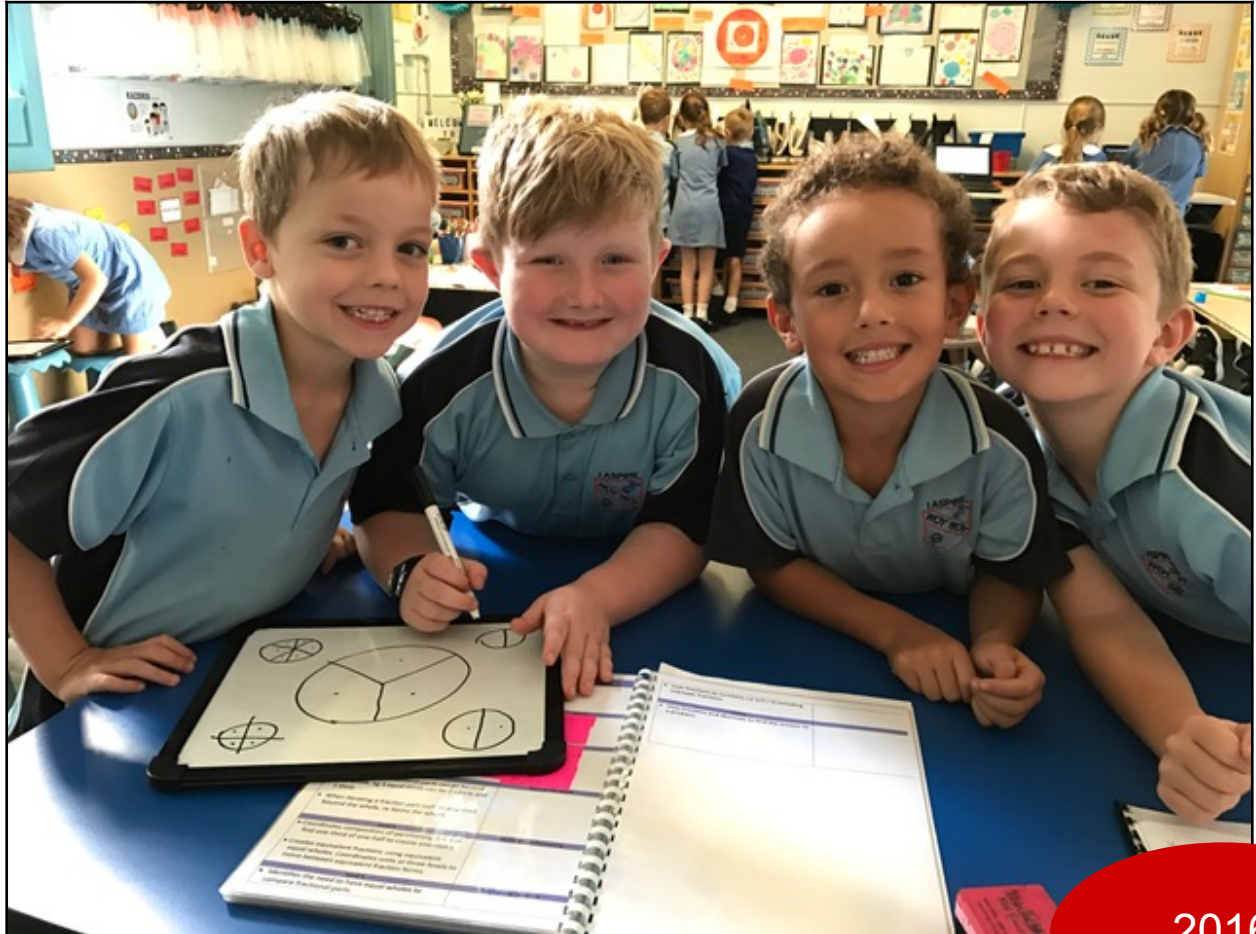


Woy Woy Public School Annual Report



2016



7445

Introduction

The Annual Report for **2016** is provided to the community of **Woy Woy 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 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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Message from the Principal

Walt Disney said, "You can dream, create, design and build the most wonderful ideas in the world, but it requires people to make the dream reality." As Principal, I have a dream or more so a vision for Woy Woy Public School. I want it to be a school where children, parents and teachers work together to pave the way towards learning success, social wellbeing and global responsibility. A place that inspires creativity, teamwork and confidence. A school that everyone is proud of. I believe my dream is a reality. I am proud to be Principal of a school that challenges and supports all students to do their personal best. It is our students, staff and parents focusing on our targets for improvement and working together that makes the difference and it is what makes Woy Woy Public School a hub of learning success. 2016 was a year of immense change, with changing school operations over to conform with a new operational system for finances, student management and student wellbeing, implementing the new Australian curriculum in all classrooms by providing teacher support through professional learning opportunities and being abreast of changes in school planning, reporting, 21st century learning styles and moving away from traditional classroom settings towards flexible learning spaces.

Our world and the demands in the work force platform are in constant evolution. Children of the future will hold job careers not even thought of as necessary today. It is our job to prepare them as best we can for the future. At school learning is the centre of what we do every day. Evidence of success gives us gratification and information about student progress, achievement and what needs to happen in the future. We do this together not as a school but as a learning community.

We celebrated the following highlights in 2016. Solid results were evident in NAPLAN particularly in growth in both Literacy and Numeracy between Year 3 and 5. The Language, Learning and Literacy program in Early Stage 1 and Stage 1 resulted in most students reaching reading benchmark levels for their grade. The Reading Recovery program for improvement in Literacy skills for targeted Year 1 students saw 18 students reach grade level expectations in reading. Data tracking of student assessments indicates all students are progressing and that learning is successful. We delivered very worthwhile extra curricular excursions for all grades and gained success in the environmental program "Take 3". Our girls' soccer team reached 4th in the state. A fantastic Talent Show performance was produced and we were champions in the Gosford District Chess tournament. We had two wonderful restaurant nights for parents and a second cook book launched through our Stephanie Alexander Kitchen Garden healthy eating and living program. Eighty five percent of our students achieved a Gold level on their star charts and a very successful school fete raised funds to purchase needed resources.

However it is the every day happenings that mark a moment in time where pride peaks. To see a child succeed by reaching for the sky and moving from a level 5 to level 26 in reading in a year is something to celebrate. The goose bump moments when our disabilities students perform and amaze us with their ability to rise above their disability. It makes us so proud of our inclusiveness. To witness our multicultural student population intertwined as one with respect and dignity as our learning community emulates the slogan "Everyone belongs". To stand in our Preschool and be totally absorbed in a world of early childhood exploration and discovery play. To behold the delight on a child's face as they solve a problem, make a connection, get praised or receive a reward is so special. To see the care, dedication and commitment of the Woy Woy Public School staff bring out the absolute best in all children as they enthuse and guide children's learning. This is what makes a difference. This is what we are proud of at Woy Woy Public school. Yes! 2016 was a most successful year. Ona Buckley, Principal

School background

School vision statement

We challenge and support all students to achieve their personal best.

