

2023 Annual Report

Woniora Road School



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Introduction

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

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

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Message from the principal

Throughout 2023 the school had numerous stories of student resilience, growth and success. On a cultural foundation of strong relationships, high support, and high expectations, our students were able to make significant progress in reconnecting with education, and experiencing success in both academic and co-curricular pursuits. The school made significant progress in the third year of our Strategic Improvement Plan, and in May participated in External Validation. This process had the dual benefit of acknowledging and celebrating our foundational strengths in Wellbeing and Learning Culture, as well as providing a pathway forward for our next steps in improvement mainly.

Danny Callaghan

Principal

School vision

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

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

School context

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

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

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

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- High Expectations for All
- Evidence Based Practices

Resources allocated to this strategic direction

SSP supplementary funding

QTSS release

Professional learning

Summary of progress

High Expectations for All - In term 3 the principal and executive visited a similar setting to assess the benefits of transitioning to face to face learning across KLAs. The success of face to face English teaching with respect to student learning was demonstrated over the course of the past three years. It was decided that the school would build upon this success by initially delivering stage 5 face to face learning, with the intention to moving towards stage 6. Planning for implementation of stage 5 delivery occurred during terms 3 and 4. Selected teaching staff visited similar settings to observe their operations of face to face teaching to reflect on the transition to face to face learning at Woniora Road. The expertise and willingness to teach of school teaching was identified, and where required, recruitment processes were put in place.. Review of the whole school timetable and resources was undertaken to best support face to face teaching. Teaching and non-teaching staff participated in professional learning sessions with the intention of unpacking the Universal Design Learning (UDL).

The success of the English face to face at Woniora Road, in terms of student engagement, attendance and opportunity to track progress, prompted the expansion across all KLAs in stage 5. Change in pedagogical process was a challenge for some staff. Staff were supported in preparation and professional learning to facilitate this shift. It was necessary to recruit from outside the school to address gaps in KLA expertise.

The impact of planning has been that the implementation of face to face teaching will commence in 2024. Through professional learning and consultation, teaching staff are prepared for face to face teaching as opposed to distance education support.

In 2024 the new process of delivery will commence. Regular review and monitoring will be required to best support the transitional period, and address issues that may arise.

Stages 5 and 6 group tutorials - In term 1, the expertise of the school's mathematics teacher was used to implement tutorials in stages 4, 5 and 6 as opposed to individual student support within each class. Group tutorials in mathematics provided equitable access to all students in the KLA. In second term the school's PDHPE teacher was used to implement tutorials in stages 4, 5 and 6. In term 3 the English and Mathematics teacher commenced tutorials in literacy and numeracy to support the achievement of minimum HSC standards. The expertise of the staff on-site ensured the successful implementation of this initiative. Some students who were accustomed to the one to one support within class found the transition to group tutorials challenging and were supported in this process. The impact of group tutorials has addressed the isolating practice of one to one support as each tutorial has from 7-10 students in the classroom. Observation of classroom practices has demonstrated opportunities to socialise and peer support.

In 2024, students in stage 4 and 5 will move to face to face delivery across all KLAs, and stage 6 will continue and build upon group tutorials in support of distance learning.

Evidence Based Practices - HSC minimum standards - This initiative commenced in 2022 with a focus of addressing minimum standards in literacy and numeracy for learning and for post school pathways. In 2023, students participated in the HSC minimum standards testing. Students who demonstrated areas of need in literacy and numeracy were identified. Minimum standards tutorials were initiated and timetabled to support identified students in stage 6 or exiting students. This group was comprised of 3-4 students at any one time. Of these students all were successful in attaining

their minimum standards.

In 2024 this initiative will continue in line with the department's mandated improvement measures in pathways.

