

2023 Annual Report

Woollahra Public School



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Introduction

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

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

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Woollahra, 2025

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Message from the principal

As the 2023 school year comes to a close, we have the opportunity to reflect on the fantastic year it has been! As a school, we have continued to build on the things that make Woollahra a special place to be - excellence in all that we do, fostering creativity, developing confidence and creating a strong sense of community to name a few. On every level we have continued to aspire to be the best we can be.

To our children

It has been a pleasure to see you work hard with unwavering dedication throughout the whole year. In the classroom, there has been a focus on ensuring every one of you reach your potential. I have seen this focus reflected in your many accomplishments and the growth you demonstrate every day. As passionate musicians, scientists, public speakers, dancers, writers, artists, mathematicians, readers, debaters, creators and so much more, you have continued to espouse the attitude that all students at Woollahra are capable of great things. My very favourite part of each day at school is spending time in the classrooms and playground, sharing in your interests and achievements. My challenge to you all as we end the year is to reflect on this question- what does it mean to be successful? I'm proud that at Woollahra there are many answers and responds to a question that is so central to education. In my mind, being successful means growing in your learning in every way you can, achieving your personal goals, taking risks, trying new things, being creative and curious, approaching challenges in your own way, developing a strong sense of identity, serving others, expressing gratitude, finding joy in your daily experience and contributing to the special community you are part of - our school. I'm proud of every one of you for your many successes.

To our staff

You who have worked deep commitment in so many capacities. I can't say enough about the wonderful team that you are. We are so fortunate to have group of teachers who are dedicated to ensuring our students always reach their potential in a safe, happy and creative environment. You model and epitomise the 'success in all its guises and we are all very grateful. Our teaching, administrative and support staff consistently go above and beyond for the children in their care. They work in a cohesive team which puts them in a league of their own. On behalf of all of the students and their parents I sincerely thank our staff for all that you do and who you are.

To our parent community

As a dedicated and supportive parent community, it has been a pleasure to work with you in 2023 as true collaborators. Together we have ensured the provision of the best learning possible for your children. My gratitude goes to you for the myriad of ways in which you support your child and contribute to the broader school environment. We appreciate and value your high expectations, encouragement, empathy and hard work in helping our team do the best possible job for your children. You are an integral part of the magic we create at Woollahra every day.

It is a privilege and honour to lead the community of Woollahra Public School. While it is impossible to capture the diversity of learning and achievement in any one document, this Annual Report shares a snapshot of our achievements throughout the year. It highlights the strengths of our school community and identifies our future directions. It is with a sense of optimism and pride that I ask you to celebrate our successes and reflect on our future goals as we look forward to 2024 and beyond.

Ms Nicole Molloy - December 2023

Message from the school community

It is with great pleasure that I share with you the annual President's report for the Woollahra Public School Parents and Citizens Association (P&C) 2023. This year has been truly remarkable as we focused on building a stronger and inclusive community within our school and worked to have as many parents involved and heard across our community. Our monthly P&C meetings have seen a large turnout of enthusiastic parents. Your active participation and presence have been instrumental in shaping our school community. Your willingness to lend a helping hand whenever needed, is a testament to the strong bonds we have forged.

Throughout the year, we organised several events that brought our community together. We started the year with our Welcome Picnic, providing an opportunity for new families to connect with existing ones. It was heart-warming to witness the relaxed vibe and support shared among the attendees and watch the children soak up the activities. Our annual Trivia Night was a tremendous success, with participants showcasing their knowledge and enthusiasm. It was an evening filled with laughter and friendly competition, strengthening the bonds within our school community. The State Election BBQ was also fabulous and it was special to be able to host the Woollahra community on school grounds. To celebrate the incredible mothers in our school, we organised a special Mother's Day event. It was a beautiful occasion where mothers were acknowledged and appreciated for their invaluable contributions to their families and our school.

Similarly, we organized a Father's Day event to honour and recognise the amazing fathers in our community. It was a joyous occasion that showcased the importance of fatherhood and the positive impact Dads have on their children's lives. Finally, we concluded the year with a memorable parents' Beach Party. It was a festive gathering where parents had the opportunity to relax, socialize and enjoy the company of fellow community members. It provided a perfect way to end the year on a high note.

None of these events would have been possible without the dedication and hard work of our incredible events team, led by the talented Jenny Fendler. Their tireless efforts and creative minds were the driving force behind each successful event. We owe them a debt of gratitude for their commitment to making our community events unforgettable experiences.

The funds raised through our various initiatives have made a significant impact on our school. We allocated a portion of the proceeds to the Festival of Creativity and Thinking, which showcased the talents of our students and fostered their creativity. Furthermore, we were able to provide financial support for the Playground Project, ensuring that our students have a safe and engaging environment to play and learn. In collaboration and to support our Year 6 leadership group, we agreed to support their fundraising projects to support Project Flourish, an initiative to support other schools in accessing our very special wellbeing program *Grow Your Mind*. Their dedication and compassion towards helping those in need are truly commendable. Lastly, we expressed our gratitude to the hardworking teachers by hosting an end-of-year thank you lunch. It is a small token of appreciation for their unwavering dedication to educating and nurturing our children.