Through a consultative process, the school vision was developed. Students, staff, parents and community members were involved in working parties to identify common areas that led to the formation of our vision statement. Ongoing input from the community was sought at P&C meetings and via the newsletter. A Woy Woy Public School parent led a collaborative committee of staff, parents and community members through a process to clearly articulate the shared purpose of our vision. A rigorous and authentic process ensured alignment between the vision statement and the diverse nature and contextual difference of our P–6 school. 'All students' in the vision statement is a reflection of: 60 Aboriginal and Torres Strait Islander (ATSI) students; 70 students with English as An Additional Language (EALD); 65 students with disabilities; 40 Preschool students and the School As a Community Centre (SACC). This vision is closely aligned to the Melbourne Declaration, with a 2015 to 2021 lens. Our vision is embedded within the "Melbourne Declaration on Educational Goals for Young Australians" (December 2008), in which schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. To this end, Woy Woy Public School shares this responsibility with students, parents, carers, families, the community and other education providers.

School context

Woy Woy Public School is a diverse P–6 primary school situated one block from the Brisbane Water outlet, on the Central Coast of NSW. The school is in close proximity to the Central Coast/ Sydney rail link. Our school population of 480 students includes:

- 60 Aboriginal students;
- 70 students with English as An Additional Language (EALD);
- 65 students with disabilities;
- 40 Preschool students. Our students are accommodated in 16 mainstream classes, 6 Special Needs classes and 1 Preschool class and supported by a Principal, five Assistant Principals and forty–nine teaching, support and office staff.

In addition to our mainstream classes, our school has an onsite Preschool servicing 40 students under the National Early Learning Framework (EYLF) and 6 Disabilities Program classes including Early Intervention (EI), Intellectually Mild, (IM) Intellectually Moderate, (IO) Autistic (AU), Junior Emotional Disturbed (ED) and Senior Emotional Disturbed (ED).

Woy Woy Public School bases its policy and procedures on strong values and beliefs as determined by community processes. Positive Behaviour for Learning (PBL) strategies based on the core values; Respect, Responsibility and Learning are embedded into all aspects of school life.

Our students are involved in a large variety of extra–curricular activities including inter school sport competitions, dance, public speaking, debating, chess, gardening, choir, creative and performing arts and talent shows. As participants in the Stephanie Alexander Kitchen Garden Program, students spend structured time in a productive veggie garden and home–style kitchen as part of their everyday school experience. There they learn skills that will last them a lifetime, and discover just how much fun it is to grow and cook their own seasonal vegetables and fruits.

We are active members of the 'Brisbane Water Learning Community', a group of outstanding schools focussed on providing a strong, rich K–12 experience. Schools work together to deliver excellent transition and professional learning programs which support the sharing of expertise across our community of schools and ensure our students are settled, confident and ready to learn when they move to high school.

The school receives additional socio economic and Aboriginal funding through the resource allocation model (RAM) and implements a number of focus programs including Teaching Early Numeracy (TEN), Focus On Reading (FOR) and Positive Behaviour for Learning (PBL).

In 2012, we began our involvement in the Language, Learning and Literacy (L3) professional learning program. A culture of ongoing improvement and an explicit focus on quality professional learning in differentiation, responding to data, enrichment and extended learning, fluid and flexible grouping and technology will ensure the application of best practice to every student learning experience.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning our focus has been on wellbeing, curriculum and learning. The school consistently implements a whole school approach to wellbeing that has clear behavioural expectations through the explicit teaching of a weekly Positive Behaviour Learning (PBL) focus and a fortnightly values program. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding. Positive, respectful relationships are evident among students and staff promoting student wellbeing and ensuring good conditions for student learning. There are systematic policies, programs and processes to identify and address student learning needs. Teachers differentiate curriculum delivery to meet the needs of individual students and extra curricula activities are offered for student development. The school has an effective plan for student transition in place for Preschool into Kindergarten, Year 2 into Year 3 and Year 6 into Year 7. The school has strong alliances with other schools in its learning community and with interagency community organisations to enhance curriculum provision through networking and collaborative professional learning.

In the domain of Teaching our teachers regularly review, evaluate and revise teaching and learning programs to provide students with appropriate, differentiated, individual curriculum driven learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Executive leaders and teachers analyse and track student data to inform future learning and to give sound student feedback to students and parents and caregivers. Regular collaborative executive, stage and grade meetings are held to review curriculum and revise and improve teaching and learning programs. Teachers participate in professional learning targeted to the school's priorities and their professional needs. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teacher's understandings of effective teaching strategies in these areas. Teachers understand and implement professional standards and curriculum requirements and the school has a culture of supporting teachers to pursue higher level accreditation. Teachers in our school work beyond their classrooms to contribute to broader school programs.

In the domain of learning our school fosters collaboration with its community, broader community and school learning community. Our parent community have the opportunity to engage in a wide range of school related activities, information sessions and feedback forums. The school articulates a commitment to equality and high expectations for learning for each student and is responsive to changing needs. The school acknowledges and celebrates a wide diversity of students through our Preschool, Disabilities Program classes, Aboriginal and multicultural student population. The school has productive relationships with external agencies by supporting practicum students from universities, business contacts for the sponsorship of our healthy living and eating program and connections with community organisations for support, advice and student wellbeing. Systematic annual staff performance and development reviews are conducted and the school's financial, physical resources and facilities are well maintained to provide a safe environment that supports learning and community activities.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and Learning Practices

Purpose

To prepare each student to be successful and realise their potential through engaging, innovative and quality practices.

Overall summary of progress

Staff have received comprehensive training in the new curriculum areas of History and Geography as well as worked collaboratively to develop a new whole school Scope and Sequence. 2016 saw the continuation of National Consistent Collection of Data (NCCD) implementation process.

A committed and focused approach to a diverse range of professional learning has seen all staff members provided with meaningful and ongoing professional development to support the implementation of quality teaching and learning experiences.

The importance of data driven teaching and learning programs to ensure positive outcomes for students is more evident in the teaching practices occurring at our school. An increased number of teachers use Literacy and Numeracy continuums to implement effective individual learning.