CSUS - Numeracy Number Focus

The school focus for 2023 was on the use of highly effective teaching practices to improve numeracy. The key area of number sense and place value featured significantly in the work in Strategic Direction 1. Utilising High Impact Professional Learning the school team established the enabling structures and systems to effectively guide implementation of consistent evidence informed practices across the school. Data analysis was incorporated into whole school ongoing evaluation that strengthened collecting, tracking and monitoring student progress data, particularly in relation to PLAN2 and the learning progressions. The increased capability of staff to analyse data, led to an increase in quality teaching practices in numeracy. Teachers shared resources on what quality teaching in numeracy looks like, collaboratively designed and delivered lessons, observed each other's practice and provided professional feedback. Collaborative partnerships with the CSUS team, professional dialogue on numeracy teaching strategies drawn from the evidence-base was a focus that enabled the school to refine and align strategies to enhance consistency of delivery 7-12. Teachers used student data to plan and embed quality practices into their everyday teaching, and adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. In 2024 there will be continued focus on effective teaching practices to improve numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">All students who have engaged in the program and transition from Woniora Road have achieved Minimum Standards.	Of the 13 students who transitioned from Woniora Road in 2023, 10 achieved all three HSC minimum standards.
<ul style="list-style-type: none">Rolling 4 year average of students achieving top 3 bands in HSC results collectively from 2019-22 sees an increase to be above 40%.	The rolling 4 year average of students achieving top 3 bands in HSCs results is at 54.6%.
<ul style="list-style-type: none">The 'transitions and continuity of learning' element is assessed at excelling.	External validation conducted in 2023 supported the school's self-assessment of excelling in Learning Culture which includes transitions and continuity of learning.

Strategic Direction 2: Supporting Families, Supporting Attendance

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning
Aboriginal background
SSP supplementary funding
Socio-economic background
Student Support Officer

Summary of progress

Use of data to inform practice -

Attendance Goals - Data on attendance was a focus. At the beginning of 2023, the executive challenged students by having them take an active part in attendance improvement. Each student met with a staff member to formalise goals around attendance. Students identified barriers around attendance, reflected upon their attendance of the previous term and preferred programs, and set goals for the next term. Engagement and wellbeing programs were reviewed termly and directly informed by data through monitoring and reflecting on the progress of every student. Connections were made between different data sets to build up a rounded picture of each student, and identified which programs worked for which students, and which do not. At the end of term, students at 80% and above, and students who had made a 20% or greater improvement on their attendance were invited to an end of term excursion. Development of individual student goals was a motivator for improvement. The factors impacting on attendance at times were not school related and related to mental health. Improvements in attendance occurred with students who were attending on an irregular basis. For students who were non-attenders, there were no significant changes. For students in stage 6 who were undertaking pathways or engaged in vocational training attended on a flexible basis. Flexible attendance allowed students to remain engaged in their learning during transition to post-school. In 2024, individual attendance plans and goals will continue for all students as well as flexible attendance for students where appropriate, in stage 6..

Innovative Student Engagement and Parent Support Programs

In 2023, parents were surveyed on interest in engaging in learning around understanding mental health and facilitating well-being. A Mental Health First Aid course led by the school's Student Support Officer, was conducted. The sessions focused on building parents understanding and capacity to manage their child and take an active part in improving their attendance and engagement. Parents who attended provided positive feedback on the benefits of the course. Time and work commitments, and mental health barriers prevented a number of parents from attending. In 2024, the Student Support Officer will investigate a series of short courses and online delivery.

The school's student representative council (SRC) contributed to the promotion of school connections in order to increase attendance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students attending > 90% of the time to be at or	For term 1, the number of students attending over 90% of the time was at just 9.5%. By term 4 that number had increased to 14.5% with several

<p>above 20%.</p>	<p>students making very significant improvements and moving from low attendance into the above 90% level. Attendance is at the centre of all programs within the school but in terms of initiatives instituted in 2023, the focus on 'celebrating attendance' was instrumental in 2023. This took the form of acknowledgement of a full-week of attendance at the end of week celebration assembly, as well as the institution of the end of term 'Attendance Celebration Excursion' which acknowledged students who maintained above an 80% level and/or made an improvement of 20% or more.</p>
<ul style="list-style-type: none"> • Increase the percentage of parents participating in the end of term review process at or above 85%. 	<p>The percentage of parents participating in the end of term reviews process across all four terms was 90.3%. This was chosen as a new progress measure in 2022 as the review process is frequent, taking place every term, and is an opportunity for close collaboration with parents. This was slightly less than the previous rate of participation in 2022 (86.7%).</p>
<ul style="list-style-type: none"> • All students can set and identify their attendance goal within their semester 2 PLSP. 60% of students can reach this goal. 	<p>New students and highly disengaged students were still unable to identify an attendance goal, and the school devised a process to set a 20% improvement as a default semester goal for students with low attendance. Modifications were also made to resources to lighten the emotional weight of goal-setting and in some instances was successful in having initially reluctant students engage in setting targets for themselves. The use of individual Scout Attendance data was used as reinforcement and motivation for students who had reached their attendance goals to have a 'wall of green'.</p>

Strategic Direction 3: Maximising Wellbeing to Maximise Learning

Purpose

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

Initiatives

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

- Wellbeing Programs
- Multidisciplinary Wellbeing Teams

Resources allocated to this strategic direction

Professional learning
Socio-economic background
SSP supplementary funding
Student Support Officer

