

# 2023 Annual Report

## Woonona Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Woonona 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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## Message from the principal

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It is with great pleasure that I present to you our Annual Report for the academic year of 2023. As Principal of Woonona Public School, I am proud to say that our students have once again achieved great success in a wide variety of fields.

Academically, our students have performed exceptionally well, with many achieving outstanding results in NAPLAN exams and other standardised tests. This is a testament to the hard work and dedication of our teachers, who have gone above and beyond to provide a quality, differentiated education for our students.

Our school has also continued to develop and implement innovative teaching practices to ensure that our students are equipped with the necessary skills to succeed in the modern world. We are immensely proud of the educational environment provided and know that students are given a diverse and differentiated curriculum, instilled by passionate and dedicated educators.

In addition to academic success, our students have also excelled in extra-curricular activities such as sports, music, choir, dance, and drama. Our school teams have represented us with pride and have achieved commendable results in various competitions.

I would like to take this opportunity to thank our staff, students, and parents for their continued support in making our school the wonderful place that it is to learn and grow.

We look forward to another year of fun and success in 2024.

Tim Fisher

Principal

## School vision

At Woonona Public School, our staff and community believe every student should be known, valued and cared for in a nurturing environment, where our school motto of "Learning and Working Together" typifies our everyday aspirations.

Our vision is to work in partnership to provide students with the skills and experiences that will allow them to exceed their potential, engage in reflective practice, build strength as a learner and promote individual social, emotional and academic growth.

## School context

Woonona Public School was established in 1882 and has a long, proud history of serving and working with the local community. The current enrolment of 620 students work in 24 stage and grade based classes. In 2021, the school had a Family Occupation and Education Index (FOEI) of 54.

The school's approach to teaching and learning is heavily invested in the work of Professor John Hattie and Dr Dylan William, Shirley Clark and Carol Dweck. The school implements Visible Learning and formative assessment strategies across all areas of the curriculum. Our work revolves around three key questions- answered by students and staff alike- Where am I? Where do I need to go? How will I get there? We regard effective feedback, evidence based practice and data driven quality teaching as the keys to success.

Extra-curricular opportunities in Sport, Science, Technology and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough Situational Analysis, followed by the development of our Strategic Improvement Plan. The school has identified three areas of focus that form the Strategic Directions for the school.

The first Strategic Direction is **Student growth and attainment**. A school wide commitment to outstanding student achievement in literacy and numeracy will be facilitated through collaborative, data informed and innovative learning experiences.

The second Strategic Direction is **Strategic, differentiated and inclusive curriculum for all**. Dynamic, curriculum aligned, learning environments will be created through evidence-based practice, collaboration and reflective processes that facilitate purposeful learning and maximise engagement and outcomes, for all students.

The third Strategic Direction is **Life long learners**. A strong commitment to identifying and developing, in our students, the skills and strategies to engage with the learning process in a way that will enhance learning and produce learners who have the capacity to succeed within and beyond school, and during key transition times.



## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise student learning outcomes in literacy and numeracy and build strong foundations for academic success, we will further develop and refine our evidence based teaching practices to ensure they are responsive to student learning needs.

### 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.

- Effective Classroom Practice
- Data Skills and Use

### Resources allocated to this strategic direction

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Low level adjustment for disability  
English language proficiency  
AP Curriculum & Instruction  
New Arrivals Program  
QTSS release  
Socio-economic background  
Professional learning  
Beginning teacher support

### Summary of progress

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Professional learning in this strategic direction focused on deepening teachers' knowledge of evidence-informed teaching strategies, especially in the area of reading and on supporting teachers' consistent use of student progress and achievement data to inform classroom planning and practice.

The school's Deputy Principal (DP) and Assistant Principals' Curriculum and Instruction (APC&Is) led differentiated professional learning according to the needs of each teaching stage. K-2 teaching staff received sustained professional learning and in-class support in explicitly teaching phonics and the effective use of decodable texts in early years reading instruction. Deepening teachers' understanding of how to enhance students' reading comprehension through the use of mentor texts within the guided reading session was the focus of professional learning for years 3-6 teachers. In the second half of 2023, all teachers engaged in professional learning on the explicit teaching of vocabulary. Mentor texts and decodables were purchased to support students in learning the curriculum and in designing challenging and engaging learning programs.