Staff continued the implementation of the Performance and Development Framework, resulting in staff engaging in reflective processes aimed at ongoing professional development based on individual and system requirements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. 100% of students demonstrating growth as measured by the Literacy & Numeracy Continuums	All relevant teachers were trained and delivered L3 strategies in literacy groups in classroom resulting in improved reading levels. All reading recovery students have achieved level 16 or above in 2016.	Support for beginning teachers (\$4000.00) Quality Teaching, Successful Students (QTSS) (\$10000.00)
2. In NAPLAN, an increased percentage of Year 5 & Year 7 students will show greater than or equal to expected growth to the state in Reading and Numeracy	In Reading, Year 5 had 48% of students greater than or at expected growth from Year 3 to Year 5. This is an increase of over 5% from 2015. In Numeracy, Year 5 had 39% of students greater than or at expected growth from Year 3 to Year 5. This equates to a decrease of 11% and our school plan will be adjusted to address this decrease.	Quality Teaching, Successful Students (QTSS) (\$5000.00) English Aboriginal background loading (\$4000.00)

Next Steps

Implementation of the new Geography syllabus which will involve continued professional development for all teachers.

Professional learning in L3, TEN and FoR will continue to be provided to ensure all relevant staff are trained in explicit delivery for learning at point—of—need. Rigorous assessment of NAPLAN data and embedding appropriate strategies into teaching and learning programs.

Teachers of students with specific learning needs will continue to be involved in the process of PLASPs (Personalised Learning and Support Plans).

Performance and Development Plans will be developed and professional learning will be targeted to support teachers in achieving identified goals. A renewed focus on the NSW Quality teaching Framework through Quality Teaching Rounds to enhance teaching and learning programs.

Strategic Direction 2

Inclusive School Practices

Purpose

To ensure all students are responsible and resilient learners in an inclusive and respectful environment.

Overall summary of progress

While continuing to refine school wide practices that encourage and reward positive behaviour; the school began to focus as well on establishing clearly defined systems and expectations within the classroom. As a result, teachers reported fewer incidences of disruptive behaviour in the classroom in 2016 (45 incidents in 2016 as opposed to 69 incidents in 2015) and a reduction in the number of incidences of non-compliant behaviour in 2016 (137 incidents compared to 161 incidents in 2015).

When responding to the *Tell Them From Me* survey, 7.8 out of every ten respondents stated that they felt the school supports positive behaviour. 7.9 out of every ten parents indicated that they felt that Woy Woy Public School was an 'inclusive school' and an impressive 8.8 out of every ten respondents indicated that they felt that teachers tried to understand the learning needs of students with special needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. Well-being data reflects increased positive behaviour as evidenced by decreased incident referrals.	Evidence of increased pro-social positive behaviour comes in the form of an increase in the proportion of students who reached the 'Gold' Behaviour Level in 2016 (85% of students in 2016, compared to 75% in 2015). More negative student behaviours were reported in 2016, however, this can interpreted in terms of increased attention to recording incidents rather than any real deterioration in behaviour. 89% of the students who completed the Tell Them From Me survey indicated that they displayed positive behaviour at school.	Direct Learning support given to students Resources for PBL Learning Support (\$14500.00) Welfare provision for students (\$2000.00)
2. Improved student satisfaction with school well-being practises and systems as identified through Tell Them From Me surveys.	90% of the students surveyed indicated that they had positive relationships at school, which is higher than the state average of 85%. 8.1 out of every ten students surveyed felt that they had positive relationships with their teachers and 7.6 out of every ten students indicated that teachers acted as advocates for them. 34% of students indicated that they had been subjected to bullying at school, a figure that is slightly below the state average of 36%.	Socio-economic background (\$10000.00)

Next Steps

Schedule more regular meetings of the PBL team in order to focus more on specific interventions for individual students.

Implement Tier 2 PBL Interventions, such as 'Check-in, Check-out', for students needing additional support. Increased focus on teaching anger management and conflict resolution strategies, and on enabling students to demonstrate more resilient behaviours.

Investigate the extent of bullying behaviours within the school by consulting students and parents, and then modify anti-bullying programs.

Provide opportunities for increased input into wellbeing systems and practices from parents and community members. Update policy documents relating to student wellbeing.

Strategic Direction 3

Positive, Connected Community

Purpose

To sustain positive relationships within the school community by fostering a culture of collaboration, shared responsibilities and open, clear communication.

Overall summary of progress

A range of processes to connect learning between home and school were put in place including information evenings, updating of the school website, the school App and the school fortnightly newsletter. 50% of Woy Woy Public School staff experimented with class blogs, websites or Class Dojo during 2017.

Parents were provided with opportunities to engage in the life of the school through information sessions, the home reading program, open days, Education Week activities, the School Fete and school assemblies. There have been a number of events with high parent attendance.

The WWPS School Fete was held in 2016 with great success. It was wonderful to see the whole community behind the event and feedback was very positive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. An increased percentage of parents feel that their contributions to school life have increased and are valued as identified through satisfaction surveys, parent forums and the Tell Them From Me surveys	TTFM parent surveys indicate the majority of parents felt welcomed when entering the school environment. Parent information evenings had increased attendance in stages 2/3. Consistent parent representatives at School Fete Team meetings. An increase in parent volunteers for the Year 6 Farewell. Increase in hits on school website. Increase in number of families downloading School App.	Quality Teaching, Successful Students (QTSS) (\$2000.00)
2. Participation in the Brisbane Water Learning LMG professional learning and capacity building meetings and networks for leaders and teachers. Improved teaching practices from the LMG shared across the school	Assistant Principals leading LMG groups: SCIENCE and TECHNOLOGY and HSIE. Representation of WWPS staff at BWLC KLA groups. High school transitions successful and successful partnerships fostered. Further engagement with the Brisbane Water Learning Community through teachers being members of network teams delivering professional learning.	<ul style="list-style-type: none">• TPL funding (\$4000.00)• Aboriginal background loading (\$2000.00)• Support for beginning teachers (\$2000.00)

Next Steps

Further engagement with the Brisbane Water Learning Community through the leadership of network teams delivering professional learning and local support in Aboriginal education, transition programs, PBL and the new History and Geography syllabus documents.

Continue to develop our social media presence and engage parents in the 'School App' and 'Class Dojo' as a form of communication. Maintain accurate records on parent engagement from Facebook, App and Website.