Our uniform shop, run by a team of amazing volunteer parents, has consistently been a significant contributor to our fundraising efforts. Their tireless work and commitment enable us to make substantial financial contributions to the betterment of our school community. A special thank you goes to Yocelyn Yonathan and her team for their outstanding efforts. A warm welcome and thank you goes to our new volunteer leaders Johanna Liberou and Rubie Lonergan.

In closing, I would like to express my heartfelt appreciation to each and every one of you for your invaluable contributions in making Woollahra Public School a beautiful and inclusive community. We are privileged to be part of this remarkable journey together, we will continue to build upon the foundations we have established. Together, we will strive to create an even more inclusive and supportive environment for our students, teachers, and families. I would like to extend my deepest gratitude to Nicole Molloy and the dedicated teachers and staff of Woollahra Public School. Your unwavering commitment to providing quality education and guidance to our children is truly inspiring. We appreciate your tireless efforts day in and day out. To the parents and caregivers, thank you, your active involvement and support are integral to the success of our school community. Whether it's volunteering in the classroom, participating in events, volunteering time for school projects and enrolment panels or lending a helping hand, your contributions make a significant difference in the lives of our students.

Last but not least, I would like to express my sincerest thanks to the Woollahra P&C executive committee, event organisers, volunteers, and all those who have dedicated their time and energy to the betterment of our school community. Your passion and dedication are the driving forces behind our achievements, and I am truly grateful for your unwavering commitment.

As we move forward, let us continue to embrace the values of inclusiveness, collaboration, and community spirit. Together, we will create a nurturing and vibrant environment where every child can thrive and reach their full potential. Thank you once again for your continued support and involvement. I am honoured to have had the opportunity to serve as the President of Woollahra School P&C in 2023.

Sheree Jonathan: President, Woollahra Public School P&C 2023



School vision

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

School context

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Developing Visible Learners at Woollahra

Deep Learning in English at Woollahra

Reflective and Assessment Capable Learners at Woollahra

Initiatives

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

- Building Visible Learners
- Numeracy Strategy
- Literacy Strategy

Resources allocated to this strategic direction

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

Summary of progress

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

Visible Learning Strategies

A focus on the school developed Learner Qualities of Bravery, Collaboration, Persistence, Curiosity, Creativity and Reflection continued with the aim of developing a deep understanding of these learning dispositions for all students and embedding them in goal setting, feedback and reflection. This was achieved through the use of the qualities in goal setting and student reflections as part of the mid and end of year reports. In 2024 work will be done on developing a continuum for each learner quality to facilitate a more comprehensive understanding and use of them in the classroom and to support a self-assessment process. We will also continue to work on learning resources to support explicit teaching of the qualities. Learner Qualities were included in success criteria for lessons with the success criteria regularly being co-constructed with students to ensure they were drivers of their own learning.

Assistant Principal Curriculum and Instruction

The Assistant Principal Curriculum and Instruction role (FTE 1.0) was established in 2023 with significant benefit for students and staff. The APCI worked closely with the school leadership team to deliver high impact professional learning to build teacher expertise, mentored teachers through co-teaching practices, conducted a data inventory to gain an understanding of school-wide data use, improved analysis and use of data K-6, led curriculum planning days with a focus on programming, teaching and assessing reading fluency and supported access to quality teaching and professional learning resources. Trust was built with teachers and practice was significantly improved in literacy and numeracy as a result of this role establishment.

Authentic and Purposeful Assessment

The school leadership team led the refinement of the whole school assessment plan developed in 2022. The goal was to map strategic assessment points throughout the year in each stage of learning to track and monitor student progress and analyse data trends to inform purposeful planning. Review took place of the types of formative and summative assessments being used across the school with the aim of putting more rigorous and consistent assessment practices in place. Progressive Achievement testing was implemented (Years 2-6) and the Year 1 Department of Education phonics screener was implemented. This provided greater clarity on student learning and progress. Use of NAPLAN and Check In Assessment data was streamlined and analysed with greater rigour to inform targeted and differentiated teaching. This work will continue in 2024 with consistent implementation of the whole school assessment plan and in-depth data analysis to track student learning across the school.

New Syllabus Implementation

Work continued throughout the year to prepare staff for the implementation of the new English and Mathematics syllabuses in 2024. Teachers had the opportunity to explore the structure and navigation of new syllabuses and curriculum website. They explored departmental resources and were provided time to plan how they embed these resources within their own classroom context. Through professional dialogue, it is evident that staff across K-6 have engaged with online NESA learning and feel more knowledgeable about engaging with the new syllabuses. The depth of knowledge of all staff members is unclear. In 2024 the school will continue to provide time for planning to encourage a collaborative approach and sharing of success among the stage teams. The availability of resources to support the continued implementation of 'Learn/Do/Reflect' model will be investigated, utilising staff expertise for future shoulder-to-shoulder teaching.