Members of the school's leadership team also led professional learning for teachers on how to use assessment data to develop targeted teaching plans to meet student needs. A data inventory helped to refine assessment practices to build consistent school-wide practices when monitoring, planning and reporting on student learning across all Key Learning Areas. Learning and Support teachers utilised student assessment data to inform their teaching programs and approaches, including the implementation of MacqLit.

2023 NAPLAN results reflect the impact of professional learning and in-class support of teachers' practices on student learning outcomes. In reading, 83% of Year 3 and 82% of Year 5 students exceeded or met challenging but reasonable expectations at the time of the national assessment. In Numeracy, 88% of students in both Years 3 and 5 met the same NAPLAN proficiency levels. Check-in assessment data also reflects improved student outcomes with Years 3-6 exceeding state and Statistically Similar School Group levels of achievement. Teachers report higher levels of student engagement and increased capacity to plan lessons that are informed by data and concentrate on meeting students' learning needs.

In 2024 there will be ongoing support for teachers utilising the professional learning and in-class support model that has been refined during the year. Student growth and attainment data will continue to be analysed to identify the school's strategic priorities and to design ongoing opportunities for teachers to develop and improve their teaching practices.

### 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
<p><b>Check-in assessment</b></p> <p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 5%.</p>
<p><b>Check-in assessment</b></p> <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 4%.</p>



### Purpose

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In order to maximise learning outcomes for all students, we will identify and address student needs, through strong curriculum knowledge and implementation, by catering for their individual needs. A consistent, collective and refined approach to curriculum delivery, will ensure that an educational environment is created that will foster students ability to exceed their potential.

### 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.

- Professional Learning
- High Potential and Gifted Education

### Resources allocated to this strategic direction

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#### AP Curriculum & Instruction Socio-economic background

#### Summary of progress

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Collaborative processes and practices have continued to build the capacity of staff to develop increasingly dynamic teaching and learning programs to provide continuous improvement for all students.

Staff and stage meetings, led by the Deputy Principal (DP) and Assistant Principals, Curriculum and Instruction (APC&I), supported teachers to collaboratively design and adjust teaching and learning programs to reflect student progress and achievement data, curriculum requirements and student feedback. Teachers received individual support from the APC&Is, including observations of their classroom teaching, with feedback, to improve their professional knowledge and practice. Additional time throughout the year was given to the K-2 stage team to adapt sample English learning units provided as part of the curriculum reform support package. Stage 2 and 3 teachers worked collaboratively to develop guided reading lessons that supported differentiated instruction and utilised explicit teaching strategies to meet the learning needs of students.

Significant professional learning in high potential and gifted education underpinned the school's work in this initiative. Baseline data was collected from teachers and parents to assess and identify the specific learning needs of all high-potential, gifted and highly gifted students to inform the development of learning programs to enhance their growth and achievement. A whole school audit of High Potential and Gifted Education strategies identified the need for new approaches and programs to meet student learning needs. As a result, the Maths Olympiad, Art and Writing Clubs and Dance Festival were introduced to facilitate talent development further. Additional resources were also purchased to assist teachers in developing challenging learning tasks within each numeracy lesson to ensure continued challenge and maximum learning. A focus on consistent teacher judgement in assessing and reporting led to modifying the school's report format to better reflect students' strengths and designing assessment tasks that allowed students to demonstrate their understandings, skills and knowledge.

Teachers report an increase in their capacity to modify and adjust teaching and learning programs to meet the needs of students as a result of the sustained professional learning conducted throughout the year. Tell Them from Me teacher survey data highlights the strong impact that structured collaboration opportunities have had on improving teaching practices through sharing and reflecting on the most effective strategies to improve teaching and learning. Student voice identifies an increase in the proportion of students who feel engaged in math lessons and who are challenged by differentiated tasks in numeracy lessons.