Increase the number of parent information sessions available to the school community on all KLA's. Staff will develop further partnerships with parents for learning both at school and at home through enhanced knowledge and implementation of literacy and numeracy continuums as explicit teaching and learning tools.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a personalised learning plan. All students had the opportunity to attend the learning community cultural continuum and to bond with other Aboriginal students from the other four connected Primary schools. Aboriginal students in Year 5 and 6 attended an excursion to Walgett to participate in sporting activities and to connect with an Aboriginal community living in an isolated rural area. Aboriginal students from 3–6 participated in and are demonstrating skills in the Stephanie Alexander Kitchen Garden program. Aboriginal students with learning difficulties are achieving learning tasks from sessional support from an Aboriginal Resource teacher. NAPLAN results showed that 20% of Year 5 Aboriginal students achieved in the top two proficient bands for reading and in the middle bands for numeracy. Year 3 Aboriginal students achieved in the middle band for both reading and numeracy. Aboriginal students have been supported through wellbeing.	<ul style="list-style-type: none"> • Aboriginal background loading (\$44 000.00) • (\$0.00)
English language proficiency	30 students were supported by a 0.4 allocation of an English as Second Language teacher. Assessment of student progress and reporting to parents showed sound progress for all students.	<ul style="list-style-type: none"> • English language proficiency (\$40 000.00)
Low level adjustment for disability	NCCD data collected identified students with learning difficulties. These students were supported through SLSO provision and tailored programs for classroom tasks, and social interactions. Students show improvements in their learning progressions.	<ul style="list-style-type: none"> • Low level adjustment for disability (\$37 200.00)
Quality Teaching, Successful Students (QTSS)	Through valuable allocated time teachers were supported in professional learning. Early Stage 1 and Stage 1 teachers confidently implementing L3 and TEN into classroom practice. Year 3–6 teachers confidently implementing FoR into classroom practice. All teachers are using units of work in History and geography.	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$25 000.00)
Socio-economic background	Support for profiled students extended to over 100 students through the LAST program and extra SLSO provision. Identified students show improvement in their learning progressions. A group of Stage 2 and Stage 3 students completed the Seasons for Growth program enabling those students to express and address emotional issues resulting in them feeling more confident in the classroom and to involve themselves more successfully in their learning.	<ul style="list-style-type: none"> • Socio-economic background (\$47 450.00)
Support for beginning teachers	Beginning teachers are confidently teaching students in classrooms environments. Beginning teachers have a good understanding of curriculum and how to differentiate it for all students.	<ul style="list-style-type: none"> • Support for beginning teachers (\$30 300.00) • (\$0.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	256	250	266	231
Girls	197	195	184	193

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.1	93.9	92.6	92.6
1	94.7	94	91.8	91.9
2	94.6	94	91.2	92.2
3	94.8	94.2	92.4	90.3
4	93.9	93.8	92.5	92.2
5	95	94.2	92.3	91.9
6	93.2	92.8	90.2	92
All Years	94.4	93.9	91.8	91.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance records for each class are captured on the SBS4 system. These records are checked regularly by the Assistant Principals managing student attendance and periodically by the Home School Liaison Officer (HSLO). If a pattern emerges where a child is constantly arriving to school late or has unexplained absences which are of a concern either in number or no reason given, then a referral is made to the Home School Liaison Officer. A letter to parents of children regarding attendance issues will be sent by the school and if necessary by the HSLO. An attendance plan negotiated by the HSLO, the school and the parents will be put into place to support an improvement in the child's attendance pattern. Regular inclusions are included in the school newsletter to

highlight the importance of regular school attendance for students. Through this format parents are given the Department of Communities website to seek further information.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	20.02
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	10.38
Other Positions	1.19

*Full Time Equivalent

Woy Woy Public School is a middle sized primary school including a Department of Education and Communities Preschool operating as part of the whole school.

Our school's classification is that of a mid-sized Primary school which is given to a school where the student population is above 451 but below 551.

Staff is allocated according to these numbers. Our school has a large, dynamic team of people who are committed to making our school the best it can be.

Woy Woy Public School has a staff of 16 classroom teachers, 6 special needs teachers, a Preschool teacher, a Library teacher, some part time staff in positions of Learning Assistance Support Teacher (LAST) English as a Second Language support (EaLD) and an Aboriginal Educational Support Teacher.

To support students with special needs in classroom environments we have a number of School Learning Support Officers (SLSO's).

The school runs efficiently with the enormous input from our three efficient office staff, and our grounds and minor maintenance is taken care of by our General Assistant (GA).

The school executive consists of five teaching Assistant Principals who manage and supervise the different learning stages in the school as well as taking on leadership roles for given portfolio areas. The Principal is responsible and accountable for managing and leading the whole school.

The school's six Disabilities Program classes are area-filled classes. Students with disabilities can access these classes from other school zones. These classes have a teacher and a School Learning Support Officer allocation.

Our school had 62 Aboriginal and Torres Strait Islander students in 2016. Through Aboriginal equity funding the school was able to employ an Aboriginal Support Teacher for 2 days per week to support all Aboriginal students from Preschool to Year 6. We also have over 70 students who speak English as a second language and therefore we have the allocation of a part time EaLD teacher to best support this group of students.

The school staff at Woy Woy Public has two Aboriginal classroom teachers, 1 Aboriginal School Assistant Officer, a Preschool School Learning Support Officer and one temporary School Learning Support Officer.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Woy Woy Public School staff in 2016. The focus on Literacy and Numeracy saw all staff continue training or updating skills in the Focus on Reading program. Six teachers across EarlyStage 1 and Stage 1 trained in Language Learning and Literacy (L3). One teacher started the training for Reading Recovery with another continuing on for the second accreditation year allowing 20 students to access and benefit from this intense reading program. All early Stage 1 and Stage 1 teachers continue updating skills for Targeting Early Numeracy (TEN) implementing the program into classroom practice in 2016. Staff as a group completed compliance training in the areas on Code of Conduct, Child Protection, Emergency Care, CPR, and Workhealth and Safety requirements. Australian Curriculum implementation for English, Mathematics, Science and Technology, History and Geography was supported through staff accessing relevant courses and Local Management Group networking.

Individual staff were able to access professional learning relevant to their Professional Development Plans as well as needs for classroom management and student wellbeing. The school budget funds expended on Professional Learning for 2016 were above \$25,000.

Two teachers completed the teacher accreditation process during 2016 with the support of a teacher mentor and stage supervisor.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	194 572.38
Global funds	158 824.74
Tied funds	176 709.48
School & community sources	31 329.87
Interest	2 235.41
Trust receipts	6 574.15
Canteen	4 077.85
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	20 794.55
Excursions	2 226.85
Extracurricular dissections	22 182.34
Library	3 091.13
Training & development	90.00
Tied funds	144 773.89
Short term relief	39 184.00
Administration & office	45 404.47
School-operated canteen	884.10
Utilities	29 458.88
Maintenance	11 985.83
Trust accounts	7 810.99
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 12th May 2016 to 31 December

	2016 Actual (\$)
Opening Balance	0.00
Revenue	828 179.54
(2a) Appropriation	623 624.03
(2b) Sale of Goods and Services	61 469.75
(2c) Grants and Contributions	141 949.83
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 135.93
Expenses	-634 112.49
Recurrent Expenses	-634 112.49
(3a) Employee Related	-369 726.79
(3b) Operating Expenses	-264 385.70
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	194 067.05
Balance Carried Forward	194 067.05