Summary of progress

Wellbeing programs was (and will continue to be) a dedicated focus for school improvement, especially with a large proportion of new students who had faced significant wellbeing challenges within school. For the wellbeing programs initiative, The Duke of Edinburgh program was consolidated to include an 'Adventurous Journey' every year moving forward, and the Burn2Learn Stage 6 program was expanded to include Stage 5 students. Student participation and uptake of these programs was pleasingly high, and those participating frequently saw significant improvements with their wellbeing, especially in areas of belonging and safety. A 'digital detox' program was also initiated to prepare for the implementation of the new phone policy in Term 4. The program was designed to prepare students for the change by more broadly tackling the issue of problematic phone usage, and giving students a voice in how the policy would be implemented, and what supports might be needed to make the change as seamless as possible. The success of this program was evidenced by there being no negative effect on attendance evident once the policy was implemented. To continue improvement within Wellbeing programs in 2024, the school will focus on using the 6 Star Wellbeing Survey Data to better track the positive effects of these programs.

The Multidisciplinary Wellbeing Team for 2023 was comprised differently from previous years with the departure of our Occupational Therapist at the beginning of the year, and the subsequent unsuccessful recruitment process to find a replacement. The team still comprised a Student Support Officer (social worker) and a School Psychologist. Midway through the year the school entered into a partnership with 3 Bridges Community to recruit and employ an Outreach Family Caseworker to add to the MDT Team. The Caseworker specifically targeted parental support for our students with the lower levels of attendance and engagement. Weekly wellbeing and triage meeting processes were held to best utilise the expertise of support and ensure there was not a duplication of support. Additionally, the Professional Learning and psychological education provided to staff by the MDT team better enhanced staff understanding and confidence in supporting students with complex mental health presentations in the classroom.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• All students can set and identify their wellbeing goal within their semester 2 PLSP. 60% can reach this goal.	Students participation in setting their wellbeing goals continued to vary significantly. There was significantly more success for both our older students and our students with high attendance rates in formulating their own wellbeing goals, and thus being able to identify this goal. The 6 Star Wellbeing Survey was also used across the whole school year as a way for staff to quantifiably track student wellbeing. Senior students were also invited to reflect on their survey scores in reflecting on their progress with wellbeing. Refined processes for the PLSP will be implemented in 2024.

• Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging to be at or above 68%.

The school's Tell Them From Me survey in 2023 saw some slight decrease in the categories of Expectations of Success, Advocacy and Sense of Belonging from 2022. The proportion for this year was 68%.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$10,159.17</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woniora Road School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of Data to Inform Practice • Innovative Student Engagement and Parent Support Programs • Wellbeing Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through analysis of data to support student learning • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and excursion fees. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Increased participation across a range of school initiatives across the three strategic directions. These have led to improved student outcomes in attendance, wellbeing and academic performance.</p> <p>After evaluation, the next steps to support our students will be: A continuation of using flexible socio-economic background to supplement the initiatives in our new Strategic Improvement Plan. The primary focus of this will be to increase the equitability of resources and services.</p>
<p>Aboriginal background</p> <p>\$4,292.44</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woniora Road School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of Data to Inform Practice • Innovative Student Engagement and Parent Support Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: A better understanding of the PLP process for all class teachers and SLSOs and links with the Aboriginal Community Liaison Officer being built and strengthened.</p> <p>After evaluation, the next steps to support our students will be: Ensuring the PLP sits alongside the Personalised Learning and Support Plan for Aboriginal Students at Woniora Road School.</p>
<p>Professional learning</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</p>