To build on the work undertaken in this strategic direction, staff will further refine school and stage-based assessment schedules and tasks across all Key Learning Areas to inform individual, class and stage teaching and learning programs. School processes that support teachers' consistent, evidence-based judgements will be utilised to monitor, plan and report on student learning across the curriculum. Collaboration sessions will continue to support teachers in developing their explicit teaching practices and provide opportunities for teachers to use assessment data to identify student progress and reflect on teaching effectiveness.

### 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
Internal measures indicate that the inclusion of challenging tasks in Math lessons is meeting the learning needs of High Potential and Gifted students.	Tell Them from Me student survey data indicates the inclusion of challenging tasks in Math lessons is increasingly meeting the learning needs of High Potential and Gifted students., with a 4% uplift in the proportion of highly skilled students reporting as being highly challenged.
Internal data indicates teachers are adjusting stage-based cycles of learning to reflect whole class, group and individual learning needs.	82% of staff are adjusting stage-based cycles of learning to reflect whole class, group and individual learning needs.

## Strategic Direction 3: Life long learners

### Purpose

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In order to maximise student learning outcomes, we will apply a collective approach that encourages our students to be actively and successfully connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school, while maintaining a vision for the future. We will enhance every student's ability to work successfully by developing critical and creative learners.

### 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.

- Learner Dispositions
- Transitions

### Resources allocated to this strategic direction

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#### Integration funding support

#### Aboriginal background

#### Per capita

### Summary of progress

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A variety of initiatives were introduced to increase students' positive connection to school and promote a strong sense of belonging, especially at transition points.

A social skills program was introduced for K-6 that explicitly taught students strategies to effectively communicate, problem solve, make decisions, and manage self and peer relationships. The weekly focus was shared with our school community to create opportunities to further strengthen positive home-school connections. Significant work was undertaken with our Aboriginal students to build their sense of community and cultural connection. Cultural immersion days and celebrations honouring important cultural occasions were conducted throughout the year. Staff understanding of local history and culture was deepened through some staff members attending 'Connecting to Country' and then sharing their knowledge with staff. Two Yarning Circles were held with Aboriginal students to seek feedback on school practices and gather ideas on how the school's work in Aboriginal Education could be further developed.

Transition programs for preschool to Kinder were refined to engage children and families, local early childhood service providers, other professionals and the wider school community. Strong relationships were formed with local preschools and the updated parent information session was highly valued as a starting point for both parents and students feeling a sense of belonging to the school. A review of current activities for students in Year 6 transitioning into Year 7 highlighted the need to establish a homework program for Stage 3 students to better prepare them for the increase in demand within high school settings. This program has been highly valued by the school community as a way of supporting students' successful transition.

Tell Them from Me student survey data identifies several positive outcomes as a result of the activities undertaken. 76% of students indicate a positive sense of belonging, which is above both state and Statistically Similar School group levels. Aboriginal students also report a sense of belonging that exceeds those of the state and Statistically Similar Schools Group. 84% of Aboriginal students report feeling good about their culture and are also reporting an increase in the proportion of teachers who they believe understand their history and customs.

There continues to be a need to identify strategies that will develop students' belief in their capacity to transition successfully to high school. The Transition Team have reviewed the existing research about effective transition practices and will be seeking to implement those in partnership with the feeder high school. Analysis of Tell Them from Me data has provided insights into students' sense of belonging and school strategies that have the most impact, although there is still a need to run focus groups to delve deeper into how students' sense of belonging and connection to school could be strengthened and sustained.

### 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
6% uplift in the percentage of students attending school greater than 90% of the time.	The number of students attending school greater than 90% of the time or more has increased by 20.28%.
Internal data indicates an uplift in the proportion of students reporting feeling confident in their capacity to transition successfully from primary to high school.	Tell Them from Me student survey data indicates 60% of students report feeling confident in their capacity to transition successfully from primary to high school.
Internal data indicates an uplift in the proportion of students reporting a positive sense of belonging as measured by Tell Them from Me.	Tell Them From Me data indicates 86% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school), an uplift of 3% from 2022.