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 756 699.29
Base Per Capita	26 868.31
Base Location	0.00
Other Base	2 729 830.98
Equity Total	254 025.01
Equity Aboriginal	42 863.00
Equity Socio economic	43 278.92
Equity Language	21 786.12
Equity Disability	146 096.97
Targeted Total	1 051 940.94
Other Total	555 236.35
Grand Total	4 617 901.58

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

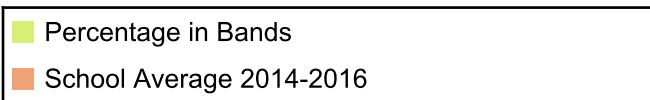
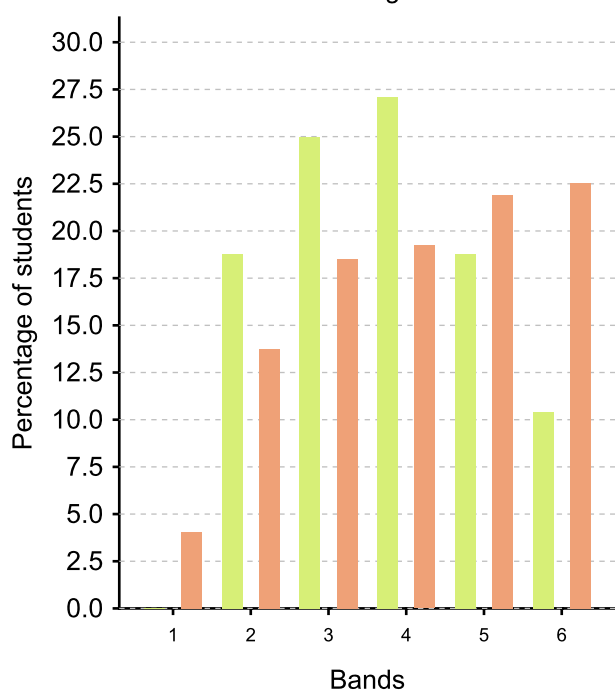
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016, 59 Year 3 students sat the NAPLAN in Literacy. In Literacy our Year 3 students achieved results where 29 % of students achieved results in the top two proficient bands in reading, 33% in writing, 41% in spelling and 37% in Grammar and Punctuation.

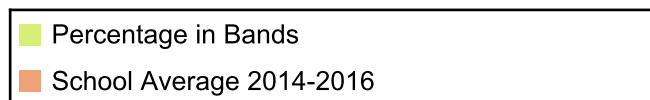
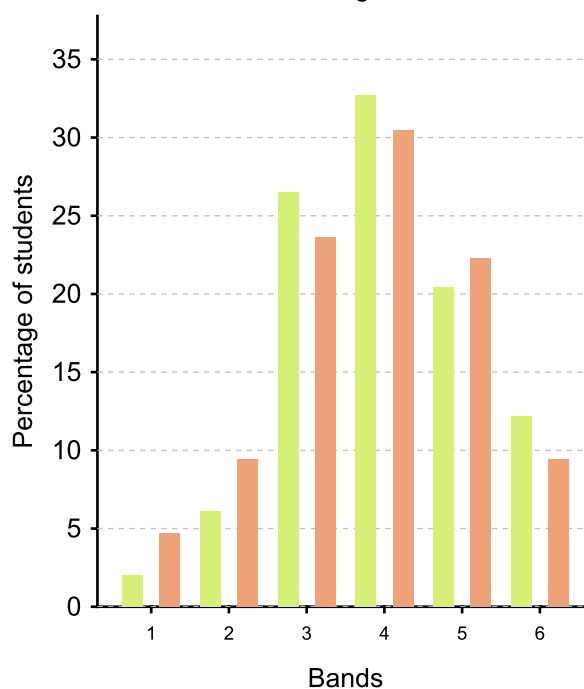
Fifty five Year 5 students sat the NAPLAN in Literacy with 30% of students achieved results in the top two proficient bands in reading, 11% in Writing, 17% in spelling and 17% in Grammar and Punctuation.

In reading Year 5 students had 48% of students greater than or at expected growth from Year 3 to Year 5.

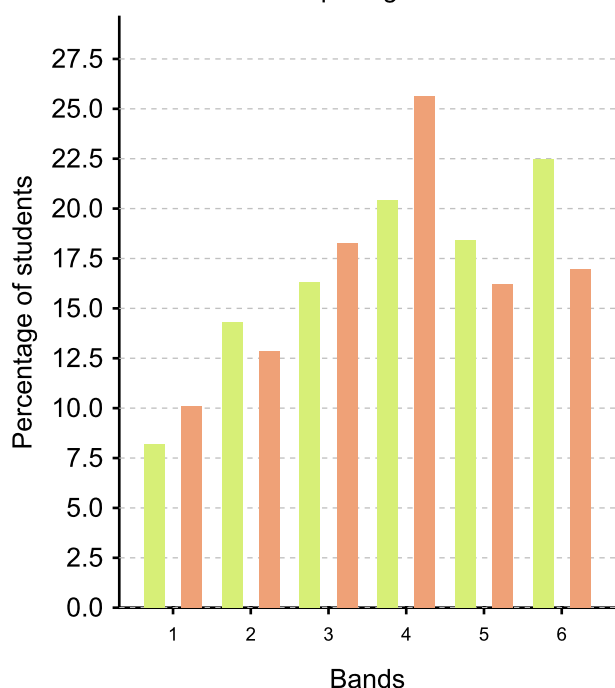
Percentage in bands:
Year 3 Reading



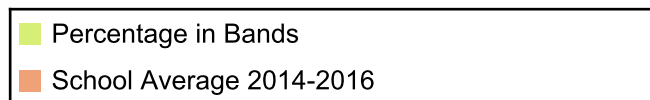
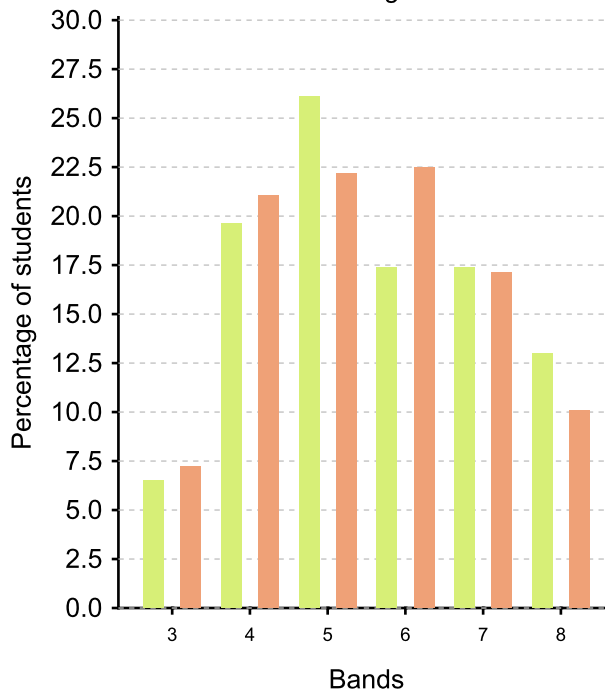
Percentage in bands:
Year 3 Writing



