

# 2023 Annual Report

## Woongarra Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Woongarra Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Woongarra Public School

63-73 Mataram Rd

Woongarra, 2259

<https://woongarra-p.schools.nsw.gov.au>

[woongarra-p.school@det.nsw.edu.au](mailto:woongarra-p.school@det.nsw.edu.au)

4392 7493

## School vision

The Woongarra Public School community values academic growth and achievement, care and compassion, honesty and integrity within a culture of respect, responsibility and high expectations.

**Our vision is to be the inclusive and caring school where expert staff support students to achieve excellence.**

Our purpose is to prepare our students to be the very best they can be as engaged citizens in a complex and dynamic society.

## School context

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

In 2023, the current enrolment is 383 students, with 55 acknowledging Aboriginality (14%) and 29 students with a language background other than English. 38% of students are included on the Nationally Consistent Collection of Data. Our students come from a wide range of socio-economic backgrounds. There are 31 full-time or part-time teaching staff and 11 non-teaching staff working as a team to provide educational excellence.

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Explicit teaching of literacy and numeracy
- Use of data to inform practice

### Resources allocated to this strategic direction

Low level adjustment for disability  
English language proficiency  
Socio-economic background  
Aboriginal background  
Integration funding support  
Per capita  
QTSS release  
AP Curriculum & Instruction

### Summary of progress

The Harvard University Data Wise protocol is a step by step collaborative inquiry process that is used to examine student assessment data to improve teaching, learning and student outcomes. Teachers met weekly with the Assistant Principals to examine student data, identify learner centred problems, discuss problems of practice, develop priority questions and develop an action plan around a new instructional strategy. After the action plan was implemented, students were reassessed and data evaluated for evidence of impact. Cycle 1 evaluated the effectiveness of reading instruction and cycle 2 evaluated the effectiveness of numeracy instruction. Staff shared the impact of improved teaching skills and student outcomes with all staff after each cycle.

In numeracy, improvement and growth in student outcomes is evident across all Stages as evidenced from IfSR data and teacher observations, with 85% of K-2 students reaching expected levels or above in additive strategies. Impact on teaching practice has been substantial, captured through reflective questioning, classroom observations and programs. Furthermore, we now have all K-2 students represented on PLAN2 for Additive Strategies (AdS) and all of 3-6 students for Number and Place Value (NPV). Moving forward, gaining an alignment between K-2 and 3-6 for each of the elements AdS and NPV is a goal. This will give us a whole school view of each element.

In literacy, the Little Learners Love Literacy program was successfully implemented in Kindergarten and Year 1 to support the explicit and systematic teaching of reading and spelling using a synthetic phonics and structured literacy approach following "I do, we do, you do" structure. All students demonstrated growth and achievement in phonics and decodable readers over the year. All Kindergarten and Year 1 teachers have completed Little Learners Love Literacy training.

Students in Kindergarten developed a solid foundation in phonological awareness with daily phonological lessons using the Heggarty program, as well as the basic relational concepts needed to perform in a Kindergarten classroom through the Boehm Basic Concepts. All students demonstrated growth with an average improvement of 7.5 concepts and 84% of students in the highest band.

Consistent whole school systems for identification of students with high potential resulted in 122 students being identified across all four domains and increased teacher awareness of the domains. Shifting practice to address HPGE will be a continued focus in 2024.

Personalised learning and support was provided for students with additional learning needs through quality differentiated teaching practice, supplementary and substantial adjustments. The LST self-assessment conducted in 2023 identified differentiation as a strength in teaching practice and through the eyes of students. Professional learning was provided to staff to write SMART learning goals for students with Individual Education Plans and Personalised Learning Pathways, with the results being 100% of students having specific, measurable, achievable, relevant and timely goals. Planned improvements to LST processes will strengthen parents / carer and student voice in individualised learning plans including IEPs, PLPs and LST case management structures.

Targeted literacy and numeracy support for 87 identified students performing below the expected level was provided through the COVID Intensive Learning Support Program.