<p>\$15,131.77</p>	<p>Professional Learning for Teachers and School Staff Policy at Woniora Road School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Practices • Use of Data to Inform Practice • Innovative Student Engagement and Parent Support Programs • Wellbeing Programs • Multidisciplinary Wellbeing Teams <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Course costs for specific PL courses for Teaching and Non-teaching staff according to their PDPs. • Staffing cover for Professional Learning <p>The allocation of this funding has resulted in the following impact: Improvements in staff expertise and increased evidence of effective teaching practices within both the stage 5 English curriculum delivery and supporting the Distance Ed model. Growth in effective teaching practices as well as knowledge of the Universal Design for Learning Principles has meant that the transition to a full stage 5 curriculum delivery in 2024 is possible. Additionally, new staff report feeling more confident with complex mental health presentations and in safely and calmly managing critical incidents.</p> <p>After evaluation, the next steps to support our students will be: Continued professional learning focusing on Curriculum Delivery and Formative Assessment within the school's new Stage 5 model. Fortnightly PL opportunities within a newly formed 'teaching faculty' will be implemented in 2024 with a heavy focus on Explicit teaching.</p>
<p>QTSS release</p> <p>\$1,183.68</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woniora Road School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations for All <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs through school visits to other EDBD settings delivering a Stage 5 curriculum. <p>The allocation of this funding has resulted in the following impact: Improved connection and shared expertise with other EDBD schools culminating in a combined collaborative School Development Day on Universal Design for Learning to commence 2024.</p> <p>After evaluation, the next steps to support our students will be: Continued collaboration with like settings through the creation of mini-faculties between specific subject teachers</p>
<p>COVID ILSP</p> <p>\$12,979.89</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$12,979.89</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in numeracy - [Number and Place Value] <p>The allocation of this funding has resulted in the following impact: Students making significant gains in order to complete the Numeracy Minimum Standards prior to either commencing Year 12 or transitioning from Woniora Road School. Stage 5 students have had significant growth on the numeracy progressions within Number and Place Value. Expertise and knowledge of tracking the progressions through PLAN2 has also been transferred to more staff.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide small, intensive numeracy instruction for identified students. The use of an external assessment program (Essential assessments) will be added to Teacher observations as a means of checking students progress within PLAN2.</p>
<p>SSP supplementary funding</p> <p>\$210,399.30</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Woniora Road School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations for All • Evidence Based Practices • Use of Data to Inform Practice • Innovative Student Engagement and Parent Support Programs • Multidisciplinary Wellbeing Teams <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs • additional staffing to improve curriculum implementation <p>The allocation of this funding has resulted in the following impact: The employment of additional staff members (including additional AP allocation) to drive the school's improvement in curriculum implementation.</p> <p>After evaluation, the next steps to support our students will be: To use the SSP supplementary funding to employ a full-time Learning and Support Teacher to support all teachers in the school's new Stage 5 face-to-face curriculum delivery in 2024.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Woniora Road School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Innovative Student Engagement and Parent Support Programs • Multidisciplinary Wellbeing Teams <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Support transition, between schools and post-school enrolments by working with transition coordinators and external providers. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • working collaboratively with external and other government agencies in

Student Support Officer

\$99,516.00

their support of students and their families.

- Establish referral pathways to appropriate local services through community partnerships.

The allocation of this funding has resulted in the following impact:

Students have felt more supported and comfortable in transitioning from the school. Students and parents have been able to access more external services to support them through crises. Parents have also been able to upskill and build their own knowledge, most notably through completing the Mental Health First Aid course, through the support of the Student Support Officer.

After evaluation, the next steps to support our students will be:

Consolidation of more formal parent education (including Mental Health First Aid) opportunities so students are more likely to receive positive and proactive from empowered parents. Relationships with external services that can support students once they exit Woniara Road School will continue to be solidified.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	10	12	13	14
Girls	29	28	29	27

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

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

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

details the management of non-attendance.

Post school destinations

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

*15% have entered University courses in 2024.

*30% have enrolled and begun tafe courses.

*30% have gained employment.

Year 12 students undertaking vocational or trade training

The school had 7 students enrolled in Year 12 courses in 2023. 14% of these students successfully completed at least one TVET vocational course.

Year 12 students attaining HSC or equivalent vocational education qualification

The school had 7 students enrolled in Year 12 in 2022. 57% of these students completed a full HSC, while 29% completed a partial HSC. 14% will be returning in 2024 to complete their HSC as a part of a pathways program

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	4.51
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	9.02

*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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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.

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

In 2023, to build and sustain teachers' capacity to achieve key school priorities, professional development and training was interwoven into daily practice and staff development days. Staff meetings continued to provide professional learning for mandatory training including child protection, anaphylaxis management, and emergency care, as well as the NSW

Education and Standards Authority (NESA) requirements and information. Specific courses undertaken by staff in 2023 as part of the school plan included:

- Youth Mental Health First Aid
- CPI Safety Intervention Training
- Introduction to Universal Design for Learning
- PLAN2 and Literacy and Numeracy Progressions
- HSC Professional Learning
- Leading by Learning - St George Principal's Conference
- School Development Day focus on Aboriginal Education
- NSSI in the School Context
- Accidental Counsellor
- ProPsych: School Refusal
- School Link: Eating Disorders
- School Link: Planning Together for Safety and Support
- The Resilience Project
- Complex Trauma Informed Practice with Young People
- GR Network Numeracy Workshops
- GR Network Middle Leaders Coalition
- SPC Professional Learning - Navigating Complexity