Literacy Strategy

In 2023 the school continued an extensive review of the teaching of reading supported by high impact professional learning. Staff engaged with learning in the main components of explicit reading pedagogy - phonological awareness, phonics, fluency, vocabulary and comprehension. Intensive work took place in improving direct instruction to enhance fluency in reading. Staff feedback indicated that a larger percentage of teachers now feel confident to implement explicit fluency teaching strategies. Teachers embraced opportunities to explore current readings and strategies together and reported using fluency development activities more frequently. They reported increased confidence in teaching fluency in their classrooms. Teaching and Learning programs have been broadened to encompass more opportunities for choral reading, performance and drama. Teachers also reported increased awareness of the resources available in the Universal Resources Hub.

A focus was maintained throughout the year improving comprehension skills for all students. This included broadening use of quality texts, building teacher expertise and providing increased opportunities for teachers to collaborate. Reading instruction for K-2 students was a focus area with work on use of decodable texts for the explicit teaching of phonics. The leadership team researched evidence-based research and practices for effective reading instruction to support students in developing word recognition skills, phonological awareness, sight recognition and decoding, to a point of automaticity. K-2 to replaced the Synthetic Phonics Program *Get Reading Right* with Explicit Phonics Instruction DoE K-2 - Instructional sequence - grapheme-phoneme correspondences. Significant resourcing was allocated for the purchase of texts to support this approach with the set-up of a decodable reading program to be effective in 2024.

The whole school writing project was implemented each term resulting in opportunities for strengthening of consistent teacher judgement across stages and across the school. The assessment results provided opportunities for whole school analysis of future writing goals. It is also linked to the literacy progressions, providing extra data for report writing and for students' future writing goals.

Literacy enrichment strategies catering for high potential students included differentiated programs within every classroom to provide students with access to complex texts, explicit teaching of textual concepts, advanced vocabulary development and higher order thinking. The school drama program which is a collaboration with Sydney Theatre Company facilitated teaching artists working in several classrooms as a rich professional learning opportunity for teachers and enabled advanced learning opportunities in response to texts studied for high potential students. The Woollahra Writers' Circle was implemented as a Stage 2 and 3 program to meet the needs of high potential students in the area of writing. Students engaged in an array of enrichment opportunities to develop their writing skills with outstanding results.

Numeracy Strategy

A range of improvement strategies were implemented in 2023 to improve numeracy outcomes. Differentiated mathematics groups were implemented across the school to enable more effective differentiation of programs to meet student need. There was a whole school focus on whole-school focus on quality differentiation involving teachers to creating accessible and challenging lessons. All stages used the *Launch, Explore, Discover* model of programming with staff acquiring deeper knowledge in embedding daily numeracy into all aspects of learning and the effective use of Number Talks. 3-6 staff had the opportunity to look carefully at the sample units of work and series of lessons and

adapted them for our school context. Professional learning was also completed on the Big Ideas in mathematics with several staff, strengthening conceptual understanding in the teaching of mathematics and providing practical strategies for the classroom that focus on depth of understanding for students.

Targeted Learning Support

The school undertook an extensive restructuring of the Learning Support Team and programs in 2023. This included analysis of the effectiveness of previous model and resulted in the use of a successful *Response to Intervention* model. A broader range of student achievement data was collected, analysed and used to make decisions about utilisation of learning support resources, models of intervention, professional learning for teachers and differentiation practices. The *MacqLit (MultiLit)* program was established for students in Years 3-6, consisting of small group intervention for targeted students. Lessons were delivered through carefully sequenced lessons that included explicit instruction. This intervention program will be expanded in 2024 to cater for K-2 students.

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"> • 100% of teachers consistently create and implement quality teaching programs that reflect the principles and pedagogy of Visible Learning and are reflective of the needs of students in their class. • Improvement of the Assessment and Effective Classroom Practice elements of the School Excellence Framework from sustaining & growing to excelling and Data Skills and Use from delivering to excelling as measured by the school self-assessment process. • Strengthened use of student assessment and data analysis to inform learning programs K-6 as reflected in programs, stage based planning, learning support planning, High Potential and Gifted Education planning and whole school analysis 	<p>All teachers are using learning intentions and success criteria as part of their lessons and increasingly using frameworks such as the SOLO taxonomy to authentically differentiate instruction to meet student need. Whole school improvement as evaluated against the School Excellence Framework showed progress with the school being assessed at Excelling for Effective Classroom Practice and Sustaining and Growing for Assessment and Data Skills and Use. Use of quality assessments and data analysis was significantly strengthened across the school as reflected in planning of learning programs, personalised learning plans and teacher feedback.</p>
<p>Students in Years 3-6 demonstrate growth in reading of one stanine or more over a twelve month period as measured by the Progressive Achievement Test (PAT-R).</p>	<p>Analysis of PAT data revealed robust reading performance across Years 3-6, with Year 5 students demonstrating the highest percentage of growth in stanine scores. Notably, students maintaining their high-performance stanine levels indicate reading proficiency stability over the assessed period, reflecting positive progress in reading skills. As part of ongoing efforts, the school is reevaluating progress measures to evaluate teaching and learning programs and assess the effectiveness of instructional strategies in reading instruction.</p>
<p>Students in Years 3-6 demonstrate growth in numeracy of one stanine or more over a twelve month period as measured by the Progressive Achievement Test (PAT-M).</p>	<p>Analysis of PAT data over a 12-month period showed substantial growth in numeracy performance, especially among Year 4 and Year 5 students in Years 3-6. Students who maintained high-performance levels indicated proficiency stability, reflecting positive progress in math skills. Only a small proportion experienced a decline in stanine scores, underlining overall positive growth. Ongoing efforts include reassessing progress measures to evaluate teaching programs and the effectiveness of numeracy instructional strategies.</p>
<p>Students in Stage 3 demonstrate an increase on their mean scaled scores (2021 - 2023) using the Check In numeracy assessment tool.</p>	<p>Between 2021 and 2023, students in Stage 3 demonstrated notable improvement in their mean scaled scores using the Check-In Numeracy assessment tool. The mean scaled scores for Year 4 students in 2021 were 432.9, which increased to 480.8 in Year 5 (2022) and further improved to 488.6 in Year 6 (2023). This consistent increase in mean scaled scores indicates positive growth in numeracy skills among Stage 3 students over</p>