All teachers K-6 completed high impact professional learning in Big Ideas to Start Strong in Mathematics to focus on evidence-informed practice in teaching numeracy. This was facilitated and led by a school team of nine staff.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All students in Kindergarten are able to demonstrate growth and achievement in phonological awareness over the year, using the learning progressions.	This goal was achieved. All students in Kindergarten have demonstrated growth against the learning progressions for Phonological Awareness. There were high percentages of students demonstrating the advanced phonemic awareness skills (PhA5). There was significant growth from Best Start Assessment PhA progression markers compared to end of year PhA diagnostic results using the same progression markers.
All students in Year 1 are able to demonstrate growth and achievement in phonics over the year, using the learning progressions.	This goal was achieved. All students in Year 1 have demonstrated growth against the learning progressions for Phonics. However, only 44% of students were considered to have met the expected achievement level on the Year 1 Phonics check by correctly answering 28 or more items. This was due, in part, to Term 1 being used to address gaps in Kindergarten knowledge before moving into the Year 1 scope and sequence. As such, students had not yet been taught some of the phonemes and graphemes at the time of testing. The phonics scope and sequence has now been reviewed to ensure that students are exposed to tested phonemes and graphemes prior to this scheduled assessment. Year 1 phonics was the priority for Small Group Tuition following the Phonics check in Term 4 to ensure that all students continued to demonstrate growth.
All students in Years 2-6 are able to demonstrate growth and achievement in fluency over the year, using the learning progressions.	This goal was achieved. All students in Years 2-6 have demonstrated growth against the learning progressions for Fluency. A consistent approach to assessment is evident with the use of the Fluency Assessment Tool twice each year and all Years 2-6 students are represented on PLAN2 to track growth over time.
School Excellence Framework Measure: School self-assessment of the element 'Assessment' will improve from Sustaining and Growing to Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Assessment.

## Strategic Direction 2: Quality teaching of curriculum

### Purpose

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

### Initiatives

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

- Curriculum Reform
- Quality Teaching

### Resources allocated to this strategic direction

Per capita

Professional learning

AP Curriculum & Instruction

QTSS release

### Summary of progress

**Curriculum Reform** - The leadership team, comprising two AP, Curriculum and Instruction, four Assistant Principals and the Principal led curriculum reform throughout 2023. K-2 teachers successfully delivered the new English and Mathematics syllabuses, utilising Department units of work. Teachers and leaders collaborated to deepen their understanding of new syllabuses, engage with quality assured teaching resources, plan and implement scope and sequences, implement new units of work and prepare new assessment tasks. The school was successfully selected to participate in the Curriculum Partnerships Schools Project to develop units of work for English 3-6 in Term 2 and was invited into the following writing round in Term 3. The APCI was invited to share our learning and curriculum implementation model with schools across NSW.

An updated assessment schedule was implemented and continually reviewed to check for alignment with new curriculum, pedagogical shifts to embed assessment in new units of work, and to ensure that expectations were realistic, timely, manageable and achievable. Changes to reporting practices have been identified as an area of focus for 2024.

**Quality Teaching Rounds** - The school uses Quality Teaching Rounds (QTR) as an embedded and explicit system to enhance professional dialogue, collaboration, classroom observation and the modelling of effective practice. Eight teachers completed rounds facilitated by an Assistant Principal who is also a Fellow of the Quality Teaching Academy. The rounds enhanced collaboration and built capacity of teachers to analyse their teaching practice and improve student outcomes. Staff reported positive changes in teaching, learning, wellbeing and morale, evidenced by the following pre and post ratings out of ten from 21 participants:

- The Quality Teaching Model forms the basis for teaching and learning at WPS - 8.95
- I am happy with the quality of feedback that I receive on my teaching - 9.4
- Ongoing plans for improvement are making a difference at WPS - 9.6
- There is collaborative practice at WPS - 9.9
- I ask students to demonstrate relationships between central ideas / concepts or big ideas - 9.15 (pre 7.86)
- Students are aware of what makes their work good - 9.4

Next year, the school will extend QTR to include teachers from across the local community of schools.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Implementation of new English and Mathematics syllabus for Kindergarten to Year 2.	K-2 staff fully implemented the new syllabus in English and Mathematics in 2023, with scope and sequences, units of work and assessment.  Years 3-6 staff engaged with new syllabus documents, scope and sequence

Implementation of new English and Mathematics syllabus for Kindergarten to Year 2.	and units of work in preparation for full implementation in 2024.  All staff have a solid understanding of the evidence-base and pedagogy of the new syllabus.
75-100% of teachers have participated in at least one set of Quality Teaching Rounds (QTR) in teams that cross stages and subjects.	In 2023, eight staff completed Quality Teaching Rounds in two rounds. By the end of 2023, 85% of staff at Woongarra Public School have completed at least one Quality Teaching Round, achieving our target.
School Excellence Framework Measure: School self-assessment of the element 'Learning and Development' including the theme 'Collaborative Practice' will improve from Sustaining and Growing to Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Learning and Development, including the theme of Collaborative Practice.



