sessions. The coordinator supported instructional leadership development leading into the establishment of an Assistant Principal Curriculum and Intervention role (FTE 1.0) in 2023.

An extensive literacy intervention support program was implemented by a team of teachers and school learning support officers. It comprised learning support (K-6), English as a Second Language support and COVID Intensive Learning Support.

Literacy enrichment strategies catering for high potential students included differentiated programs within every classroom to provide students with access to complex texts, explicit teaching of textual concepts, advanced vocabulary development and higher order thinking. The school drama program which is a collaboration with Sydney Theatre Company facilitated teaching artists working in several classrooms as a rich professional learning opportunity for teachers and enabled advanced learning opportunities in response to texts studied for high potential students. The Woollahra Writers' Circle was implemented as a Stage 3 program to meet the needs of high potential students in the area of writing. Students engaged in an array of enrichment opportunities to develop their writing skills with outstanding results.

The Kindergarten team worked throughout the year to develop familiarity with the new K-2 English syllabus including building expertise in the research informing the syllabus, understanding the structure and components of the syllabus and planning programs. These programs were taught collaboratively with a responsive planning approach informed by regular assessment on a three week cycle. In second semester, a Curriculum Reform team was established in the school. Members of the leadership team participated in professional learning through a community of schools and then designed a professional learning program for all staff K-6 to build knowledge of the new syllabus in preparation for 2023 implementation.



## Numeracy Strategy

A numeracy instructional leader position was established (FTE 0.8) from Term 2. This position focused on working with all classes across stages 1, 2 and 3. The scope of the role included mentoring and coaching classroom teachers and co-teaching. The focus of this support was on working mathematically, problem solving strategies and practical mathematics investigations. Other aspects of the role included data analysis (Check In Assessment, NAPLAN, PAT testing and internal school assessments) to improve teaching practice, target individual learning needs and improve differentiation of learning programs.

Professional Learning in the introduction of the new syllabus was attended by members of the Curriculum Reform Committee. The focus of the workshop was an introduction to the K-2 Mathematics Syllabus. The second session was a focus on the newly released scope and sequences and sharing of the way schools have implemented the syllabus. Whole staff Professional Learning focused on completing online modules through myPL and NESA. Stage based discussions were held during and after these courses. Three sessions were held after school hours in Term 4. The focus of these were looking at the structure, practical applications and connections.

Stage 3 redesigned the Mathematics scope and sequence after participation in the Big Ideas professional learning in 2021. Members of the team combined topics in strands to reflect knowledge gained. Stage 1 and Stage 2 also revised their scope and sequence to reflect new learning and research.

Professional reading resources were purchased to support teacher learning in evidence based, effective teaching of numeracy. An audit of classroom numeracy resources commenced to increase student access to materials that support learning in numeracy.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving expected growth in <b>NAPLAN reading</b> to be at the school's target of 80.1%	Expected growth in NAPLAN reading could not be measured in 2022 as the NAPLAN tests were not conducted in 2020 due to the COVID-19 pandemic.
Increase the percentage of students achieving in the <b>top two bands or higher of NAPLAN reading</b> from 79.4% to 85.1%	81.91% of students in Year 3 and 82.91% of students in Year 5 achieved in the top two bands in NAPLAN reading indicating progress beyond the lower-bound target of 79.4% and towards the upper-bound target. These results are a 5.23% increase on the school's 2021 results, representing a significant improvement. 39% of Year 3 students and 34% of Year 5 students achieved beyond the top two bands in their year levels.
Increase the percentage of students achieving in the <b>top two bands or higher of NAPLAN numeracy</b> from 76.5% to 81.8%.	72.34% of students in Year 3 and 79.33% of students in Year 5 achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target of 79.4%. These results are a 2.5% increase on the school's 2021 results, representing improvement. 26% of Year 3 students and 32% of Year 5 students achieved beyond the top two bands in their year levels.
Increase the percentage of students achieving expected growth in <b>NAPLAN numeracy</b> to be at the school's target of 73.9%	Expected growth in NAPLAN numeracy could not be measured in 2022 as the NAPLAN tests were not conducted in 2020 due to the COVID-19 pandemic.
<p><b>Building Visible Learners</b></p> <ul style="list-style-type: none"> <li>Increase the number of students who can articulate the <b>Learner Qualities</b> that are important to effective learning, apply this knowledge to their learning development and can demonstrate knowledge and understanding of the <b>Learning Process</b>.</li> <li>Increase the number of students are able to articulate their learning goals in literacy and numeracy and identify the</li> </ul>	<p>Students K-6 have demonstrated increasing familiarity with the school established learner qualities and are consistently using these dispositions as a foundation for goal setting and regular reflection on their learning. Teachers are using a common language of learning and directing students to the process of learning as the priority in the classroom. Learner qualities are now a key component of the process of co-constructing success criteria.</p> <p>All teachers are using learning intentions and success criteria as part of their lessons and increasingly using frameworks such as the SOLO taxonomy to authentically differentiate.</p>

steps needed to reach the next stage in learning.