<p>Students in Stage 3 demonstrate an increase on their mean scaled scores (2021 - 2023) using the Check In numeracy assessment tool.</p>	<p>the two-year period.</p>
<p>Students in Stage 3 demonstrate an increase on their mean scaled scores (2021 - 2023) using the Check In reading assessment tool.</p>	<p>From 2021 to 2023, students in Stage 3 showed significant growth in their mean scaled scores using the Check-In Reading assessment tool. The mean scaled scores for Year 4 students in 2021 were 420.9, which increased to 463.3 in Year 5 (2022) and further increased to 480.4 in Year 6 (2023). This demonstrates a consistent and notable increase in mean scaled scores over the two-year period, reflecting positive progress in reading skills among students in Stage 3.</p>



Strategic Direction 2: Reimagining Learning

Purpose

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

Creative and Critical Thinking at Woollahra

Design and Inquiry Learning at Woollahra

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning

Beginning teacher support

QTSS release

AP Curriculum & Instruction

Per capita

Low level adjustment for disability

Integration funding support

Summary of progress

Creative and Critical Thinking Strategy

The Woollahra Festival of Creativity and Thinking was a highlight of the school's learning programs in 2023 and was central to strengthening the school's focus on creative and critical thinking. The festival was a unique initiative run for all students K-6. This year's festival celebrated and encouraged an exploration of other worlds through storytelling. Immersion in creativity can bring us closer together and help us cultivate greater self-awareness. Fine tuning the ability to feel a creative connection can help us develop our empathy and establish a deeper relationship between ourselves and the world. Over the course of the three-week event, a range of teacher led and expert community led workshops were offered to all students. Community expert led workshops provided unique learning experiences for our students including photography, art, writing, dance, film making, music, Science, Technology, Engineering and Mathematics (STEM) and more. Creative Gifts were designed by a team of teachers for teachers to use as a classroom resource in developing students' critical and creative understanding and skills. The festival culminated in a whole school performing arts concert held at the National Institute of Dramatic Arts featuring the instrumental, choral and dance ensembles across the school and a range of soloists. The concert was a community highlight and showcased an outstanding array of student talent in the school. It brought students, staff and parents together with a strong sense of camaraderie, a lens of high expectations and resulted in a high-end performance worthy of great accolades.

A key component of the festival was professional learning for teaching and non-teaching staff. This included workshops led by creative professionals focused on visual arts, writing and photography. The school invested in a range of human resources to support the implementation of workshops. As well as being a rich learning experience for students, these workshops were professional learning opportunities for teachers where they had the opportunity to learn from experts and co-teach with colleagues. Teachers were provided with additional release time to join workshops in order to develop their skills in a diverse range of creative and critical thinking experiences. Specialised materials and equipment were purchased to allow for the implementation of workshops and creative gifts. These included resources to support work in the arts, technology and the use of quality literature. A very important part of the festival was connecting with our community through engaging them with workshops and sharing the learning. The festival was supported financially by the Parents and Citizens association and a Ministers Arts Recovery Grant from the NSW Department of Education Arts Unit. Data and feedback following the festival indicated increases in knowledge, skills and engagement for both students and staff. Attendance data for the whole school was strengthened with attendance being far higher for all year levels over the period of the festival. Stage 3 students in particular, had the highest attendance rates, significantly higher than

other periods in the year. Students consistently reported that the festival was the highlight of their learning experiences in the year and that they relished the opportunity to participate in learning experiences that were new and innovative.

The critical and creative thinking strategy included professional learning in School Drama. This program is a collaboration with Sydney Theatre company which engages teaching artists to co-teach with classroom teachers. The program facilitated a critical analysis and creative response to complex texts through drama strategies. Lessons provided motivation and engagement for students during home learning and led to improved oracy, exemplary writing and improved levels of inferential comprehension.

The school's Philosophy for Children program continued in 2023 and involved the employment of a specialist philosophy teacher (FTE 0.2) to provide professional learning, modelled lessons and co-teaching opportunities K-6 in Term 1. The goal was to provide all students K-6 with explicit lessons in philosophy with a focus on critical and higher order thinking, debate and analysis. The program was successful in engaging students and teachers across the school and included weekly workshops for a group of students demonstrating high potential in philosophy. Two teachers completed a professional learning certification with NSW Philosophy Association enabling them to build deeper knowledge in teaching philosophy and collaborate with other schools to enhance teaching practice. A range of resources were purchased to support the program. Students and staff reported high levels of engagement in philosophy lessons and valued the opportunity to engage in higher order discussions, with high levels of intellectual quality and increased student agency.