## Strategic Direction 3: Inclusive student and family engagement

### Purpose

To learn in partnership with parents, carers and others in the community, in an inclusive school where every student, staff member and family is known, valued and cared for.

### Initiatives

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

- Wellbeing and Attendance
- Partnerships in Learning

### Resources allocated to this strategic direction

Per capita

Socio-economic background

Aboriginal background

### Summary of progress

Attendance focus was on supporting high expectations for attendance and consistent and systematic processes to ensure that student absences do not impact on learning. A school-level self-assessment was conducted to review current procedures and to identify key actions to support improved attendance. The *Every Day Counts* resource and *Scout Self-Assessment Tool* provided the evidence-base and questions to structure the evaluation that included students, families and staff, document review and data analysis. As a result, key actions were identified and actioned in the five areas that can result in significant uplift - high expectations, quality systems and processes, data systems, intervention and communication. This included the introduction of a tiered approach to intervention, Every Day Counts Attendance Gauge, Attendance Monitoring Data Wall, new and improved templates and ways of communicating and working with families, establishment of an Attendance Team that meets fortnightly, new affirmation certificates and awards, and strategies for intervention at each tier, all documented in a new *Every Day Counts at Woongarra PS Attendance Guide*. Self-assessment against the School Excellence Framework using the self-assessment tool in Scout shows the school moving from Delivering or Sustaining and Growing to Excelling in all four focus areas. Next year we will work with staff and families to embed the new systems and processes across the school community.

A whole school review of strategies and programs that support student behaviour was completed in 2023. The review considered each stage of the care continuum - prevention, early intervention, targeted intervention, individual intervention, and was used to prepare the School Behaviour Support and Management Plan for implementation in 2024. A self-assessment team conducted interviews, observations, data and document analysis to review Learning Support Team and Student Wellbeing Team processes and practices resulting in a plan for improvement that will be included in the 2024 SIP. School-wide expectations and rules, playground expectations and rules, student leadership procedures, use of mobile phones, learning and support team procedures and the whole school referral processes were updated and / or improved as a result of the self-assessment. High impact professional learning has commenced to guide staff through universal, targeted and individual behaviour support practices. This will be continued and extended to include families in 2024.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Tell Them From Me data (advocacy, belonging, expectation) improves to be at or above the lower bound system-negotiated target for wellbeing of 90.3%.	Tell Them From Me data indicates 77.78% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
The percentage of students attending at or above 90% of the time improves to be at or above the lower bound system	The overall attendance rate for 2023 was 89.9%. This is better than state (86.7), network and similar school groups.

<p>negotiated target of 79.9%.</p>	<p>The number of students attending at or above 90% of the time is 59.8% which is also above state (52.2), network (46.7) and SSSG (58.3) percentages.</p> <p>Term 1 Attendance rate = 91.5%    Students attending &gt;90% of the time = 71%</p> <p>Term 2 Attendance rate = 89.3%    Students attending &gt;90% of the time = 52.9%</p> <p>Term 3 Attendance rate = 89.1%    Students attending &gt;90% of the time = 57.5%</p> <p>Term 4 Attendance rate = 89.6%    Students attending &gt;90% of the time = 62.3%</p>
<p>School Excellence Framework Measure: School self-assessment of the themes Community Engagement and Parent Engagement will improve from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the themes of community and parent engagement.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$144,552.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woongarra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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>• Explicit teaching of literacy and numeracy</li> <li>• Use of data to inform practice</li> <li>• Wellbeing and Attendance</li> <li>• Partnerships in Learning</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>• employment of additional SLSO staff to support MultLit reading intervention program</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• staff release to increase family engagement in personalised learning plans</li> <li>• employment of additional Assistant Principal, Curriculum and Instruction teacher day to support student learning through curriculum reform</li> <li>• employment of a wellbeing coordinator for one day per week to support individual, group and whole school wellbeing and attendance programs for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have received the support they need to learn, connect and flourish in learning and wellbeing. Successful student wellbeing strategies and programs in place for each stage of the care continuum. Quality differentiated teaching practice. Improvements in partnerships in learning through wide consultation around personalized learning and a successful 'every event is a learning event' strategy for families. Gaps in reading have been addressed through 1-1 reading intervention.</p> <p><b>After evaluation, the next steps to support our students will be:</b> support our students with this funding in literacy and numeracy through small group tuition intervention K-2. Deliver on the recommendations and findings from the school's 2023 self-evaluation of Learning and Support and Wellbeing, 2023 Attendance self-assessment and 2023 School Behavior Support and Management Plan review to ensure that students in this equity cohort are supported to thrive at school.</p>
<p>Aboriginal background</p> <p>\$66,223.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woongarra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• Explicit teaching of literacy and numeracy</li> <li>• Partnerships in Learning</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 Plans</li> <li>• weekly cultural classes for students K-6 and boys' didge group</li> <li>• professional learning opportunities</li> <li>• family engagement activities including Yarn Up, NAIDOC, cultural groups, AECG.</li> <li>• release time to coordinate Aboriginal programs, events and partnerships</li> </ul>

