

# 2024 Annual Report

## Sir Eric Woodward Memorial School



5675

# Introduction

The Annual Report for 2024 is provided to the community of Sir Eric Woodward Memorial 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School background

### School vision

At Sir Eric Woodward School we are growing together and learning for life. Every student in our school is known, valued and cared for and is nurtured to continually improve and be challenged in a safe environment. Our school sets high expectations for every student using evidence based teaching. We work closely with our school community as we strive for continual improvement.

### School context

Sir Eric Woodward School (SEWS) is a K-12 school in St Ives and is part of the Pittwater Network of schools. The school offers both on site and distance education to meet the needs of a diverse student population. We cater for students with intellectual disabilities and autism. Some of our students have additional needs including: physical disabilities, complex health care and behaviour support needs as well as vision and hearing impairments. Students enrolled in Distance Education are able to access this specialist educational provision from across NSW. Student lessons are delivered via an online learning platform. All students are assessed for enrolment at our school via a placement panel.

Our students require extensive ongoing adjustments for learning according to the National Consistent Collection of Data (NCCD). The school has 28% of the student population who come from an English as an Additional Language or Dialect (EALD) background and 9% of students who identify as Aboriginal or Torres Strait Islander (ATSI).

The school is supported by a committed parent body and local community members. We set high expectations in a safe and supportive environment to ensure all of our students can reach their full potential. We prepare our students for rewarding lives by delivering positive and engaging learning experiences enabling them to achieve the best outcomes for success at school and beyond. We have a strong focus on student wellbeing and communication.

The SEWS school community have been consulted as part of a thorough Situational Analysis and as part of the development of our new School Excellence Plan. We are building on our partnership with the Hornsby branch of the Aboriginal Education Consultative Group (AECG). The partnership aims to improve outcomes for Aboriginal learners by ensuring that they have access to an education system that values their cultural heritage and identity and supports their learning.

Sir Eric Woodward is well resourced with a recent focus on improving facilities for our students. There is a new multi purpose hall, an upgraded hydrotherapy pool, three diverse playground spaces, a library, a communication hub for live online lessons, sensory equipment, learning spaces and friendly and welcoming classrooms. We are very fortunate to be supported by the Sir Eric Woodward Memorial Association with an ongoing partnership.

There are a number of activities and partnerships offered at SEWS. This includes: community access, therapy dog program, buddy program, inclusive school sporting activities, links with local SSP's and the Longneck Environmental Education Centre.

## 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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for success, explicit teaching, effective assessment and data collection will be used to inform practice.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Effective assessment
- Reading and Numeracy

### Resources allocated to this strategic direction

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Professional learning  
Aboriginal background  
Socio-economic background  
Small group tuition (SGT)  
English language proficiency  
AP Curriculum & Instruction  
Beginning teacher support  
SSP supplementary funding  
QTSS release  
Per capita

### Summary of progress

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In 2024 the focus of this strategic direction was demonstrating growth and achievement in reading and numeracy goals using either the Passport for Learning or Literacy precursors and progressions. This involved the professional development of staff in the use of the department's online assessment platforms, scheduled into the school's PL calendar. Across the school all teachers now use the online assessment platforms to collect data. Programs show evidence of annotations to adjust student learning in line with syllabus outcomes guided by data entered from the Inclusive Assessment Program (IAP). The Term 3 Staff Development Day (SDD) workshop: K-6 Syllabus: Learning intentions and success criteria, was selected to strengthen staff understanding of how to develop quality learning intentions and success criteria using syllabus content for reading and numeracy. There has been an impact at a whole school level through monitoring student learning outcomes using the Passport for Learning, precursors and progression assessment tools which were analysed to track student progress. Achievement of student goals has been supported by the development of a whole school program template to enhance explicit teaching of reading and numeracy, where all of staff used the revised template. Students' semesterly reports show evidence of growth in whole number and reading fluency.

The Tell Them From Me (TTFM) survey results indicated staff require further development in analysing collected data to inform future planning regarding the use of online assessment tools. This will strengthen consistent teacher judgement, leading to growth and attainment in both reading and numeracy goals. When considering future school planning, implementation and reporting, the school will involve teachers and Student Learning Support Officers (SLSOs) in regular collaborative assessment of the IAP tools. Future improvements could include further professional learning in utilising the existing Department of Education (DoE) platforms to analyse data.