- Strengthened use of student assessment and data analysis to inform learning programs K-6 as reflected in programs, stage based planning, learning support planning, High Potential and Gifted Education planning and whole school analysis.

Ful implementation of the K-6 whole school assessment plan occurred in 2022. The range of targeted assessments used in each stage was expanded and new assessments were trialled with a focus on purposeful assessment to inform planning and to meet the needs of all learners. Stage based data analysis processes for tracking and monitoring student learning were improved significantly.



## Strategic Direction 2: Reimagining Learning

### Purpose

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To foster a community of learners who think critically and creatively across all aspects of educational endeavours. We will develop mindsets that put the capabilities of creative, critical, computational, collaborative and ethical thinking at the centre of learning. In doing so, we will design learning frameworks, environments and pedagogies that reimagine learning, ensuring learning for every learner moves well beyond the acquisition of skills and knowledge to embrace the core of what it means to be an agile, curious, creative and self-directed learner in a multitude of contexts.

Creative and Critical Thinking at Woollahra

Design and Inquiry Learning at Woollahra

### Initiatives

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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.

- STEM and Inquiry Learning Strategy
- Creative and Critical Thinking Strategy

### Resources allocated to this strategic direction

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**Creative and Critical Thinking Strategy:** \$78,350.00

**Professional learning:** \$34,137.00

**Literacy Strategy:** \$11,800.00

**STEM and Inquiry Based Learning Strategy:** \$139,636.00

### Summary of progress

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#### Creative and Critical Thinking Strategy

The Woollahra Festival of Creativity and Thinking was a special and unique initiative run for all students K-6. It formed part of our school's goal to ensure our children have opportunity to engage with rich learning experiences that foster innovative thinking and creativity. This year's festival celebrated and encouraged connection. The festival offered rich opportunities to reconnect to ourselves, others and our world through the pursuit of creativity. Immersion in creativity brings us closer together and helps us cultivate greater self-awareness. Fine tuning the ability to feel a creative connection helped develop our empathy and establish a deeper relationship between ourselves and the world. Over the course of the three-week event, a range of teacher led and expert community led workshops were offered to all students. Community expert led workshops provided unique learning experiences for our students including photography, art, writing, dance, film making, music, Science, Technology, Engineering and Mathematics (STEM) and more. The Great Debate was one highlight when our student and alumni debating teams showcased their critical and creative thinking skills as they debated important questions. A whole school art project was exhibited, staging a final piece from every student showing their exploration in making connections to self. A concert series celebrated all of our arts ensembles (band, choir, dance, rock bands) through daily performances. Creative Gifts were designed by a team of teachers for teachers to use as a classroom resource in developing students' critical and creative understanding and skills.

A key component of the festival was professional learning for teaching and non-teaching staff. The whole staff participated in a range of professional learning for the Staff Development Day at the start of the term. This included workshops led by creative professionals focused on visual arts, writing and photography. The school invested in a range of human resources to support the implementation of workshops. As well as being a rich learning experience for students, these workshops were professional learning opportunities for teachers where they had the opportunity to learn from experts and co-teach with colleagues. Teachers were provided with additional release time to join workshops in order to develop their skills in a diverse range of creative and critical thinking experiences. Specialised materials and equipment were purchased to allow for the implementation of workshops and creative gifts. These included resources to support work in the arts, technology and the use of quality literature. A very important part of the festival was connecting with our community through engaging them with workshops and sharing the learning. The festival was supported financially by the Parents and Citizens association and a Ministers Arts Recovery Grant from the NSW Department of Education Arts Unit.

The critical and creative thinking strategy included professional learning in School Drama. This program is a collaboration with Sydney Theatre company which engages teaching artists to co-teach with classroom teachers. The program facilitated a critical analysis and creative response to complex texts through drama strategies. Lessons provided



motivation and engagement for students during home learning and led to exemplary writing and improved levels of inferential comprehension.