<p>Aboriginal background</p> <p>\$66,223.19</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>  55 Aboriginal students have Personalised Learning Pathways with SMART goals.  All staff completed mandatory training in Term 2 on Country to learn Aboriginal Pedagogies. Two teachers and two SLSOs attended Connecting to Country. Increased participation with events hosted by our Aboriginal students, involving family and community members. Their input made an impact on the wellbeing and sense of cultural belonging for our students. Cultural groups have been an ongoing initiative for our Aboriginal students to have a welcoming, respectful and culturally safe place to learn. Data was collected every five weeks to track progress in reading, numeracy and attendance. The data showed an increase in reading outcome achievements (at stage level) from 45% in Term 1 to 72% in Term 4. Numeracy data showed an increase from 39.5% in Term 1 to 68% in Term 4. Three students achieved 100% attendance.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Employ additional SLSO staff to support Aboriginal students with a Deadly Readers initiative to build on initial success from a trial in 2023. Continue with weekly cultural groups. New initiatives to increase student voice in personalised learning and family engagement. Exploring possibilities for a cultural space in the school setting.</p>
<p>English language proficiency</p> <p>\$20,120.34</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woongarra Public School.</p> <p><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>• Explicit teaching of literacy and numeracy</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>• provide EAL/D Progression levelling PL to staff</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>  Staff participated in targeted PL, including 12-week TELL program and EALD progressions to gain greater understanding of how to differentiate to meet the needs of EALD students in the classroom. All students are tracked and regularly monitored against the progressions. The school's first World Expo was held on Harmony Day. Anti-racism lessons were reviewed and all staff participated in a twilight session focused on anti-racism. Students are being supported in classrooms with quality differentiated teaching practice. All students made progress against the EALD progressions. Teachers are being supported by a skilled EALD mentor.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to support EAL/D student English language proficiency needs and provide additional SLSO classroom support. Maintain EAL/D Mentor role to support staff as needed. Continue to grow family and community engagement and connections.</p>
<p>Low level adjustment for disability</p> <p>\$186,512.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Woongarra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><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>• Explicit teaching of literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$186,512.67</p>	<ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 1.1 FTE LaST teacher allocation</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student learning and support interventions. Additional learning and support for identified students from LaST and trained SLSOs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning and support team, the school will provide additional support for students through the allocation of additional Learning and Support Teacher time. The school will action improvements recommended from the 2023 LST and Wellbeing self-evaluation, including a revised LST referral process, enhanced IEP planning and growing existing partnerships in learning.</p>
<p>QTSS release</p> <p>\$84,988.22</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woongarra Public School.</p> <p><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>• Use of data to inform practice</li> <li>• Quality Teaching</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>• implementation of instructional Quality Teaching rounds to strengthen quality teaching practices</li> <li>• Assistant Principals provided with additional release time to co-lead Data Wise program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved student learning outcomes in phonological awareness (K), phonics (Stage 1), fluency (Years 2-6), additive strategies and place value as a result of collaborative practices to use data to improve teaching and learning (Data Wise cycles).</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to embed and deliver weekly Data Wise sessions to ensure that student assessment data is regularly used to identify student achievement and progress and reflect on teaching effectiveness. Expand QTR within community of schools.</p>
<p>COVID ILSP</p> <p>\$137,436.43</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 three teachers for three days a week to deliver small group tuition to students in Years 1-4.</li> <li>• providing targeted, explicit instruction for student groups in literacy - phonics, phonological awareness, spelling, writing</li> <li>• providing targeted, explicit instruction for student groups in numeracy - additive strategies, number and place value, counting processes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school supported 87 students through the COVID Intensive Learning Support Program. Small group tuition was delivered during school hours either within or outside the classroom, depending on student needs. The</p>