Systems and process for collection of attendance data include timely follow up by text message and the executive team, and referrals to Department of Education support teams.

Small Group Tuition (SGT) was added to the Growth and Attainment Direction 1 for the first time in 2024. Going forward, SGT will continue to be based on student Personalised Learning Plan (PLP) goals in either literacy (communication) or numeracy. SGT will continue to provide targeted short-interval, higher-frequency interventions and provide additional opportunities for collaboration, instructional and educational leadership.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Improved reading outcomes</b> All students demonstrate reading growth and achievement from Term 1 to Term 4, 2024, using either The Passport for Learning or Literacy precursors and progressions.</p>	<p>The Inclusive Assessment Program (IAP) tools show there was an increase in reading growth throughout 2024 for fluency goals which indicates the school has achieved the improvement measure.</p>
<p><b>Improved numeracy outcomes</b> All students demonstrate numeracy growth and achievement from Term 1 to Term 4, 2024, using either The Passport for Learning, precursors and progressions.</p>	<p>The Inclusive Assessment Program (IAP) tools show there was an increase in numeracy growth throughout 2024 for whole number which indicates the school has achieved the improvement measure.</p>
<p><b>Attendance</b> Our school aims to achieve 100% data completeness for attendance everyday, so that we know which students are not attending and why.</p>	<p>School Bytes data throughout 2024 shows all attendance data is systematically collected which indicates the school has achieved the improvement measure.</p>
<p><b>Small Group Tuition</b> All targeted Small Group Tuition students demonstrate reading and numeracy growth and achievement from Term 1 to Term 4, 2024, using either The Passport for Learning or Literacy and Numeracy precursors and progressions.</p>	<p>The Inclusive Assessment Program (IAP) tools shows all of students in the SGT demonstrated an increase in reading and numeracy growth throughout 2024 indicating achievement of the improvement measure.</p>

## Strategic Direction 2: Communication

### Purpose

In order to maximise student communication skills and build strong foundations for life, we will continue to develop and refine explicit teaching practices responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Communication

### Resources allocated to this strategic direction

English language proficiency  
SSP supplementary funding  
Aboriginal background  
Socio-economic background  
Professional learning

### Summary of progress

This year, we have made notable progress in the development and implementation of transition plans for students with complex disabilities, ensuring that goals, activities, and skill development align with students' developmental stages and individual needs. Feedback from families and educational staff suggests that while they are involved in the planning process, increased engagement and more regular communication would enhance satisfaction and effectiveness. In response to this feedback, we recognise the importance of regularly updating individualised plans based on ongoing assessments. Looking forward, we will focus on strengthening collaboration among all stakeholders by improving communication channels and clarifying roles and responsibilities. By ensuring consistent engagement from all team members, we can enhance the overall effectiveness of the transition plans and better prepare students for successful post-school outcomes.

In 2024, the focus of this strategic direction was the development and implementation of a communication profile for students, aimed at informing Personal Learning Plan (PLP) goals. This process involved a comprehensive study and comparison of various existing communication profiles, in consultation with the school Speech Pathologist. The entire communication team, consisting of teachers and SLSO's from each faculty, collaborated to develop a profile template that met the diverse needs of all students. Through targeted coaching and mentoring during Professional Learning sessions, staff engaged with high-impact professional learning, which supported them in using data analysis to collect information about the template and gain a clear understanding of its application. As a result, a customised template was developed, ready for implementation by all staff in 2025. The school has seen significant impact at a whole-school level, including in both Face-to-Face and Distance Education settings, with teachers now having access to and an understanding of a standardised communication profile template. This has led to increased awareness of the importance of understanding students and their communication styles. For example, Distance Education teachers have collaborated with external Speech Therapists to identify students' strengths and targeted growth areas for their PLPs. Additionally, casual and new teachers have gained access to student communication profiles, which has helped them build a stronger understanding of their students. Looking ahead, future school planning will focus on further building the capacity of all staff to effectively understand and support how each student communicates. This will drive continued improvement in teaching practice, ensuring the successful embedding of new strategies and practices across the school.