The school's Philosophy for Children program continued in 2022 and involved the employment of a specialist philosophy teacher (FTE 0.2) to provide professional learning, modelled lessons and co-teaching opportunities K-6. The goal was to provide all students K-6 with explicit lessons in philosophy with a focus on critical and higher order thinking, debate and analysis. The program was successful in engaging students and teachers across the school and included weekly workshops for a group of students demonstrating high potential in philosophy.

The school continued work on implementation of the Department of Education's High Potential and Gifted Education policy. This work included collecting data regarding current practice and staff knowledge, completing professional learning on the key tenets and principles of the policy and engaging with current research in the field. The school collaborated with other schools in the network and worked on the development of school specific guidelines that articulate our practice in catering for the array of needs amongst our high potential and gifted students. Work was completed in developing teacher capacity to effectively differentiate for high potential students in every classroom and on effectively identifying high potential students across the key domains - intellectual, physical, creative and social-emotional. The focus in 2023 will be on embedding this policy and our guidelines school-wide, developing teacher knowledge and practice further and increasing the range of learning frameworks the school uses to cater for high potential students.

The school provided a range of enrichment opportunities for students that had creative and critical thinking at their core. These included the Tournament of Minds program where children work collaboratively on high end thinking tasks and present responses. The teams were coached by an expert teacher and were successful in progressing through to the international final held in Canberra. They were successful in gaining first place at this level which was a testament to the quality of teaching, skills developed and commitment of both teachers and students. Other important enrichment programs included the Woollahra Writers' Circle which provided high level writing experiences for students, debating and public speaking, film making and the STEM Game Changer challenge.

### **STEM and Inquiry Learning Strategy**

2022 saw the continuation and development of a Science, Technology, Engineering and Mathematics (STEM) specialist teacher role in the school. The teacher worked to develop innovative and engaging STEM programs and implement new resources into teaching and learning practices. The specialist teacher worked across K-6 to co-teach and model effective teaching practices in STEM. This work involved collaborative planning with classroom teachers to develop a quality and high impact teaching program using current technologies and developing students critical and creative thinking skills. High impact professional learning on quality teaching and learning in STEM was a core component of the strategy, including thinking frameworks such as design thinking, inquiry learning and project based learning.

The specialist teacher worked to facilitate professional learning workshops for all staff K-6 on the use of STEM resources, how to embed them effectively in teaching programs and how STEM teaching aligns to the curriculum. An expert from the STEM Learning Hub was engaged to work with several teachers to building an understand of how technology and coding fits within the syllabus documents. A practical workshop provided teachers with a demonstration of a range of resources and the opportunity to co-design units of learning incorporating these resources. This incorporated an explicit focus on Design Thinking as a key creative and critical thinking process and conceptual based planning to embed higher order thinking.

An audit of current STEM equipment was completed and an array of new technologies purchased to support the program. New STEM and digital technologies equipment purchased included: Microbits, Surface Pro devices, Interactive panels, laptops, robotics equipment and specialised MacBook Pro devices specifically for more advanced film making.

The continuation of enrichment groups including a coding club and Innovators' club fostered critical and creative thinking skills for students in Kindergarten, Stage 1, Stage 2 and Stage 3 with passion and high potential in STEM. The embedding of a 2023 student technology leadership team within the school with extra responsibilities and opportunities to mentor younger students allowed these students opportunities for leadership in their area of passion and expertise. Two Stage 3 teams were entered into the Department of Education Game Changer challenge to compete against other schools across NSW in the areas of design thinking, project based learning and STEM. Students were highly successful and progressed through to the statewide finals.

Next steps as part of this strategy in 2023 will be building the capacity of all teachers to confidently implement STEM and the relevant pedagogies within their classrooms, expansion of the technologies available for use in learning programs, establishment of a STEM learning hub and development of the enrichment opportunities available to students.