The school built on previous work in implementing the Department of Education's High Potential and Gifted Education policy. This work included conducting an extensive student voice survey to collect feedback on their attitudes to learning and their perceptions on how their learning needs were met. The school worked on the development of specific guidelines that articulate our practice in catering for the array of needs amongst our high potential and gifted students. These guidelines will be available for staff and parent feedback early in 2024 and will be supported with professional learning for staff. Work was completed in developing teacher capacity to effectively differentiate for high potential students in every classroom and on effectively identifying high potential students across the key domains - intellectual, physical, creative and social-emotional. The focus in 2024 will be on embedding this policy and our guidelines school-wide, developing teacher knowledge and practice further and increasing the range of learning frameworks the school uses to cater for high potential students.

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

STEM and Inquiry Learning Strategy

2023 saw the continuation and development of a Science, Technology, Engineering and Mathematics (STEM) specialist teacher role in the school. The teacher worked to develop innovative and engaging STEM programs and implement new resources into teaching and learning practices. The specialist teacher worked across K-6 to co-teach and model effective teaching practices in STEM. This work involved collaborative planning with classroom teachers to develop a quality and high impact teaching program using current technologies and developing students critical and creative thinking skills. High impact professional learning on quality teaching and learning in STEM was a core component of the strategy, including thinking frameworks such as design thinking, inquiry learning and project-based learning.

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

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

The continuation of enrichment groups including a coding club and Innovators' club fostered critical and creative thinking skills for students in Kindergarten, Stage 1, Stage 2 and Stage 3 with passion and high potential in STEM. The embedding of a 2023 student technology leadership team within the school with extra responsibilities and opportunities to mentor younger students allowed these students opportunities for leadership in their area of passion and expertise.

Next steps as part of this strategy in 2024 will be continual building of teacher capacity to confidently implement STEM and the relevant pedagogies within their classrooms through a gradual release of responsibility model, expansion of the

technologies available for use in learning programs, enhancement of the STEM learning hub and further development of the enrichment opportunities available to students.

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



Purpose

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

Building Flourishing Learners at Woollahra

Initiatives

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

- Community Wellbeing Strategy

Resources allocated to this strategic direction

Per capita

Professional learning

Socio-economic background

Beginning teacher support

AP Curriculum & Instruction

Summary of progress

Community wellbeing continued to be central to all work at Woollahra PS in 2023. Accordingly, emphasis on individual, group wellbeing continued to be a focus as did community connection. The school continued to prioritise wellbeing with a multi-faceted approach with continued implementation and strengthening of a K-6 mental health and wellbeing program, *Grow Your Mind*. The program focuses on explicit teaching of brain awareness, positive mental health strategies, building emotional intelligence through self-awareness, understanding and growing character strengths, development of a shared language of emotional literacy, establishing and maintaining healthy relationships and developing growth mindset perspectives. There was a whole school focus on consistent classroom practice through program implementation with positive results. This was supported with purchase of teaching and learning resources, a literature library, co-teaching with expert teachers, mentoring with wellbeing experts and professional learning workshops for staff.

Through the acknowledgement and valuing of staff wellbeing as an equally important component of our overall community wellbeing strategy, staff were supported with workshops focused on their own mental health, strategies for growing and maintaining their own wellbeing and access to a range of engaging professional reading linked to all aspects of wellbeing. All staff accessed and used a comprehensive array of teaching resources in the classroom through the *Grow Your Mind* digital subscription. This enabled a balance between using daily wellbeing activities and more extensive units of learning. The school had the opportunity to collaborate with experts in the design, creation and recording of an innovative podcast series focused on wellbeing for children. The podcast has now been listened to in a broad range of countries internationally. The school developed a stronger focus on character strength education in 2023. Future directions include greater involvement in the program with parents to strengthen the home-school partnership, integration of the strategy into the school's Personal Development and Health scope and sequence, continued professional learning to build teacher capacity and development of new learning materials.

The school continued to implement the Positive Behaviour for Learning program across the school as a core strategy for creating a calm, focused and safe learning environment for everyone. The whole school Positive Behaviour for Learning overview, term teaching schedules and matrix of expected behaviours guided by our core values of safety, respect and active learning were used school wide. Implementation included professional learning for staff and access to resources. Next steps in 2024 will include strategies to promote visibility of the program across the school, increased familiarity with the expectations and consistent teaching of expectations in all classrooms.

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

Digital citizenship programs were strengthened in 2023 with cyber-safety lessons being taught K-6 and focused learning days being implemented in Stage 3. These were responsive to the changing nature of the digital landscape and the evolving need to ensure children engage with technology safely and respectfully.