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

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 (\$)
Opening Balance	246,763.72
Revenue	2,716,739.74
Appropriation	2,711,154.48
Sale of Goods and Services	-1,289.00
Grants and contributions	2,710.09
Investment income	4,164.17
Expenses	-2,683,229.61
Employee related	-2,496,235.11
Operating expenses	-186,994.50
Surplus / deficit for the year	33,510.13
Closing Balance	280,273.85

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

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

As part of our financial management plan in 2023 funds were expended on:

- Additional teaching staff which will roll into 2024 to support achieving the goals of the new Strategic Improvement Plan.
- Additional executive staff and School Learning Support Officers through the Staffing Methodology Review.
- A music therapist to deliver weekly programs to targeted students.
- A partnership with Three Bridges Community Service to employ an Outreach Family Caseworker.
- An upgrade of learning spaces to prepare for stage 5 curriculum delivery in 2024.
- An upgrade of air conditioning and heating units.
- An upgrade to the school counselling service spaces.

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	14,452
Equity - Aboriginal	4,292
Equity - Socio-economic	10,159
Equity - Language	0
Equity - Disability	0
Base Total	1,822,305
Base - Per Capita	20,894
Base - Location	0
Base - Other	1,801,411
Other Total	704,117
Grand Total	2,540,874

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Parent/caregiver, student, teacher satisfaction

Our daughter attended Woniara Road School in 2021 to 2023 for her Year 11 and Year 12-Pathways, after two years of school refusal which led to her despair and unable to see a future for herself. A buildup of previous bad school experiences was traumatic for her and the loss of trust in authority and peers was devastating. Regardless of our love and best efforts in parenting, she wasn't equipped to deal with this and pick herself up.

The School Principal, Danny Callaghan, leads an extraordinary, intuitive team of teachers, professional counselors, support staff including visiting specialist instructors such as regular yoga instructors and Man Cave workshops. Special praise for Joe and Rani, senior year teachers for their endless efforts with helping our daughter with everything. We could see that each pupil is treated as an individual and given tailored assistance with finding value in their schooling and life. Woniara Road School should be the standard treatment for students struggling with mental health. Their success can be measured by the lives they have saved and changed for the better.

The staff worked at building trust with our family and our daughter even though attendance was initially only for the yoga sessions. Slowly she started to come. We enabled them to delve deeply onto who we are and what we understood to be the obstacles. We could see from early on that their approach was unique, respectful, caring and not at all didactic. It didn't take us long to trust all the staff. Together we identified and unravelled triggers and started the journey to building resilience.

Our daughter is learning to trust her own instincts and begin the journey to controlling panic attacks and shut downs. This is like turning a huge ship and it takes time. Woniara Road School helped our daughter start her path with resolving issues and developing strategies to cope with the unexpected.

Elen & Andrew Malanos

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Music Therapy Program

The school's music therapy program returned in 2023 and welcomed Registered Music Therapist Danny Ammar. The program provides opportunities for students to participate in various musical activities led by their musical interests and abilities. Music activities include instrument lessons, improvisation, song writing, live performance and music sharing/listening. Sessions have proven to be effective in building rapport with students as the shared creative process offers a space for fostering relationships that can be less anxiety-provoking than traditional talk-based counseling or therapeutic approaches. These sessions aim to reduce anxiety, build self-confidence, and support emotional expression through sharing and performing music.

Woniara Road School also runs sessions for a school band formed by students. Band is a collaborative group project that encourages social interaction and inclusiveness where participants feel supported and less isolated by being immersed in the musical process. Songs chosen by students are performed at school assemblies and at the end of year school formal.

Community Radio

Woniara Road School's weekly community radio engagement program is produced for local community radio station 2NBC 90.1FM. The show is pre-recorded during engagement sessions and broadcast on Wednesday mornings to the south and inner west of Sydney. The program provides students with an opportunity to develop their public speaking skills by reading community announcements prepared by the station and by sharing their interests and opinions in on-air discussions. Students also share the role of hosting the show, where they learn to operate recording software and equipment while developing their leadership, teamwork, and time management skills. By participating in the program, students were also able to form social connections with students and staff in a safe, relaxed and fun environment. The program is now co-produced with Rivendell School which has encouraged interschool collaboration.

The radio program provides a space where students can share, showcase, discover and bond over music that is important to them. It provides a space to explore topics of interest, while having constructive dialogue with their peers and staff over the issues that affect them.