<p>COVID ILSP</p> <p>\$137,436.43</p>	<p>school focused on both literacy and numeracy.</p> <p>To identify students for the program, stage-based data was analysed where students who were at risk of falling behind in their learning were considered for inclusion in the program. Tier 2 students were prioritised for participation and received small group support that was tailored according to their needs. Tier 2 aligns with the COVID ILSP aims and guidelines.</p> <p>Small group support was delivered to students with similar needs for 20-30 minutes, 2-3 days a week. 100% of students who were involved in the COVID ILSP demonstrated growth against literacy and numeracy progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Utilise lessons learned from CILSP intervention model to maintain small group tuition as a key early intervention strategy for students.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$155,088.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><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>• Use of data to inform practice</li> <li>• Curriculum Reform</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Whole school leadership of Curriculum Reform</li> <li>• lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school</li> <li>• collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum</li> <li>• develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy</li> <li>• coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum</li> <li>• lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers</li> <li>• strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Literacy and numeracy knowledge and skills are embedded in curriculum and assessment.</p> <p>High quality teaching practices were enhanced.</p> <p>Capabilities of middle leaders strengthened in literacy and numeracy instruction.</p> <p>Leadership of effective, evidence-based literacy and numeracy teaching and assessment practices for improved student learning outcomes across the curriculum.</p> <p>Differentiated professional learning that built teacher and leader expertise for student literacy and numeracy improvement across the curriculum.</p> <p>Skilled use of formative and summative assessment strategies and tools to identify and monitor progress of students in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue to co-lead teaching, learning, assessment and reporting processes for effective curriculum reform to enact new syllabus in English and Mathematics K-6.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at</p>



<p>\$309,862.00</p>	<p>Woongarrah 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>• Explicit teaching of literacy and numeracy</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>• staffing release for individual case conferences and development of personalised Learning and Support Plans</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Personalised learning and support for 11 students who receive IFS. All students received personalised learning and support within their own classrooms and demonstrating progress towards their individual learning goals. Plans were regularly updated and responsive to student learning needs and progress. Review meetings were held twice a year with parents to discuss plans, progress and achievement of goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with successful individualised case management practices and procedures to meet the needs of students who receive IFS, including SLSO support in classroom and playground, personalised planning cycles in consultation with families, external providers and other professionals, and staff professional development on DDA, DSE and adjustments.</p>
<p>Professional learning</p> <p>\$32,483.08</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 Woongarrah 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>• Curriculum Reform</li> <li>• Quality Teaching</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>• Quality Teaching Rounds</li> </ul> <p>Curriculum Reform Days Little Learners Love Literacy (Reading K-1) Big Ideas to Start Strong (Numeracy) CPR, First Aid and other mandatory training Leadership Development</p> <p><b>The allocation of this funding has resulted in the following impact:</b> High impact, collaborative and applied professional learning in curriculum reform, literacy, numeracy and wellbeing driven by student need. All class teachers participated in four collaborative team planning days (one per term) to engage with new syllabus documents and curriculum reform. Nine teachers completed a year long course in Big Ideas to Start Strong to then facilitate sessions for all staff. All teaching and non-teaching staff completed all mandatory training. Eight teachers completed a round of Quality Teaching Rounds. 100% of teachers completed classroom observations as part of Performance and Development Plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Prioritise funding to facilitate two curriculum reform days per term for stage teams (10 hours per teacher) to continue to grow expert teachers of English and Mathematics K-6. Maintain existing PDP processes.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	227	207	197	178
Girls	228	230	222	205

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.2	94.1	90.1	93.0
1	94.1	92.8	85.9	92.7
2	94.0	94.4	87.7	91.3
3	94.2	92.2	86.7	90.3
4	94.3	91.8	86.3	91.2
5	93.0	91.6	86.3	88.3
6	94.3	89.8	85.7	88.9
All Years	94.1	92.4	86.9	90.7
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
Assistant Principal(s)	5
Classroom Teacher(s)	17.32
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.78