Work developing First Nations cultural awareness was a focus in 2023. A series of engaging and practical professional learning workshops were developed for staff and presented as part of a school development day and twilight sessions. These workshops covered a range of focus areas including Aboriginal history in Australia, responsibilities teachers have in leading authentic reconciliation, using literature and multimodal texts to build cultural awareness for students, Aboriginal worldviews in Science, Technology, Engineering and Mathematics (STEM) and teachers as allies in understanding the lived experience of First Nations people in Australia. Teachers provided strong positive feedback on the effectiveness of this professional learning in terms of building their knowledge, broadening their perspectives, engagement and developing learning materials for use in their classrooms. This resulted in a strong emphasis on First Nations culture and history in all classrooms which was characterised by intellectual quality, depth and engaged students.

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
<p>Increase the number of students attending school over 90% of the time to be above the system target of 92.5% and reduce the rate of partial absences K-6.</p>	<p>Attendance data continued to be well above state means, above statistically similar group (SSG) means and showed improvement on 2022 rates. The school had an average of 85% of students attending 90% of the time or more compared to the state mean of 52.2% and the SSG mean of 78.9%. The average overall attendance rate for the school was strong at 94.8% compared to the state mean of 86.7% and SSG mean of 93%. Partial absences were reduced through close monitoring of these rates and working closely with families to support them in ensuring full time attendance for their children.</p>
<p>Wellbeing measures on the <i>Tell them From Me</i> survey (advocacy, sense of belonging expectations of success, engagement in learning) indicate improved levels of overall wellbeing compared to 2022 data.</p>	<p>Wellbeing measures on the Tell them from Me survey indicated improved wellbeing with overall wellbeing measured at 87% against measures of advocacy, sense of belonging, expectations of success and engagement in learning. This is a 4% increase as compared to 2022 data. 84% of students who had high expectations for success also experienced high advocacy and 79% of students with high expectations for success reported a high sense of belonging. Continuing to build on a school culture and practices that strengthen these measures of wellbeing with be a focus in 2024.</p>
<p>An increased number of students display improved emotional literacy, brain awareness, knowledge of strategies to support positive mental health, emotional regulation and self-awareness</p>	<p>Qualitative data indicates improved awareness, knowledge and skills amongst students related to brain awareness, positive mental health strategies, building emotional intelligence through self-awareness, understanding and growing character strengths, establishing and maintaining healthy relationships and developing growth mindset perspectives. As this learning deepens, groups of students are consistently applying these capabilities beyond an individual level to contribute more broadly to the school community. This was evident in the creation of the wellbeing podcasts, student assignments, responses to wellbeing provocations and individual reflections. Parent feedback indicated a strong valuing of the school's work on positive mental health strategies.</p>



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$16,195.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Woollahra Public 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"> • Numeracy Strategy • Literacy Strategy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Ongoing targeted support enabled students to access the curriculum, achieve personalised learning success and participate successfully in all aspects of school life both within the classroom and beyond. Personalised learning programs have been developed, monitored and improved in consultation with teachers, students and parents. Professional learning and release time has resulted in capacity building amongst staff to support students requiring high levels of English language support.</p> <p>After evaluation, the next steps to support our students will be: Maintain the specialist EAL/D teacher to ensure all students learning English as an additional language or dialect are able to access the curriculum and achieve stage outcomes or beyond. Continue accessing specialist professional learning and network meetings to enhance best practice in EAL/D pedagogy.</p>
<p>Integration funding support</p> <p>\$130,227.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woollahra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • STEM and Inquiry Learning Strategy • Numeracy Strategy • Literacy Strategy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Ongoing targeted support enabled students to access the curriculum, achieve personalised learning success and participate successfully in all aspects of school life both within the classroom and beyond. Personalised learning programs have been developed, monitored and improved in consultation with teachers, students and parents. Professional learning and release time has resulted in capacity building amongst staff to support students with high needs.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Integration funding support</p> <p>\$130,227.00</p>	<p>Continued strengthening of personalised learning plans and strategies to support high needs students. This will be supported with ongoing professional learning and continued strengthening of partnerships with parents. Transition processes to support student progression into the next year level or stage are in place and continually improved.</p>
<p>Socio-economic background</p> <p>\$3,027.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woollahra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Community Wellbeing Strategy • Numeracy Strategy • Literacy Strategy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Allocation of funds were used to ensure equitable access to the curriculum and learning experiences for all students.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to identify areas in which equitable access to learning needs to be supported.</p>
<p>English language proficiency</p> <p>\$76,398.99</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woollahra Public School.</p> <p>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"> • Numeracy Strategy • Literacy Strategy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phases • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: All classroom teachers provided differentiated learning programs to support the needs of students from culturally and linguistically diverse backgrounds K-6. This support was facilitated, implemented and monitored by an EAL/D teacher four days per week. The support was provided through a combination of co-teaching, in class support and withdrawal groups for emergent and beginner learners. Formative assessment strategies were in place to ensure programs were responsive to student need. Funds were also utilised for professional learning to build the capacity of the specialist teacher and to attend network meetings with other EAL/D teachers.</p> <p>After evaluation, the next steps to support our students will be: Maintain the specialist EAL/D teacher to ensure all students learning English as an additional language or dialect are able to access the curriculum and</p>