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$25,127.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Woonona 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>• Effective Classroom Practice</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>• employing a specialist teacher to provide intensive English language support focusing on literacy development</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved literacy and numeracy outcomes for the students receiving additional support. Specialist teacher support and well-developed teaching and learning plans addressed individual student needs, resulting in newly arrived students being able to participate in all aspects of school life.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ a teacher to provide specialist support for newly arrived students.</p>
<p>Integration funding support</p> <p>\$139,598.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woonona 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>• Learner Dispositions</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>• employment of staff to provide additional support for students who have high-level learning and social needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around positive behaviour interventions and support and curriculum adjustments</li> <li>• consultation with external providers for the implementation of individual learning plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students receiving personalised support as identified in individual education plans. Consultation with parents, caregivers and allied health professionals supported teachers to adjust plans to address individual needs. As a result, funded students were able to participate equitably and safely in classroom and playground activities. Achievement of personalised learning goals strengthened students' connection to school and increased motivation to continue to improve.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ School Learning Support Officers to provide individualised support to eligible students. Additional time will be allocated to teachers to ensure planning for learning is informed by consultation with parents/carers and allied health professionals.</p>
<p>Socio-economic background</p> <p>\$38,734.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woonona Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$38,734.57</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>• Data Skills and Use</li> <li>• High Potential and Gifted Education</li> <li>• Other funded activities</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>• professional development of staff in MacqLit to support student learning</li> <li>• resourcing to increase equitability of resources and services, including the purchase of PAT assessments to inform teaching and learning plans</li> <li>• staff release to collaborate on data analysis and the sharing of evidence-informed practices, knowledge and problem-solving</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> enhanced learning outcomes for students, as highlighted in Check In assessment results. Students in Years 3 - 6 achieved results that exceeded NSW state and Statistically Similar School Groups in both reading and numeracy. Deeper staff knowledge of the learning, social and engagement needs of high-potential and gifted learners resulted in additional extracurricular opportunities being developed, facilitating higher levels of student engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to strategically use this funding to provide ongoing professional learning for staff so that they can assess, monitor and plan for the learning, wellbeing and engagement needs of all students. Funds will also be used to ensure equitable access for students in all aspects of the curriculum and school life.</p>
<p>Aboriginal background</p> <p>\$20,052.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woonona Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• Learner Dispositions</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>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• staffing release for professional learning including Connecting to Country</li> <li>• engagement of external providers for culturally significant occasions and to develop and facilitate a cultural immersion day for Aboriginal students</li> <li>• purchase of culturally relevant resources</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 84% of Aboriginal students report feeling good about their culture in the 2023 Tell Them from Me student survey. Refinements to Personalised Learning Pathways processes have ensured that they are developed in consultation with parents and students, leading to learning goals being met. Professional learning for staff has deepened their understanding of culture, with the purchase of resources further supporting the teaching of Aboriginal perspectives across all Key Learning Areas. This deeper understanding is recognised by students with an uplift in the proportion of students who identify that their teachers understand their culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to refine the Personalised Learning Pathways process to ensure that they meet the learning needs and educational aspirations of Aboriginal students. Funds will also be allocated to further develop staff understanding of Aboriginal history and culture to enhance all aspects of curriculum</p>