### **Progress towards achieving improvement measures**

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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"> <li>An increased number of teachers implement learning programs that embed strategies to foster creative and critical thinking skills including concept based learning, Arts based pedagogies, School Drama, thinking routines and Philosophy for Children.</li> </ul>	<p>The school Festival of Creativity and Thinking was multifaceted and had a successful focus on creative and critical thinking across all areas of the curriculum. All children K-6 accessed a variety of innovative and engaging learning experiences. They accessed inspiring mentors including teaching staff, members of the community, artists, musicians, writers, scientists, dancers, photographers and professionals from industry. This ensured the learning was deep, divergent and authentic. The professional learning components of the festival were successful with positive feedback from staff regarding improved learning and confidence in embedding creative and critical thinking into their teaching practice.</p> <p>School Drama and Philosophy for Children programs were implemented across the school. Teacher feedback and measures of confidence indicated increased capacity and success in using these strategies to explicitly teach creative and critical thinking skills. Qualitative evidence indicated high levels of engagement and learning development amongst students.</p>
<ul style="list-style-type: none"> <li>Expert teachers on each stage implement quality and innovative STEM learning programs incorporating digital technologies, design thinking and inquiry based learning. Teachers indicate increased knowledge, skills and confidence in these areas of learning.</li> <li>Increased numbers of students have access to high quality and innovative STEM learning experiences incorporating digital technologies, design thinking and inquiry based learning.</li> </ul>	<p>The range of strategies implemented across the school developed teacher knowledge and capacity to embed creative and critical thinking practices through quality STEM and technology programs within their classrooms. A stronger STEM focus was evident K-6 with increased integration across the curriculum. High potential students were more effectively catered for both in terms of their own skill set and as a leadership opportunity. Greater numbers of students have accessed quality STEM learning experiences and innovative technologies.</p>



### Purpose

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To ensure students, staff and parents at Woollahra flourish across all aspects of their learning experience and as highly connected community members. We will continue to build on a positive and emotionally literate school culture, underpinned by respectful relationships, strong community partnerships, a focus on growing all aspects of mental health and characterised by high levels of student, staff and community wellbeing.

### Building Flourishing Learners at Woollahra

### Initiatives

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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.

- Community Wellbeing Strategy

### Resources allocated to this strategic direction

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**Integration funding support:** \$40,000.00  
**Positive Behaviour for Learning Strategy:** \$575.00  
**Socio-economic background:** \$2,538.12  
**Refugee Student Support:** \$300.00  
**Mental Health and Wellbeing Strategy:** \$9,610.00  
**Professional learning:** \$1,500.00  
**Aboriginal background:** \$8,050.00

### Summary of progress

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Work on the initiatives that comprise this strategic direction were multi-faceted and all centred on wellbeing as well as community connection. Work continued with the implementation of a K-6 mental health and wellbeing program focused on explicit teaching of brain awareness, positive mental health strategies, building emotional intelligence through self-awareness, understanding and growing character strengths, establishing and maintaining healthy relationships and developing growth mindset perspectives. Implementation of the program had the goal of more consistent classroom practice across the school and the development of a shared language of emotional literacy. Implementation K-6 was supported with purchase of teaching and learning resources, a literature library, co-teaching with expert teachers and professional learning workshops for staff.

Through the acknowledgement and valuing of staff wellbeing as an equally important component of our overall community wellbeing strategy, staff were supported with workshops focused on their own mental health, strategies for growing and maintaining their own wellbeing and access to a range of engaging professional reading linked to all aspects of wellbeing. All staff accessed and used a comprehensive array of teaching resources in the classroom through the Grow Your Mind digital subscription. This enabled a balance between using daily wellbeing activities and more extensive units of learning. The school had the opportunity to collaborate with experts in the design, creation and recording of an innovative podcast series focused on wellbeing for children. The podcast has now been listened to in a broad range of countries internationally. The school developed a stronger focus on character strength education in 2022. This will be an area of continued development in 2023 as will fostering stronger home-school partnerships with wellbeing approaches.

The school continued to implement the Positive Behaviour for Learning program across the school as a core strategy for creating a calm, focused and safe learning environment for everyone. The whole school Positive Behaviour for Learning overview, term teaching schedules and matrix of expected behaviours guided by our core values of safety, respect and active learning were used school wide. Implementation included professional learning for staff and access to resources. Next steps in 2023 will include strategies to promote visibility of the program across the school and increased familiarity with the expectations.

Individual student wellbeing was supported across the school with expert School Learning Support officers supporting in all classrooms and providing individualised support to students to grow their wellbeing, thereby enabling them to access the curriculum more consistently, socially connect and experience high levels of overall wellbeing. This team met regularly to build their knowledge and expertise, demonstrating high levels of collective efficacy.

Digital citizenship programs were strengthened in 2022 with cyber-safety lessons being taught K-6 and focused learning days being implemented in Stage 3. These were responsive to the changing nature of the digital landscape and the evolving need to ensure children engage with technology safely and respectfully.