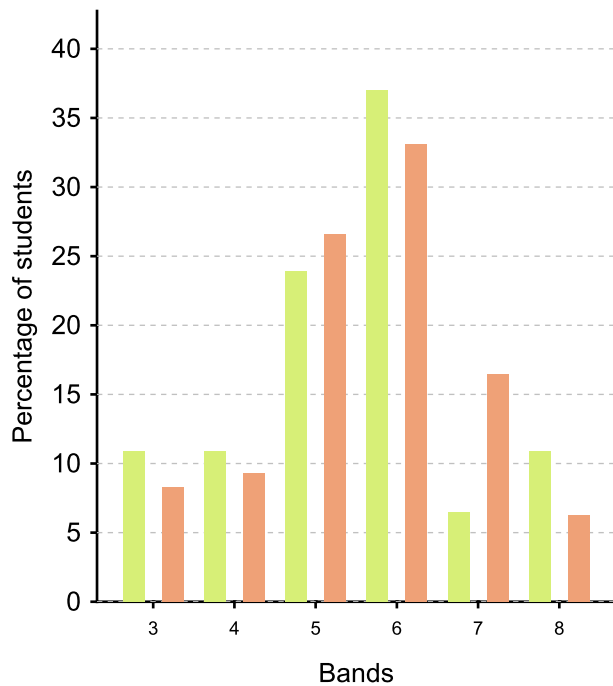
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Reading

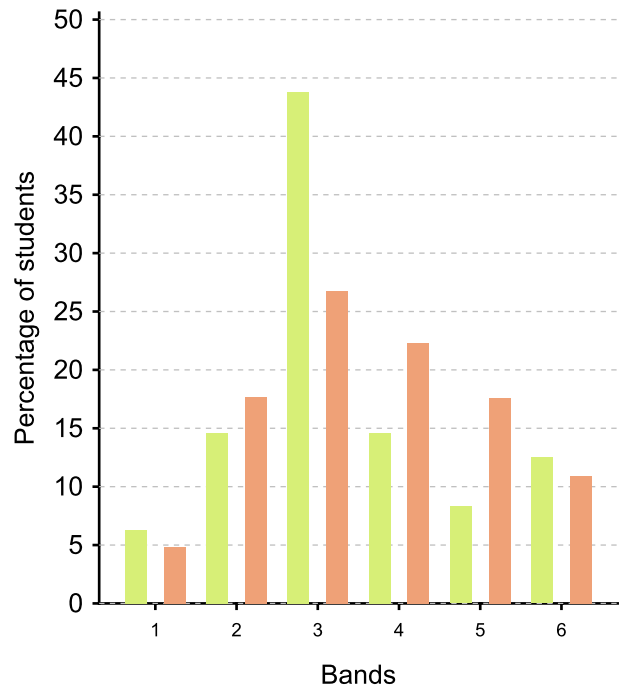


Percentage in bands:
Year 5 Spelling



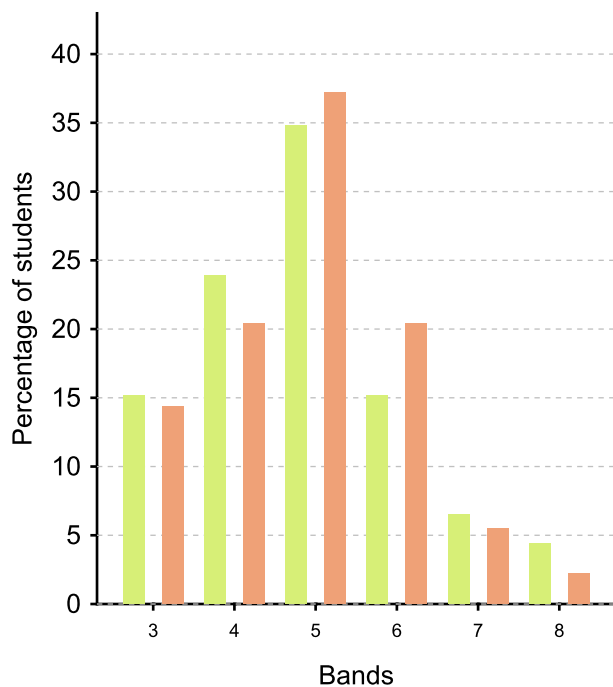
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



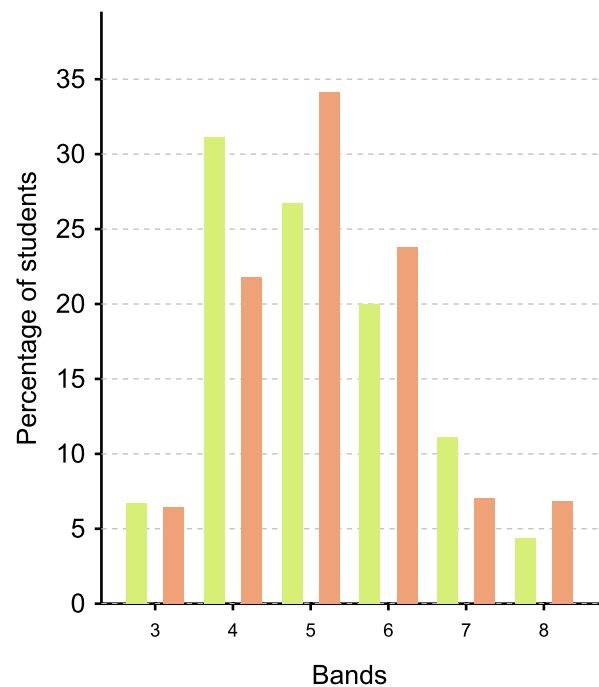
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

In Numeracy 21% of Year 3 students achieved results in the top two proficient bands. 16% of Year 5 students achieved results in the top two proficient bands.

In Numeracy Year 5 students had 39% of students greater than or at expected growth from Year 3 to Year 5. The average scaled score growth for our Year 5 numeracy results were above state.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

The school used the Tell Them From Me survey process in 2016 to gather and analyse responses from our school community.