<p>English language proficiency</p> <p>\$76,398.99</p>	<p>achieve stage outcomes or beyond. Continue accessing specialist professional learning and network meetings to enhance best practice in EAL/D pedagogy.</p>
<p>Low level adjustment for disability</p> <p>\$119,487.02</p>	<p>Low level adjustment for disability equity loading provides support for students at Woollahra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Creative and Critical Thinking Strategy • Numeracy Strategy • Literacy Strategy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The school Learning Support team worked cohesively to collaboratively identify and support students with additional learning needs through explicit differentiation in the classroom, small group intervention and the development of personalised learning plans. These strategies were implemented by a team of learning teachers and School Learning Support Officers. Programs were interrupted by the COVID lockdown, however still showed high efficacy with student literacy and numeracy growth as successful accessing of the curriculum for students with disabilities.</p> <p>After evaluation, the next steps to support our students will be: Next steps will include continuing and strengthening this model of support with increased staffing, professional learning to build teacher capacity and an increased focus on data analysis.</p>
<p>Professional learning</p> <p>\$42,922.62</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Woollahra Public School.</p> <p>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"> • Creative and Critical Thinking Strategy • STEM and Inquiry Learning Strategy • Community Wellbeing Strategy • Numeracy Strategy • Literacy Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning workshops, co-teaching initiatives, professional reading and online learning opportunities aligned with the school plan strategic directions and individual teacher professional development plans. • Individual coaching and mentoring for teachers and leaders at point of need and through coordinated programs. • Collaboration with partner schools in specific focus areas to share expertise and build collective efficacy. <p>The allocation of this funding has resulted in the following impact: Professional learning opportunities were provided to all staff throughout the</p>

<p>Professional learning</p> <p>\$42,922.62</p>	<p>year to address individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. The 2023 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings, online learning opportunities and conferences. In addition, teachers were supported with structured mentoring, coaching and co-teaching opportunities to improve their practice.</p> <p>After evaluation, the next steps to support our students will be: An evaluation of professional learning strategies across the school to ensure they are aligned with high impact principles and meet individual teacher needs specifically. Development of an instructional rounds professional learning opportunity in collaboration with a partner school. Development of high quality leadership development initiatives. Strengthening of support for early career teachers.</p>
<p>Beginning teacher support</p> <p>\$83,100.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Woollahra Public School during their induction period.</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"> • Creative and Critical Thinking Strategy • STEM and Inquiry Learning Strategy • Community Wellbeing Strategy • Numeracy Strategy • Literacy Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school or across a cluster of schools • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>The allocation of this funding has resulted in the following impact: Early career teachers were provided with high levels of individualised support through mentoring, coaching and co-teaching structures. They were also supported through a dedicated early career teachers team and participated in professional learning curated to meet their needs. Feedback from teachers indicated they were well supported across all aspects of their role, built strong relationships with their mentors, developed their skill sets exponentially and reported high levels of teacher wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Work will continue in 2024 to strengthen initiatives for early career teacher support with particular focus on coaching and co-teaching.</p>
<p>QTSS release</p> <p>\$136,715.04</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woollahra Public 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"> • Creative and Critical Thinking Strategy • STEM and Inquiry Learning Strategy • Numeracy Strategy • Literacy Strategy

<p>QTSS release</p> <p>\$136,715.04</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: A Deputy Principal was released to support all aspects of school improvement, learning development and operation. In addition, Assistant Principals were provided with additional release to spend time mentoring their teams in classrooms, analysing student data and planning collaboratively.</p> <p>After evaluation, the next steps to support our students will be: Strengthening of the instructional leadership skills amongst the school leadership team with a focus on coaching skills, data analysis and tailored intervention.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy with a focus on reading fluency and comprehension. • releasing staff to analyse school and student data • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: Students were provided with intensive literacy support in the area of reading and demonstrated significant gains across all areas of reading proficiency. This resulted in improved levels of confidence and engagement. Teacher professional learning supported teachers to more effectively deliver targeted support.</p> <p>After evaluation, the next steps to support our students will be: Researching and implementing best practice intervention strategies for students requiring support in literacy and numeracy. Purchase of additional resources and engagement in professional learning.</p>
<p>Per capita</p> <p>\$179,058.95</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Woollahra Public 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"> • Creative and Critical Thinking Strategy • STEM and Inquiry Learning Strategy • Community Wellbeing Strategy • Numeracy Strategy • Literacy Strategy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Per capita funding was used to support whole school initiatives in literacy, numeracy, STEM, creative and critical thinking and student wellbeing as determined by the school plan. It also supported professional learning for

<p>Per capita</p> <p>\$179,058.95</p>	<p>teachers and co-teaching structures to improve practice.</p> <p>The allocation of this funding has resulted in the following impact: This funding enabled successful implementation of the school improvement plan initiatives with a high level of success and high levels of student, teacher and community satisfaction.</p> <p>After evaluation, the next steps to support our students will be: Analysis of data and community feedback to target funds in specific areas of need.</p>
<p>AP Curriculum & 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>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"> • Creative and Critical Thinking Strategy • Community Wellbeing Strategy • Numeracy Strategy • Literacy Strategy • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • 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 • 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 • 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 <p>The allocation of this funding has resulted in the following impact: The establishment of the specialist instructional leader role (FTE 1.0) to support the improvement of literacy and numeracy across the school was highly successful. The role included coaching and mentoring of teachers including early early career teachers, analysis of data, development of programs, intervention sessions with small groups and individual students, leadership of assessment moderation, organisation of new resources and development of professional learning sessions. Practices were strengthened across the school with particular improvements in literacy pedagogy, teacher confidence, data analysis and the development of best practice approaches to all aspects of teaching literacy and numeracy. Implementation of the new syllabus documents was also a focus.</p> <p>After evaluation, the next steps to support our students will be: This role will be enhanced to support the implementation of a larger learning support team, increased professional learning, enhanced intervention programs, improved data analysis and collaboration with other schools.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	387	377	337	353
Girls	376	353	351	357