Work developing First Nations cultural awareness was a focus in 2022. The school engaged a number of First Nations educators and community members to work with students and staff on cultural awareness and visual arts projects. A group of senior students worked to write a context specific acknowledgement of country and filmed this as a digital acknowledgement to be shared regularly. The students were at the centre of this process and had a great deal of input which made the initiative authentic and the learning deep. Working with a First Nations artist over a period of time, a group of high potential Stage 3 students planned, designed and commenced painting an artwork to represent the Woollahra school community and its values. This project will be finished in 2023.

### 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"> <li>92% of students attend school 90% of the time</li> </ul>	Attendance data continued to be well above state means and showed improvement on 2021 rates. The progress measure was not met due to the continued impact of the COVID-19 pandemic.
<ul style="list-style-type: none"> <li>Wellbeing measures on the <i>Tell them From Me</i> survey (advocacy, sense of belonging expectations of success, engagement in learning) indicate improved levels of overall wellbeing from 87% to 92%.</li> </ul>	Wellbeing measures on the Tell them from Me survey indicated improved wellbeing with overall wellbeing measured at 87% against measures of advocacy, sense of belonging, expectations of success and engagement in learning. This will continue to be a targeted focus in 2023.
<ul style="list-style-type: none"> <li>An increased number of students display improved emotional literacy, brain awareness, knowledge of strategies to support positive mental health, emotional regulation and self-awareness.</li> </ul>	Qualitative data indicates increased awareness, knowledge and skills amongst students related to brain awareness, positive mental health strategies, building emotional intelligence through self-awareness, understanding and growing character strengths, establishing and maintaining healthy relationships and developing growth mindset perspectives. As this learning deepens, groups of students are beginning to apply it beyond an individual level to contribute more broadly to the school community. This was evident in the creation of the wellbeing podcasts, student assignments, responses to wellbeing provocations and individual reflections. Parent feedback indicated a strong valuing of the school's work on positive mental health strategies.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$163,524.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woollahra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy Strategy</li> <li>• Community Wellbeing Strategy</li> <li>• Numeracy Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of personalised support programs and reasonable adjustments.</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Ongoing targeted support enabling students to access the curriculum, achieve personalised learning success and participate successfully in all aspects of school life both within the classroom and beyond. Personalised learning programs have been developed, monitored and improved in consultation with teachers, students and parents. Professional learning and release time has resulted in capacity building amongst staff to support students with high needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued strengthening of personalised learning plans and strategies to support high needs students. This will be supported with ongoing professional learning and continued strengthening of partnerships with parents. Transition processes to support student progression into the next year level or stage are in place and continually improved.</p>
<p>Socio-economic background</p> <p>\$2,538.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woollahra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Wellbeing Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Allocation of funds were used to ensure equitable access to the curriculum and learning experiences for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to identify areas in which equitable access to learning needs to be supported.</p>
<p>Aboriginal background</p> <p>\$8,050.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woollahra Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$8,050.00</p>	<p>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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Wellbeing Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• The school engaged a number of First Nations educators and community members to work with students and staff on cultural awareness and visual arts projects.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Initiatives were implemented to build authentic and deep First Nations cultural awareness across the school. This included the development of a context specific acknowledgement of country led by students and shared with the whole community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Implementation in 2023 of a multifaceted Aboriginal Education Strategy to within and beyond our classrooms.</p>
<p>English language proficiency</p> <p>\$70,507.13</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woollahra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All classroom teachers provided differentiated learning programs to support the needs of students from culturally and linguistically diverse backgrounds K-6. This support was facilitated, implemented and monitored by an EAL/D teacher four days per week. The support was provided through a combination of co-teaching, in class support and withdrawal groups for emergent and beginner learners. Formative assessment strategies were in place to ensure programs were responsive to student need. Funds were also utilised for professional learning to build the capacity of the specialist teacher and to attend network meetings with other EAL/D teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Maintain the specialist EAL/D teacher to ensure all students learning English as an additional language or dialect are able to access the curriculum and achieve stage outcomes or beyond. Continue accessing specialist professional learning and network meetings to enhance best practice in EAL/D pedagogy.</p>
<p>Low level adjustment for disability</p> <p>\$188,602.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Woollahra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$188,602.80</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy Strategy</li> <li>• Numeracy Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school Learning Support team worked cohesively to collaboratively identify and support students with additional learning needs through explicit differentiation in the classroom, small group intervention and the development of personalised learning plans. These strategies were implemented by a team of learning teachers and School Learning Support Officers. Programs were interrupted by the COVID lockdown, however still showed high efficacy with student literacy and numeracy growth as successful accessing of the curriculum for students with disabilities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next steps will include continuing and strengthening this model of support with increased staffing, professional learning to build teacher capacity and an increased focus on data analysis.</p>
<p>Professional learning</p> <p>\$67,133.00</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 Woollahra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Visible Learners</li> <li>• Literacy Strategy</li> <li>• Creative and Critical Thinking Strategy</li> <li>• STEM and Inquiry Learning Strategy</li> <li>• Community Wellbeing Strategy</li> <li>• Numeracy Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning workshops, co-teaching initiatives, professional reading and online learning opportunities aligned with the school plan strategic directions and individual teacher professional development plans. Collaboration with partner schools in specific focus areas to share expertise and build collective efficacy.</li> <li>Individual coaching and mentoring for teachers and leaders at point of need and through coordinated programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning opportunities were provided to all staff throughout the year to address individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. The 2022 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings, online learning opportunities and conferences. In addition the school collaborated with Rainbow Street Public School on the a professional learning program focused on reading pedagogy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> An evaluation of professional learning strategies across the school to ensure</p>