Parents and caregivers report they feel welcome when they visit Woy Woy Public School. They see the Administrative staff as always helpful if they have concerns or questions but would also like to have more available access to the Principal and to be able to attend more school activities if they were scheduled at more suitable times for them. Parents and caregivers state that written information from the school is always clear and in plain language and that reports on their children's progress are understandable.

Parents and caregivers strongly state that teachers listen to their concerns. They report they can talk their children's teacher easily and that teachers understand the learning needs of all students. They see that teachers show interest in their child's learning and are always encouraging the children to do their best work and that teachers have high expectations for children to pay attention in class. Parents and caregivers say their children have a clear knowledge about the rules for school behaviour.

Parents and caregivers state their children feel safe at school and safe when they go to and from school. They report that they support the school by encouraging their children to do well at school.

Students feel accepted and valued by their peers and others at school and students strongly stated that they tried hard to succeed at school. Students said behaviour at school was positive, they had positive school relationships and most students were interested and motivated in their learning and valued their educational journey.

Students feel teachers are responsive to their needs and encourage independence with a democratic approach. They say they feel they have someone at school that consistently provides encouragement and can be turned to for advice. They also state that school staff emphasise academic skills and hold high expectations for all students to succeed.

Students indicated that more feedback would be beneficial to their learning that homework did not have a positive effect and that learning could be tailored more to their everyday lives.

Teachers reported that school leaders are leading effective improvement and change and clearly communicate their vision and values for the school. Teachers feel supported and work collaboratively with other teachers.

Teachers state that they set high expectations for student learning and behaviour and that they feel confident working with all students. Teachers report they value feedback to students in both written and verbal formats and that assessment cycles drive their

individual student learning programs.

Teachers see the school has a very inclusive school where parent involvement is valued.

Teachers state there is a need to increase technology opportunities for students in the school and a need to inform parents more about what is involved in student learning.

Policy requirements

Aboriginal education

In 2016, 57 Aboriginal and Torres Strait Islander students were enrolled at Woy Woy Public School.

After extensive consultation with Koorana AECG and local community members Woy Woy Public School Preschool has been re-named. In recognition and acknowledgement of the traditional owners of the land on which Woy Woy Public school stands, it will now be known as "Guliyali Preschool". This is an Aboriginal word meaning Pelican, an amazing bird that is very familiar to our students and is native to this area.

The school's 2016 NAPLAN results showed that Aboriginal students in Year 3 performed well in writing, and grammar and punctuation. All Year 5 students demonstrated growth in most subject areas, particularly in the areas of spelling and numeracy

Students celebrated NAIDOC week 2016 by creating Aboriginal inspired artworks that were displayed at the Gosford Regional Art Gallery. Funds raised at the 2016 NAIDOC week cake auction were utilised during celebrations to enable all students, P-6 to attend the Wadjiny performance by Troy Allen on Tuesday 21st June. Students were entertained with song, music and dance and learned about implements and artefacts. This interactive cultural awareness programme provided a great deal of enjoyment and was a valuable learning experience for all. Members of staff attended the NAIDOC Week Health Expo, representing our school and Koorana AECG.

Students and parents from Woy Woy Public School attended the Walgett Sporting and Cultural Exchange excursion along with parents, teachers and students from other schools in the Central Coast area. This excursion provided a rewarding educational experience for all, with students visiting many culturally significant sites. Unfortunately due to weather, the sporting activities were postponed and our students were unable to compete. We would like to congratulate all students involved for their wonderful behaviour and for showing great respect to the local students and communities at Walgett and Lightning Ridge.

The Young Black and Ready for School Program was once again very successful. This program is offered to Aboriginal and Torres Strait Islander children attending Kindergarten in 2017. Six Woy Woy Public School students attended and were screened for eyesight,

hearing, dental problems and speech, and were offered immunisation if necessary.

In 2013 a Cultural Continuum was produced by the Aboriginal Education Consultative Group. This was implemented in 2014 and continued in 2015 and 2016. Students from Kindergarten to Year 6 participated in a wide variety of Cultural excursions. Students will have the opportunity to enjoy a different activity every year up to the time that they are in year 12. The activities are organised and conducted by all of the local schools in our area. Many of these experiences provide the opportunity for students to connect with Aboriginal culture, community and students from other schools. They are often mentored by Aboriginal students from BWSC.

Staff participated in professional development training involving the production and use of Personalised Learning Plans for Aboriginal students. They also attended local culturally significant sites and were enlightened by Gavi Duncan in relation to local Aboriginal history and culture. This training was an invaluable experience for staff.

The Aboriginal Education Support Teacher was involved in working with and providing programs for students requiring extra support from Preschool – Year 6.

The Aboriginal Education Committee – Woy Woy Public School

Multicultural and anti-racism education

Multicultural education aims to equip all students with the knowledge, skills and values needed to participate successfully in Australia's culturally diverse society.

Learning English is essential for success at school and for further education, training and employment for students who speak a language other than English as their first language. English as an Additional Language or Dialect (EAL/D) Student Support aims to develop EAL/D students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training.

EAL/D Student Support is provided in primary schools, high schools, Intensive English Centres (IECs) and the Intensive English High School (IEHS). In these schools, specialist teachers deliver EAL/D education in a variety of ways to meet the diverse needs of EAL/D students at different stages of learning English.

The mode of delivery for the EAL/D program at Woy Woy Public School incorporates both the provision of English language instruction to groups of EAL/D students separately from their class and work in small groups within the classroom.

The total number of students from language backgrounds other than English (LBOTE) enrolled at Woy Woy Public School in June 2016 was 62 (14.5% of the total student enrolment). School funding to support students learning English as an additional language was provided through the Equity loading for English language proficiency. In 2016 Woy Woy Public School was allocated funding for a specialist EAL/D teacher for 2 days per week.

Our school is inclusive and welcomes diversity. During 2016 we utilised two excellent resource centres to assist in the creation of welcoming and culturally inclusive classroom environments. The Central Coast Multicultural Resource Library and the State Equity Centre provided a range of culturally diverse resources for students and teachers participating in the 2017 Transition to Kindergarten Program. These materials and learning activities assisted in promoting and strengthening cultural awareness for all. We were once again fortunate to have parents from different cultural backgrounds join with teachers to read bilingual stories and share aspects of their culture with eager students.

The continuing message of Harmony Day is 'Everyone Belongs'. It is about community participation, inclusiveness, respect and a sense of belonging for everyone. Our celebration this year included The Suara Indonesian Dance Group who presented an energetic mix of music, dance, body percussion and song in an informative and entertaining show that delighted students of all ages.

Jenny Keene (EAL/D Teacher)

Other school programs

Disabilities Programs

Woy Woy Public School has a proud history of catering for students with a range of disabilities. We have six Special Education classes providing excellent educational, behavioural and social support for up to 65 students. The classes include students with mild and moderate intellectual disabilities. We have an autism class and two classes that support students with additional emotional needs (ED). The Early Intervention program caters for preschool students with disabilities, promoting an active partnership between families, services and school.