### 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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Pathways Improved communication and	There has been an increase in communication and engagement between parents, carer givers, teachers, student transition teacher (STT) and post

engagement with parents and carers in post school option conversations	school providers. This indicates that the school has achieved the improvement measure.
<b>Effective Communication</b> A targeted group of students will have a collaboratively developed communication profile used to inform their PLP communication goal.	Targeted students have a communication profile, developed in consultation with parents /carers and/or the school speech therapist.  PLP data collection shows progress in communication goal outcomes for at least one student per class. This indicates that the school has achieved the improvement measure.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$30,721.38</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sir Eric Woodward Memorial School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective assessment</li> <li>• Reading and Numeracy</li> <li>• Communication</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a specialist speech pathologist to consult with teachers on student communication PLP goals and a communication bank.</li> <li>• Professional Learning in high tech alternative communication platforms - LAMP</li> <li>• Employment of staff to provide release to support consultation for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Collaboration through consultation with the speech pathologist has led to measurable improvements in communication goals. An increase in monitoring and assessment data to track the progress of students with targeted Communication PLP goals has been observed. Progress includes comparisons of pre and post consultation performance in communication skills. Any gaps in student progress can suggest a revaluation and consultation of the strategies with the speech pathologist.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Based on evaluation findings, the equity funding will continue to fund next years planning and consultation for student PLP goals in communication skills. The speech pathologist can be extended for further consultations with teachers and the development of a goal bank.</p>
<p>Aboriginal background</p> <p>\$11,511.50</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sir Eric Woodward Memorial School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective assessment</li> <li>• Communication</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language including sensory stories and adapted text.</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• employment of additional staff to support literacy and numeracy programs in line with new K-10 syllabus</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Consultation with the speech pathologist and additional support for Aboriginal students in their communication skills goals in their personalised learning plans has resulted in further achievement. There has been a focus</p>

<p>Aboriginal background</p> <p>\$11,511.50</p>	<p>on communication devices for remote learners and adjustments for student engagement in online learning. Additional Literacy and numeracy support has been provided to fill gaps in learning for Aboriginal students. The communication passport and precursors assessment tools has assisted to highlight gaps for Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued consultation on school programs with the local AECG and community members as well as rural and remote centres. In 2025, There is a need to align Personalised Learning Pathways for Aboriginal students within the current SEWS PLP document and PLP meetings.</p>
<p>English language proficiency</p> <p>\$9,892.89</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sir Eric Woodward Memorial School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• Communication</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs in small group tuition to provide intensive support for students from EAL/D backgrounds</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs and consult with the SEWS speech pathologist</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The funding has contributed to a greater identification of students requiring both short term and long term intervention. Expertise support from teachers and speech pathologist in small groups has enhanced learning for EAL/D students. Communication skills, vocabulary, phonics and fluency has been a focus for achievement and growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> EAL/D students may have a need to stay in the small group tuition program for longer due to the combination of learning disability and EAL/D. Targeted support in literacy for students identified in the beginning phase of EAL/D who have an intellectual disability is needed across both distance education and face to face.</p>
<p>Professional learning</p> <p>\$28,746.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional learning for teachers and school staff procedures at Sir Eric Woodward Memorial School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective assessment</li> <li>• Reading and Numeracy</li> <li>• Communication</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• presentations by the SD1 team on the recent updates in the Inclusive Assessment Program. This includes upskilling in the passport for learning, precursors and progressions assessment tools.</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching reading and numeracy and how it is tracked on IAP platforms.</li> <li>• Teacher relief for staff engaged in collaboration groups that includes student assessment, data skills and use, to inform practice.</li> </ul>