Professional learning \$67,133.00	they are aligned with high impact principles and meet individual teacher needs specifically.
Literacy and numeracy \$22,622.22	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woollahra Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy Strategy</li> <li>• Numeracy Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• updating reading resources to meet the needs of students</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased teacher capacity in differentiated teaching of literacy and numeracy K-6 and targeted programs for students requiring additional support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of targeted programs, enhancement of teaching strategies to effectively support student needed and ongoing professional learning for teachers.</p>
QTSS release \$144,172.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woollahra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Visible Learners</li> <li>• Literacy Strategy</li> <li>• Numeracy Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A Deputy Principal was released to support all aspects of school improvement, learning development and operation. In addition, Assistant Principals were provided with additional release to spend time mentoring their teams in classrooms, analysing student data and planning collaboratively.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Strengthening of the instructional leadership skills amongst the school leadership team with a focus on coaching skills, data analysis and tailored intervention.</p>
Literacy and numeracy intervention \$68,952.60	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Woollahra Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>



<p>Literacy and numeracy intervention</p> <p>\$68,952.60</p>	<ul style="list-style-type: none"> <li>• Literacy Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The continuation of specialist instructional leader role (FTE 0.6) to support the improvement of literacy and numeracy across the school. The role included coaching and mentoring of teachers including early early career teachers, analysis of data, development of programs, intervention sessions with small groups and individual students, leadership of assessment moderation, organisation of new resources and development of professional learning sessions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This role will be enhanced to support the implementation of a larger learning support team, increased professional learning, enhanced intervention programs, improved data analysis, collaboration with an instructional leader role focused on numeracy and collaboration with the newly appointed Assistant Principal Curriculum and Instruction.</p>
<p>COVID ILSP</p> <p>\$10,856.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy</li> <li>• employment of teachers/educators to deliver individual targeted tuition</li> <li>• employing staff to supervise and monitor progress of student groups engaging in tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Feedback from all key stakeholders (students, class teachers, tutors and parents) indicate the program had significant impact. Building on the success of the 2021 program, the number of students participating in the program increased from 12 (2021) to 23 (2022). The students participated in the program for one term (10-week cycle). On average, students progressed a minimum of 3-4 reading levels within the program timeframe and continued to make reading gains throughout the rest of the year. At the beginning of Term 2, 60% of selected students were reading at grade level. By the end of the program, 100% students were reading at grade level or above.</p> <p>Students reported their reading skills improved. They confidently talked about their learning and discussed the various reading strategies they use to read and comprehend texts. Class teachers reported improved confidence, willingness to take risks and make mistakes and increased reading at home. The tutors reported they felt more confident teaching and tailoring programs to meet individual student needs. Both class teachers and tutors reported there was an increase in professional discussions linked to student's current learning goals and a collaborative approach to setting future/ongoing learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The program will be enhanced in 2023 to broaden the number of students involved and engaged more tutors. Teaching strategies, text selection and</p>

<p>COVID ILSP</p> <p>\$10,856.00</p>	<p>resources will be reviewed to ensure they are evidence based and effective.</p>
<p>Refugee Student Support</p> <p>\$687.68</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy Strategy</li> <li>• Community Wellbeing Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding enabled targeted support to be provided to students from a refugee background both with English language learning and wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> While the school only has a very small number of students requiring refugee support, if the need arises, professional learning in providing targeted support for the specific needs of these students will be accessed.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	404	387	377	337
Girls	363	376	353	351

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.1	95.4	97.1	93.4
1	96.3	96.1	95.8	93.1
2	96.5	95.0	96.7	90.9
3	96.2	96.3	95.3	91.5
4	95.9	94.5	95.9	90.0
5	96.0	95.2	95.2	91.5
6	95.4	95.2	95.2	86.9
All Years	96.2	95.4	95.8	90.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF

transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.54
Literacy and Numeracy Intervent	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	4.26

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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.