Students are placed in the classes by a regional placement panel, to access a greater level of support. Each of the six classes has a highly qualified specialist teacher and an experienced School Learning Support Officer.

Students from the ED classes have participated each Thursday in the Focus Body and Soul program. The students participate in boxercise, yoga, group activities, personal goal setting discussions and completing workbooks. The program concentrates on the motivation, physical and emotional wellbeing of all students.

Students from 2–5S were fortunate to have a visit by Tex Skuthorpe, a Nhunggabarra man. Uncle Tex was NAIDOC National Aboriginal Artist of the Year in 1990/91. Tex shared stories about his culture and experiences, using Indigenous paintings, drawings and photographs to tell traditional stories and to focus on contemporary issues. The students also participated in art and a cooking lesson with Tex.

Some students from the Stage 3 support classes joined their mainstream peers in attending the Great Aussie Bush Camp at Kincumber. The students enjoyed activities such as canoeing, rock climbing, archery, the giant swing and the disco.

Some Stage 2 students enjoyed an overnight excursion to Jenolan Caves. There was a farm visit, a tour of the caves, a power plant visit and disco. These camps are a great opportunity for the students to develop independence and social skills. For some of the students this is the first time they had been away from home. The staff were very proud of the students' behaviour at both excursions and great fun was had by all.

The special education unit was involved in the school fete. The team worked on the BBQ and some parents assisted on the day. It was a great day. The unit also had a Bunnings BBQ in December to raise money for resources within the unit.

Our classes are involved in many extra-curricular programs such as Riding for the Disabled, gymnastics, CARES (bike riding safety) and cooking. The students have access to mainstream programs and activities such as weekly sport, assemblies, SRC meetings, excursions, and camps.

The Early Intervention students are also involved in the on-site preschool to enhance their social and communication skills. The students spend time interacting in play and discovery sessions.

The Special Education team promoted the National Day of Disabilities by presenting items to the whole school, parents and guests. The students performed the chicken dance and a poem reading 'Who am I'.

Woy Woy Public School is recognised in the wider community for the support offered to our mainstream students with disabilities or learning difficulties. Many of our students are supported by a specialist LAST teacher (Learning and Support teacher). The programs support students in literacy, numeracy and behaviour. The students are referred to the Learning Support Team (LST), which consists of LST Coordinator, teachers, the School Counsellor and other relevant personnel. The team works with families and agencies to ensure each child's educational, emotional and social needs are met.

I would like to take this opportunity to acknowledge and thank my amazing team. The dedication and support they give to their students is evident each day. We also thank our families for their support of the programs we run.

On behalf of the Special Education unit I wish to pass on our thanks and appreciation to the Ettalong Memorial Bowling Club for the use of its bus. Without this support our students would be unable to attend activities such as horse riding, gymnastics, CARES bike sessions and other excursions – thank you.

Leanne Wiliame – Assistant Principal – Special Education.

Preschool

2016 was a very productive year in the Woy Woy Public School Preschool. A great deal of thought was put into modifying the existing floor plan of the preschool, in order to allow preschool students to move freely between indoor and outdoor areas. Indoor and outdoor play spaces were rearranged to make them more stimulating and challenging, and to provide places for inquiry and learning. A double gate security entrance was installed to facilitate better supervision of students moving from indoors to outdoors areas at the beginning of the preschool day, and to reduce the risk of any children leaving without permission. The raised edges of the hard cement path were shaved down and this also allowed for more flexible use of indoor and outdoor spaces in the preschool, in that students were more able to move freely between indoors and outdoors areas safely. Mrs Julia Atilla, whilst completing her internship for her Early Childhood degree, worked with Mrs Stewart, Mrs Witchard and the preschool children to establish a new 'sustainability garden' in a section of the preschool grounds.

Our goal was to make the environment in the preschool more conducive to extended sessions of self-directed, uninterrupted play, during which time students were encouraged to explore, investigate and develop their interests. We certainly achieved what we set out to accomplish in terms of providing a more creative and stimulating learning environment, and more welcoming 'spaces' that reflect and enrich the lives and identities of our children and families.

The educational programs delivered in the preschool are guided by the Early Years Learning Framework and the National Quality Standard. Our educators – Mrs Stewart, Mrs Witchard, Mrs Rologas, Mrs Kleppen and Mrs Johnson – utilised developmentally appropriate play-based activities that encouraged the children to take responsibility for their own learning through thinking, investigating, questioning, reasoning and experimenting. Our educators were responsive to children's ideas and patterns of play, which then formed an important basis for curriculum decision-making. Educators acted as facilitators in the learning process; as they assessed, anticipated and extended children's learning via open-ended questioning, providing feedback, challenging their thinking and guiding their learning. This year, as in previous years, we sought to encourage imagination and active participation from our students by making learning both meaningful and fun. Emphasis was also placed on the children feeling proud of themselves and developing confidence and self-esteem. Our students made excellent progress over the course of the year and are ready to take on the challenges of Kindergarten in 2017.

During the 2016 year, students investigated and learnt about dinosaurs, insects and tadpoles, life under the sea, the universe and outer space, and the needs of babies and pets. Students were also given the opportunity to study international flags, Fijian culture and celebrations such as Diwali, the Hindu festival of lights. Students participated in special events for celebrations such as Harmony Day, the Easter Hat parade, NAIDOC week, National Simultaneous Story-time, the Book Week Parade, a Preschool to Year 2 sports carnival (where they represented Canada), and preschool end of year concerts. Students attended excursions in the form of Teddy Bear's Picnics and a Christmas Picnic with Santa at the Peninsula Precinct in Umina. The preschool students were also involved in many whole school activities including attending weekly library and Information and Communication Technology lessons.

Thirty four of the thirty eight students who have attended our preschool this year will attend Woy Woy Public School in 2017. Towards the end of the year, the preschool students participated in the 'Woy Woy Public School Transition to School' program. Preschool students visited Kindergarten classrooms to meet the Kindergarten teachers and to get a taste of the sort of learning experiences they would encounter the following year. Feedback from both students and teachers indicated that these sessions were very positive and valuable for all concerned and that our preschool students participated with interest and enthusiasm. We feel confident that our students will be well-equipped to deal with the demands of primary school and we wish them all the best for next year.

The preschool team would like to thank all of our families for the support they have given throughout the year. We have endeavoured to establish positive partnerships with our families in order to establish a welcoming environment where all children and families are respected and actively encouraged to collaborate with educators. We believe we are successful in achieving this goal.

Dan Betts – Preschool Supervisor