<p>Professional learning</p> <p>\$28,746.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> There has been a more targeted approach to students achieving their goals by emphasising professional learning in assessment tools from the IAP, that have been specifically designed for students with moderate to severe intellectual disability. Teachers can track the current literacy and numeracy levels and compare with previous data which contributes to classroom programming. Collaborative assessment has enabled more collegial discussions about assessment and quality teaching.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with collaboration groups for IAP tools and include SLSO's. Address challenges in distance education with timely return of work samples to gain authentic collection of data through the online platform.</p>
<p>Beginning teacher support</p> <p>\$5,191.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Sir Eric Woodward Memorial School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• mentoring structures and collaborative practices within the school or across a cluster of schools</li> <li>• 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.</li> <li>• teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback</li> <li>• ongoing feedback and support that is embedded in the collaborative practices of the school</li> <li>• Extra release from teaching, supported by Assistant Principal, for teaching and learning strategies and personalised learning plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Beginning teachers are more supported through collaboration and mentoring by the assistant principals. Extra release for professional learning has increased beginning teachers skill set which has directly impacted students achievement and goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funds have been targeted to provide additional support to students and their beginning teachers.</p>
<p>QTSS release</p> <p>\$43,993.73</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sir Eric Woodward Memorial School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum and implementation of the new curriculum K-10.</li> <li>• assistant principals provided with additional release time to support classroom programs including small group tuition language support, reading strategies and early phonics.</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• Provide mentoring and coaching support by AP/DP to ensure the ongoing development and improvement of all teachers.</li> <li>• Strengthen quality teaching practices through the analysis of student data</li> </ul>

<p>QTSS release</p> <p>\$43,993.73</p>	<p>to drive ongoing, schoolwide improvement in teaching practice and student results.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Mentoring and coaching with the allocated A.P time has resulted in a more targeted approach to support the implementation of the new K-10 curriculum learning. This has created a greater effect size on student learning as teachers apply quality teaching to individualised programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued small group tuition to target literacy and numeracy, communication and EAL/D.</p>
<p>SSP supplementary funding</p> <p>\$556,482.78</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sir Eric Woodward Memorial School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• Communication</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• release time for staff to support teacher mentoring</li> <li>• employment of external support services including the engagement of dedicated specialists to address areas of specific student need</li> <li>• additional staffing to improve curriculum implementation</li> <li>• engagement of Instructional Leader to support student growth and attainment outcomes</li> <li>• release time to engage staff in professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in teacher mentoring through release time has strengthened quality teaching and as a result student achievement has increased. The employment of specialist providers to consult with teachers on individual student learning goals has also increased student skills and outcomes. The speech pathologist has worked closely with teachers to enhance individual student communication goals and build a bank of useful goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue consultation with specialist providers in speech pathology, occupational therapy and physiotherapy to maintain high quality teaching and learning at SEWS. To continue to provide teaching support through mentoring and coaching by A.P/DP.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$33,639.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school</li> <li>• collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum</li> <li>• develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy</li> <li>• coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum</li> </ul>

<p>AP Curriculum &amp; Instruction</p> <p>\$33,639.00</p>	<ul style="list-style-type: none"> <li>• lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The instructional leader has provided coaching and mentoring to support and enhance teachers skill set. This has had a direct impact on student learning outcomes, in particular, reading, numeracy and student communication.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued instructional leader support for all staff to target individual learning goals.</p>
<p>Small group tuition (SGT)</p> <p>\$8,165.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sir Eric Woodward Memorial School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Implementation of the new K-10 curriculum with support for planning, programming, resources and in practice.</li> <li>• To enhance literacy and numeracy skills for targeted students and students with EAL/D</li> <li>• Data collection and analysis using DoE assessment tools tracks student achievement and current levels of learning as well as identifies gaps.</li> <li>• Targeted support for students in early phonics and fluency instruction.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There has been a direct impact on student accuracy in fluency rates and an increase in vocabulary across the small group tuition.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support in vocabulary and reading comprehension.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	54	56	45	44
Girls	26	23	20	19

Student enrolments in 2024 continued to fluctuate between distance education panel placements each term and students leaving the program when they turned 17 for post school options.

### Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was 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

In 2024, three students successfully completed the Year 12 HSC Life Skills course and graduated from Sir Eric Woodward School. Throughout stage 5 and 6, these students received dedicated support from their Year 12 teachers and the Support Teacher Transition (STT) to ensure a smooth transition out of school. Extensive communication and planning were maintained between the STT, parents and caregivers, teachers and disability service providers throughout the year. In 2024, all students were guided towards successful transitions into post school options accessing a variety of programs including supported community access in their local area, day programs with disability service providers, work experience at Meals On Wheels, volunteer work for organisations and setting up a lawn mowing business with regular clients.