<p>Aboriginal background</p> <p>\$20,052.11</p>	<p>delivery. Current cultural initiatives will be expanded to further strengthen students' connection to and engagement in school.</p>
<p>English language proficiency</p> <p>\$6,512.93</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woonona 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>• Effective Classroom Practice</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>• Purchase of resources that reflect the current research base for the effective teaching of English and Mathematics</li> <li>• Professional learning for teachers focused on explicit teaching and using data to inform classroom teaching and learning plans, with a particular focus on English</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff knowledge of explicit teaching strategies and how to use student progress and achievement data to inform teaching and learning plans has supported students' language development and social interactions. The use of decodable texts in the early years has enabled EAL/D learners to develop and practise their early reading skills and experience learning success. Professional learning for staff has enabled them to effectively differentiate teaching and learning plans for students with English language needs, maximising challenge and addressing gaps in understanding.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to provide ongoing professional learning for staff to deepen their understanding of how to adjust teaching and learning plans to maximise student progress and achievement for English language learners. Additional resources will be purchased to meet the learning needs of students and support the effective teaching of the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$168,355.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Woonona Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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>• Effective Classroom Practice</li> <li>• Data Skills and Use</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>• professional learning for staff in the use of MacqLit</li> <li>• purchase of resources to support the effective implementation of the curriculum, including mentor texts and ACER's PAT assessments</li> <li>• release time for staff to develop their understanding of how to differentiate the curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Strengthened data analysis processes and the monitoring of student progress and achievement data have led to a consistent approach to learning support for those students with additional needs. Stage-based data days have provided teachers with the opportunity to develop differentiated teaching and learning programs that reflect the needs of students, establish high expectations and set clear goals. 2023 NAPLAN data demonstrates high levels of student achievement, with 83% of Year 3 students and 82% of Year 5 students assessed as Strong or Exceeding Expectations in reading. 88% of both Year 3 and Year 5 students were assessed as Strong or</p>

<p>Low level adjustment for disability</p> <p>\$168,355.46</p>	<p>Exceeding Expectations in numeracy. In writing, 90% of Year 3 students and 75% of Year 5 students were assessed as being able to meet or exceed challenging but reasonable expectations of what students know, understand and can do at their stage of learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide stage-based professional learning for staff in the analysis of student progress and achievement data to support the literacy and numeracy growth of all students K-6. Additional time will be provided to teachers to collaboratively use student data to inform planning, identify interventions and modify teaching practice. Additional resources will also be purchased in support of teachers implementing strategies that reflect the current research base.</p>
<p>Professional learning</p> <p>\$34,192.84</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 Woonona 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>• Data Skills and Use</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>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in the capacity of all teachers to embed evidence-based practices into their teaching and learning programs. Students report that teachers are setting clear goals, checking for understanding and are providing feedback at levels above the NSW Government Schools norm as measured by Tell Them from Me. 75% of students also report that teachers are explaining things that have been taught before in most or all lessons, reflecting explicit teaching practice. NAPLAN, Check-In and PAT assessment data demonstrate measurable student growth in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to refine the professional learning and collaboration model implemented in 2023 with a clear focus on improving teaching practice in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$114,698.59</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woonona 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>• Effective Classroom Practice</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school's leadership team supported teachers in developing skills and knowledge in explicit teaching and the development of differentiated teaching and learning programs. Teachers report that data informs practice and they effectively collaborate to improve teaching and learning at levels above NSW Government schools' norms. Teachers also report an increase in capacity to monitor the progress of individual students, setting high</p>

<p>QTSS release</p> <p>\$114,698.59</p>	<p>expectations of student learning and focusing on the learning goals for the lesson as a result of shared planning time. Student voice reflects the inclusion of mild, spicy and hot tasks within numeracy lessons as stage teams have worked collaboratively to develop highly differentiated teaching and learning programs. The structured support teachers have received from the leadership team is also reflected in 84% of teachers agreeing that they have role clarity and support in the People Matters Employee Survey, a 15% increase from 2022. A 17% uplift was also recorded in teachers receiving feedback for improved practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support teachers to improve their teaching practices through the support of the school's leadership team. Funding will be used to employ additional Assistant Principals, Curriculum and Instruction time to strengthen pedagogy across the curriculum through specific coaching and mentoring processes, including team teaching and opportunities to observe colleagues.</p>
<p>COVID ILSP</p> <p>\$75,224.93</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 2023.</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>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of students supported through the use of MacqLit achieved above expected growth, with many students exceeding benchmarks set by the program. Increased student engagement during COVID ILSP instruction, also extended to the classroom, as evident through teacher and student feedback, observations and attendance. The learning and support team were able to maximise the number of students receiving specialist support for their needs, enabling them to achieve their individual learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support students with additional learning needs in literacy and numeracy through the new funding model. Progress and achievement data will be used to identify students to participate in small group tuition and to design intervention programs to address specific learning needs.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	309	296	274	271
Girls	306	320	303	307