Professional learning opportunities were provided to all staff throughout the year to address individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. The 2022 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings, online learning opportunities and conferences. In addition, the school collaborated with Rainbow Street Public School on sustained professional learning centered around best practice pedagogy in reading.

Staff participated in professional learning initiatives focused on effective pedagogical practice, Visible Learning, philosophical enquiry, literacy, numeracy, technology, STEM, film making, leadership development, child protection, anaphylaxis, emergency care, student wellbeing and leadership.

Significant professional learning focused on student and staff wellbeing through the implementation of an explicit mental health program. A specialist teacher supported the implementation of the program and providing professional learning for teachers. Other major focus areas for professional learning were the STEM and Design Thinking initiative, implementation of a K-6 classroom music program and the Philosophy for Children initiative. The school continued its partnership with the Sydney Theatre Company and University of Sydney with 4 teachers participating in professional learning through the School Drama project. This enhanced teacher skills in fostering levels of intellectual quality in our English programs and teaching the skills of creative and critical thinking. Three teachers worked with mentors to complete their accreditation at proficient level and five early career teachers were supported in their professional learning through regular mentoring and co-teaching. The leadership team engaged with a range of professional learning initiatives to support leadership development through conferences and programs with the Department of Education School Leadership Institute. The Principal and School Administration Manager completed professional learning to fully implement the finance components of the EFPT finance and budgeting system.

All staff undertook classroom lesson observations as part of the Performance and Development Plan process. As part of the NSW Educational Standards Authority (NESA) requirements in order to maintain proficient teacher accreditation, teachers are required to complete a minimum of 100 hours of professional learning over a 5-year period. A number of early career teachers were supported through a mentoring process to achieve proficient accreditation status.



# 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 (\$)
<b>Opening Balance</b>	1,475,784
<b>Revenue</b>	6,563,458
Appropriation	5,813,412
Sale of Goods and Services	33,022
Grants and contributions	696,042
Investment income	20,582
Other revenue	400
<b>Expenses</b>	-6,954,061
Employee related	-6,025,162
Operating expenses	-928,900
<b>Surplus / deficit for the year</b>	-390,603
<b>Closing Balance</b>	1,085,180

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 finances are managed by a finance committee comprising the Principal, School Leadership Team and the School Administrative Manager. The finance committee meets to set the school's budget based on whole school needs and strategic priorities. Income and expenditure are monitored on a regular basis by the Principal and School Administrative Manager. The school manages the operational budget through Stage program budgets coordinated by each Assistant Principal and program budgets managed by the Deputy Principals and other program leaders. These budgets are monitored using state wide and local internal orders. Funds carried over into the 2023 financial year have been committed to the three strategic directions and 5 supporting strategies outlined in the 2021 - 2025 school plan. Funds have also been committed to some high cost initiatives in the area of minor capital works and maintenance. The school's finances were audited under Department of Education internal audit procedures in February 2018. The audit report indicated high levels of confidence in the school's financial management processes and systems.



## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	113,217
<b>Equity Total</b>	176,192
Equity - Aboriginal	1,431
Equity - Socio-economic	2,538
Equity - Language	70,507
Equity - Disability	101,716
<b>Base Total</b>	4,906,024
Base - Per Capita	184,456
Base - Location	0
Base - Other	4,721,567
<b>Other Total</b>	506,815
<b>Grand Total</b>	5,702,248

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2022 through P&C meetings, focus groups, written feedback and surveys.

The Tell Them From Me (TTFM) Student Survey was implemented in semester one 2022 and provided data from 311 students. The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. On measures of social-emotional outcomes, school responses were strong in all areas. Results were commensurate with NSW Government norms on measures of positive sense of belonging, motivation and effort. Results were above NSW Government norms on measures of positive relationships, positive behaviour and valuing school outcomes. Student perseverance levels were significantly higher than state norms across all year levels. Analysis of drivers of student outcomes indicated that results were commensurate with NSW Government norms on measures of effective learning time, academic rigour and positive student-teacher relationships. Results were above NSW Government norms on measures of learning relevance, advocacy at school, positive learning climate and expectations for success.

Woollahra students continue to enjoy a high rate of participation in extracurricular activities such as art, drama and music groups which is well above the NSW Government Norm. Similarly student participation in sports is high.