### **Year 12 students undertaking vocational or trade training**

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There was no vocational training for Year 12 students in 2024.

### **Year 12 students attaining HSC or equivalent vocational education qualification**

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All graduating Year 12 students have been awarded their Higher School Life Skills Certificate, tailored to the outcomes they mastered during Years 11 and 12.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	16.34
Teacher Librarian	0.2
School Administration and Support Staff	9.21

\*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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2024 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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.

At staff development days and weekly professional learning sessions in 2024, all staff have been working through professional learning in Department of Education assessment tools such as The Communication Passport and the Literacy and Numeracy precursors and progressions which are part of the Inclusive Assessment Program (IAP). Teachers have collaborated to engage in consistent teacher judgement of student progress and achievement. Tracking literacy and numeracy data has given teachers an indication of where students are at in their learning and achievement which impacts student learning outcomes.

In 2024, there was a focus on professional learning on the Curriculum Reform. Teachers were extensively guided and



trained in the new K-10 syllabus in English and Mathematics. In regular professional learning sessions, there was a focus on Learning Intentions and Success Criteria as a feature of planning, programming, assessment and reporting. Professional learning on adjustments in teaching and learning and access content points in the NESA syllabus was also featured.

Professional learning was delivered on the Communication Profile as an activity to increase staff knowledge and the amount of students who have a comprehensive communication profile.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,593,804.56
<b>Revenue</b>	4,940,668.98
Appropriation	4,880,596.21
Sale of Goods and Services	3,306.34
Grants and contributions	15,189.74
Investment income	41,476.69
Other revenue	100.00
<b>Expenses</b>	-4,601,160.99
Employee related	-4,242,151.47
Operating expenses	-359,009.52
<b>Surplus / deficit for the year</b>	339,507.99
<b>Closing Balance</b>	1,933,312.55

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

## Financial summary - Equity loadings

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

	2024 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	52,126
Equity - Aboriginal	11,512
Equity - Socio-economic	30,721
Equity - Language	9,893
Equity - Disability	0
<b>Base Total</b>	2,139,145
Base - Per Capita	47,553
Base - Location	0
Base - Other	2,091,591
<b>Other Total</b>	3,186,018
<b>Grand Total</b>	5,377,288

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.

## Parent/caregiver, student, teacher satisfaction

Parent and caregiver satisfaction was collected through focus groups. Overall, parents and caregivers were very satisfied with teaching, learning and student wellbeing. Parents and caregivers felt that they were informed and felt welcome. Parents indicated that they would like to have a parent group to make connections with other families and more social activities with the school community. Consultation with the school community found that student communication continued to be a priority learning area for parents, followed closely by wellbeing. The most important supplementary programs that parent and caregivers indicated were teacher consultation with speech pathologists, occupational therapists and physiotherapists.

The Tell Them From Me (TTFM) survey indicated that teachers require further development in analysing collected data to inform future planning regarding the use of online assessment tools. This will strengthen consistent teacher judgement, leading to growth and attainment in both reading and numeracy goals. When considering future school planning, implementation and reporting, the school will involve teachers and Student Learning Support Officers (SLSOs) in regular collaborative assessment of the Inclusive Assessment Program (IAP) tools. Future improvements could include further professional learning in utilising the existing Department of Education (DoE) platforms to analyse data.

Overall the TTFM survey showed that teachers highly value the school as an inclusive environment with parent involvement and use of research based teaching strategies. High expectations are set for student learning culture and the progress of individual students are monitored to a high standard.

Student satisfaction was collected through visual surveys. The majority of students reported a sense of belonging, feeling accepted and valued by their peers and others at school. Cabrananga playground was the most popular space with students liking the slides and trampoline the most. Students favourite learning varied from spelling, music and art to gardening, planting seeds and swimming. Lego was a popular play resource with several students indicating that they like learning with iPads. Emotional regulation was represented with students indicating that drawing makes them feel calm and blowing bubbles helps too. Running on the track on Yenni-Beau playground helps students to focus. A favourite piece of school equipment is the big bikes on Yenni Beau playground and the swinging bars.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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