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.4	97.1	93.4	95.5
1	96.1	95.8	93.1	95.9
2	95.0	96.7	90.9	95.3
3	96.3	95.3	91.5	93.7
4	94.5	95.9	90.0	95.0
5	95.2	95.2	91.5	94.8
6	95.2	95.2	86.9	93.9
All Years	95.4	95.8	90.8	94.8
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

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	25.47
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher EAL/D	0.2
School Counsellor	1
School Administration and Support Staff	4.47

*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.



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	1,085,180.39
Revenue	6,994,225.23
Appropriation	6,451,866.33
Sale of Goods and Services	36,516.85
Grants and contributions	456,984.46
Investment income	47,020.09
Other revenue	1,837.50
Expenses	-7,049,355.94
Employee related	-6,349,429.86
Operating expenses	-699,926.08
Surplus / deficit for the year	-55,130.71
Closing Balance	1,030,049.68

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



Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	130,227
Equity Total	198,913
Equity - Aboriginal	0
Equity - Socio-economic	3,027
Equity - Language	76,399
Equity - Disability	119,487
Base Total	5,034,928
Base - Per Capita	179,059
Base - Location	0
Base - Other	4,855,869
Other Total	586,550
Grand Total	5,950,618

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 to access the school data.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2023 through P&C meetings, focus groups, written feedback and surveys.

The Tell Them From Me (TTFM) Student Survey was implemented in semester one 2023 and provided data from 307 students. The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. On measures of social-emotional outcomes, school responses were strong in all areas. Results were commensurate with NSW Government norms on measures of positive sense of belonging, motivation and effort. Results were above NSW Government norms on measures of positive relationships, positive behaviour and valuing school outcomes. Student perseverance levels were significantly higher than state norms across all year levels. Analysis of drivers of student outcomes indicated that results were commensurate with NSW Government norms on measures of effective learning time, academic rigour and positive student-teacher relationships. Results were above NSW Government norms on measures of learning relevance, advocacy at school, positive learning climate and expectations for success.

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

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

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

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



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

During 2023, the school expanded its Aboriginal education strategy to facilitate a broader range of quality teaching and learning experiences that aimed to build upon whole school appreciation and respect of Aboriginal heritage and culture. Activities included celebration of NAIDOC week and incorporation of cultural awareness into History, Geography and English learning units. All staff engaged in a series of professional learning workshops focused on Aboriginal histories in Australia, Aboriginal worldviews in Science, Technology, Engineering and Mathematics, Teachers as Allies to support change in mindset and use of quality literature to enhance Aboriginal cultural awareness.

Focus in 2024 will be on strengthening this strategy to ensure Aboriginal cultural awareness is embedded authentically across the curriculum for all students. Our school Principal continued to collaborate with a professional organisation called Leading Educators Around the Planet. This included working with other NSW schools to examine educational approaches to developing cultural awareness of First Nations peoples amongst our students and authentic approaches to reconciliation. Learning from this project will be utilised and shared both in our own school and more broadly to enhance and deepen our approaches to Aboriginal education and reconciliation. The school engaged a number of First Nations educators and community members to work with students and staff on cultural awareness and visual arts projects.

Anti-Racism Policy

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

Anti-Racism - School statement

In 2023, Woollahra Public School had one trained Anti-Racism Contact Officer (ARCO) who facilitated communication and resolves any concerns related to racism in a supportive and proactive manner. The ARCO developed community awareness of their role through school communications. Teachers were supported in delivering anti-racism education to all students through developing age-appropriate learning experiences. All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community. All staff are responsible for reporting allegations of racism.

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

The school had a significant percentage (44%) of students from culturally diverse backgrounds in 2023. To foster harmony and tolerance, multicultural education was embedded in all curriculum areas and school activities. In total, students represented 39 language backgrounds other than English. The major aims of the English as an Additional Language program were to develop students' academic language proficiency and educational outcomes through explicit teaching of oral and written language skills required to meet the language demands of the curriculum and to enhance self-esteem by promoting cultural diversity and tolerance through an inclusive curriculum. Many of our students continued to study in their home languages. Culturally inclusive practices and anti-racist values were an inherent part of classroom learning programs and were also strongly promoted through the school's Harmony Day celebrations where the entire community came together for a day of learning and celebration. These events assisted in involving and enhancing engagement with parents and community members from culturally diverse backgrounds. The school implemented a language learning program for all students in Years 1-6. This provided students with learning experiences in Italian and Japanese, an appreciation of the importance of learning other languages and strengthened multicultural awareness.