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	522,219.20
<b>Revenue</b>	5,100,245.88
Appropriation	5,003,885.17
Sale of Goods and Services	4,347.82
Grants and contributions	74,334.28
Investment income	17,678.61
<b>Expenses</b>	-4,964,532.10
Employee related	-4,686,497.25
Operating expenses	-278,034.85
<b>Surplus / deficit for the year</b>	135,713.78
<b>Closing Balance</b>	657,932.98

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>	292,442
<b>Equity Total</b>	417,409
Equity - Aboriginal	66,223
Equity - Socio-economic	144,553
Equity - Language	20,120
Equity - Disability	186,513
<b>Base Total</b>	3,471,394
Base - Per Capita	109,049
Base - Location	0
Base - Other	3,362,345
<b>Other Total</b>	493,492
<b>Grand Total</b>	4,674,737

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

## Annual Parent Satisfaction Survey

There were 97 responses to the Annual Satisfaction survey.

- 88% of respondents were very satisfied or satisfied with education at Woongarra PS. 8% were neutral, 3% (2 surveys) were dissatisfied.
- 88% of families reported that children are extremely or very safe at school; 9% neutral.
- 95% of families rate the facilities as good, very good, or excellent.
- 88% report that students feel a great or good sense of belonging, 11% report some sense of belonging.
- Enquiries, questions or concerns are answered quickly and efficiently for 82% of respondents, although 6% were dissatisfied. Communication was mentioned a few times as an area for continual improvement and that the school needs to communicate the 'why' and 'when' things happen several times in case information is missed.

Ideas and suggestions for continual improvement tended to focus on operational aspects, such as gate opening times and school discos, rather than partnerships in learning and will be used to inform future actions.

"My son is so excited to go to school everyday and does not stop telling me all the things he's learnt. That's how I know he is in the right place."

## Perspectives of Students: Tell Them From Me Survey

162 students in Years 4, 5 and 6 completed the Tell Them From Me survey in May 2023. Students complete questions around engagement and wellbeing. The surveys provide information on a range of areas, such as teaching practices, student aspiration and leadership, from the perspective of students. Findings include:

- 82% of students report positive relationships at school.
- 81% of students value schooling outcomes, have positive behaviour at school and try hard to succeed in their learning.
- 67% of students report a positive sense of belonging. This is the same as 2022.
- 60% of students are interested and motivated in their learning.
- 31% of students were not confident of their skills and found English or Maths challenging.
- 58% of students expect to go the University when they finish school.
- 61% of year students felt good about going to high school.
- 74% of Aboriginal students feel good about their culture when at school. 12% neutral. Only 15% of students knew what a PLP was.
- 68% of students feel proud of their school. 23% neutral.
- 97% of students agreed that everything works and classrooms are clean and well looked after.

## Teacher Focus on Learning Survey

27 teaching staff participated in the *Focus on Learning Survey* which is a self evaluation tool related to dimensions of classroom and school practice. All but one (technology) ten-point scales were above state norms for all drivers of student learning. Key findings include:

- Leadership 8.2 (NSW norm 7.1)
- Collaboration 8.8 (NSW norm 7.8)
- Learning Culture 8.4 (NSW norm 8.0)
- Data informed practice 8.4 (NSW norm 7.8)
- Teaching strategies 8.4 (NSW norm 7.9)
- Technology 5.8 (NSW norm 6.7)
- Inclusive school 8.8 (NSW norm 8.2)
- Parent Involvement 6.9 (NSW norm 6.8)
- Challenging and visible goals 7.9 (NSW 7.5)
- Planned learning opportunities 8.1 (NSW 7.6)
- Quality Feedback 7.5 (NSW 7.3)
- Overcoming obstacles to learning 8.2 (NSW 7.7)
- 93% of teachers agree that leaders are leading improvement and change.
- 97% of teachers agree that leaders clearly communicate the strategic vision and values of the school.

Questions with the highest favourable scores in the People Matter Survey were:

- I understand what is expected of me to do well in my job - 100%
- I support my organisation's values - 100%
- I understand what ethical behaviour means within my workplace - 100%
- I have the tools and technology to do my job well - 96%
- My job gives me opportunities to use a variety of skills - 96%

# 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.