As part of the ongoing consultation and feedback processes for the implementation of the 2021 - 2025 school plan, parent, staff and student feedback is regularly sought. Parent focus groups highlight strengths related to teacher quality, the range of enrichment opportunities offered to their children and the academic expectations the school sets. Areas for development include strengthening student wellbeing programs, increased Science, Technology, Engineering and Mathematics (STEM) opportunities for students and greater consistency in teacher practice across the school. Staff focus groups identify collaboration, high expectations, comprehensive curriculum implementation and enrichment as areas of strength. Staff also highlighted wellbeing and exploration of innovative curriculum implementation as future focus areas. Student focus groups indicate high levels of overall satisfaction with school life. Students especially value collaborative and creative learning experiences that are related to real world experiences. They highlighted a need to engage more broadly with STEM activities and indicated that would like more focused individual feedback to support them with their learning.

The Partners in Learning Parent survey was completed by 74 respondents. Data rating parent satisfaction with inclusivity in the school, a sense of belonging, strong learning programs, safety, positive behaviour, learning at home and communication were consistently high and commensurate or higher than government norms. Parent feedback regarding educational aspiration and expectations that their child would follow a pathway into tertiary education was extremely high. Feedback highlighted a range of strengths in the school including school leadership, the school culture, communication, teacher quality, academic excellence, student wellbeing and the school's work in collaborating closely with parents to support their child's learning. Areas highlighted by parents for potential improvement included enhancing enrichment opportunities, a greater offering of sport programs, communication with parents regarding specific learning goals for children, increased teaching of philosophy and music.

Overall parent and community feedback indicated high levels of satisfaction with the school's strategic directions, academic results, pedagogical approaches and the array of learning opportunities provided for all children. Strong levels of community support, teacher quality, innovation and high expectations were other areas highlighted as areas of strength. The community particularly valued the school's wellbeing approaches (Grow Your Mind). They strongly support the development of these projects in future years.

Teacher satisfaction levels continued to be high across the school. Strengths highlighted by staff included levels of collaboration amongst colleagues, access to quality professional learning and a positive school culture.





# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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During 2022, the school expanded its Aboriginal education strategy to facilitate quality teaching and learning experiences that aimed to build upon whole school appreciation and respect of Aboriginal heritage and culture. Activities included celebration of NAIDOC week and incorporation of cultural awareness into History, Geography and English learning units. Focus in 2023 will be on strengthening this strategy to ensure Aboriginal cultural awareness is embedded authentically across the curriculum for all students. Our school Principal continued to collaborate with a professional organisation called Leading Educators Around the Planet. This included working with other NSW schools to examine educational approaches to developing cultural awareness of First Nations peoples amongst our students and authentic approaches to reconciliation. Learning from this project will be utilised and shared in 2023 both in our own school and more broadly to enhance and deepen our approaches to Aboriginal education and reconciliation. The school engaged a number of First Nations educators and community members to work with students and staff on cultural awareness and visual arts projects.

## Anti-Racism Policy

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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.

## Anti-Racism - School statement

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In 2022, Woollahra Public School had one trained Anti-Racism Contact Officer (ARCO) who facilitated communication and resolves any concerns related to racism in a supportive and proactive manner. The ARCO developed community awareness of their role through school communications. Teachers were supported in delivering anti-racism education to all students through developing age-appropriate learning experiences. All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community. All staff are responsible for reporting allegations of racism.

## Multicultural Education Policy

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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.

## Multicultural and anti-racism education - School Statement

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The school had a significant percentage (44%) of students from culturally diverse backgrounds in 2022. To foster

harmony and tolerance, multicultural education was embedded in all curriculum areas and school activities. In total, students represented 39 language backgrounds other than English. The major aims of the English as an Additional Language program were to develop students' academic language proficiency and educational outcomes through explicit teaching of oral and written language skills required to meet the language demands of the curriculum and to enhance self-esteem by promoting cultural diversity and tolerance through an inclusive curriculum. Many of our students continued to study in their home languages. Culturally inclusive practices and anti-racist values were an inherent part of classroom learning programs and were also strongly promoted through the school's Harmony Day celebrations where the entire community came together for a day of learning and celebration. These events assisted in involving and enhancing engagement with parents and community members from culturally diverse backgrounds. The school implemented a language learning program for all students in Years 1-6. This provided students with learning experiences in Italian and Japanese, an appreciation of the importance of learning other languages and strengthened multicultural awareness.