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	97.0	94.4	88.3	94.4
1	95.5	95.2	89.6	92.8
2	96.0	94.1	91.5	93.9
3	95.7	93.5	89.2	93.6
4	94.7	93.4	89.7	92.9
5	95.6	91.6	88.5	92.8
6	95.1	91.2	85.9	91.1
All Years	95.7	93.3	88.9	93.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	20.88
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Administration and Support Staff	4.06

\*Full Time Equivalent

## 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 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	301,471.57
<b>Revenue</b>	5,544,340.73
Appropriation	5,319,360.89
Sale of Goods and Services	22,718.69
Grants and contributions	196,613.34
Investment income	5,647.81
<b>Expenses</b>	-5,409,125.38
Employee related	-4,823,130.26
Operating expenses	-585,995.12
<b>Surplus / deficit for the year</b>	135,215.35
<b>Closing Balance</b>	436,686.92

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



## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	127,776
<b>Equity Total</b>	233,655
Equity - Aboriginal	20,052
Equity - Socio-economic	38,735
Equity - Language	6,513
Equity - Disability	168,355
<b>Base Total</b>	4,202,591
Base - Per Capita	150,170
Base - Location	0
Base - Other	4,052,421
<b>Other Total</b>	440,215
<b>Grand Total</b>	5,004,237

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Our goal as a school is to continually improve. We ask this of our students and set high expectations of our staff to lead by example. A large part of improvement is feedback, which we seek regularly from parents, students and teachers about what we do well and what our next steps could be.

In 2023, the school undertook a comprehensive annual school self-evaluation process. The process was led by the school's Leadership Team and included analysis of data and feedback collected through:

- \* school-based surveys for students, parents and staff;
- \* the Tell Them From Me survey;
- \* the People Matter survey; and
- \* analysis of school-based data, check-in assessment data and NAPLAN data.

The data was analysed by the Leadership Team and the findings helped to inform the annual reflection for the 2021-2025 Strategic Improvement Plan. Feedback from all aspects of the school community was generally very positive, with some areas for improvement in 2024 and beyond, teased out through the data.

Some of the key aspects of feedback are detailed below.

Feedback from the student body indicated:

- \* 87% feel they had positive relationships within school (an increase of 2% on the previous year)
- \* 92% feel that there is positive behaviour within class and the playground (an increase of 6% on the previous year)
- \* 68% feel that they are being more challenged in their learning (a decrease of 2% on the previous year)
- \* 88% feel proud of their school (a decrease of 3% on the previous year)

These results reflect positively on the strong focus the school has had on wellbeing within the classroom and in the playground, with a social skills program reflecting improved connection and behaviour. However, some areas for improvement lie in building student agency, and pride, and the ongoing focus on ensuring students are challenged each day, within their classroom.

Feedback from the parent body indicated:

- \* 100% feel that the school is a culturally safe place for all students (an increase of 2% on the previous year)
- \* 87% feel that they would recommend our school to other parents (a decrease of 7% on the previous year)
- \* 88% feel that the needs of their child is being addressed and met (a decrease of 5% on the previous year)

These results again reflect the positive shift we have made through a focus on student wellbeing. However, further opportunities need to be sought to build school culture and engagement for our families, pride in our school, whilst sharing the wonderful things that happen each and every day.

Feedback from teachers and other school-based staff indicated:

- \* 91% feel that the school executive promotes collaboration within and beyond the school (an increase of 1% on the previous year)
- \* 100% feel that staff treat each other with respect (no change on the previous year)
- \* 94% feel that executive provide a clear direction for our school (an increase of 4% on the previous year)
- \* 93% feel that their job gives them a feeling of personal satisfaction (an increase of 1% on the previous year)
- \* 89% feel that they are listened to by the executive (an increase of 2% on the previous year)

School culture continues to show improvement and reflect a very positive direction, with staff expressing ongoing recognition of their work environment. These results reflect opportunities that have been provided to staff to upskill, build



on prior knowledge and collaboratively work through curriculum reform. Key areas for improvement lie in providing ongoing feedback and support for staff around their teaching practice, specifically focused on curriculum reform, assessment and differentiation.



# 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.

## 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.

## 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.

