

Woy Woy Public School

Annual Report



2017



7445

Introduction

The Annual Report for **2017** 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.

Ona Buckley

Principal

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Message from the Principal

One of Walt Disney's greatest sayings is "All our dreams can come true – if we have the courage to pursue them." Over the last 3 years, our school has had some very important dreams in the form of strategic directions to achieve through our School Plan cycle for 2015 to 2017. Moreover, we have had the courage to pursue them.

We said as a school that we wanted Quality Teaching and Learning Practices to prepare each student to be successful and realise their potential through engaging, innovative and quality practices and that we wanted to raise academic achievement across the school. Our external validation found yes we did. Our NAPLAN results for 2017 show sound growth for students from year 3 to 5, that we have increased achievements in both Literacy and Numeracy in Year 3 and 5 and that we have reached the Premier's target of 8% more students achieving in the top 2 bands for Numeracy and Literacy. Our school has progressed further up in the state norm and we are at delivering for our educational programs. A strong and proud achievement. Our strong programs of Focus on Reading, Language, Learning and Literacy, Reading Recovery, Targeting Early Numeracy, Learning Support Teacher intervention, explicit NAPLAN analysis, targeted program implementation and explicit teacher professional learning have been responsible for our increased results.

We said we wanted Inclusive School Practices to ensure all students are responsible and resilient learners in an inclusive and respectful environment. We have done it! Our strong student wellbeing commitment and Positive Behaviour for Learning (PBL) focus has seen 85% of our students accessing the highest level of the reward system. Every teacher is using our school contextual common language when teaching Positive behaviour learning and modelling expected behaviours, students understand what behaviours are expected of them, are rewarded for their efforts and feel well supported. There is a clearer understanding and more positive support by parents of how the wellbeing system works within the school. Our external validation process report commended the school on our intensive and comprehensive student wellbeing being processes and delivery of programs that supported students both emotionally and spiritually. We are a school that cares deeply for every student's individual needs.

We said we wanted a Positive, Connected Community to sustain positive relationships within the school community by fostering a culture of collaboration, shared responsibilities and open, clear communication.

We have tried extremely hard to work closely with our school community. Opportunities for information sessions have been offered. Parent forums to have a voice, have been provided and we have listened to the genuine concerns, ideas, suggestions and solutions put forward by our community so that our community knows it is an important part of our school and has a sense of ownership for the school. Communication channels have certainly changed and parents now have many different opportunities for communication available to receive information from the school. The school has solid community connections through the Stephanie Alexander Kitchen Garden program, outside community activities for our special needs students, Kindergarten visits to the Retirement Village, being part of the Brisbane Waters Learning Community of schools and sponsorship for our newsletter and other educational programs we run in the school. We hope to strengthen community connections as we go forward into our next 3 year plan.

2017 was another productive year with many changes. It is an exciting time, as change is the new norm. "If you teach today's students as we taught yesterday's we rob them of tomorrow" so in the world of today change is essential. We have a strong school team that thrives on change, diversity and progress. Our school team is focused on accelerating learning and in using current theory and evidence to improve professional practice. The opportunities our children had in 2017 with support of our community, ensured our school is provided wonderful opportunities for all students to learn and shine. We have not just focussed on the classical academic side of education, we have looked at cultural and sporting sides of education as not everyone has classical strengths. We have looked at current technologies and classroom settings and teaching deliveries. A greater focus on quality teaching methodology with increased teacher professional learning and support has seen students encouraged and immersed in inquiry learning opportunities, and through differentiation of curriculum students have been empowered to have greater control and responsibility for their own learning.

Sidney Hook tells us: Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system. If we support the teachers and develop their skills, we then support the students to be able to access the best quality learning.

Extra curriculum opportunities encompass excursions, chess, debating, environmental education activities, Preschool, Aboriginal, multicultural and Disabilities programs and activities, the music bus, life education van, knock out sporting team opportunities, carnivals and special celebrations and so many more. The opportunities that are being offered to our learners is of the highest quality and meets the diverse range of learning needs for our very unique school. I am so very proud of our school.

As a school year is completed our minds and hearts are full to the brim. 2017 was a great year! Together we learned much and shared many experiences that will long remain with us in the years to come. The strength of our community and wholehearted passion to make our school a wonderful place of learning for our children regardless of who they are makes Woy Woy Public School a special place.

Ms Ona Buckley

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **learning** we were positioned at sustaining and growing.

Woy Woy Public School (WWPS) supports students through the Positive Behaviour Learning (PBL) system and transition programs, engages students in rich differentiated learning experiences and takes into consideration the needs of our parents and students with disabilities, Aboriginal students, students with English as an Additional Language or Dialect, Gifted and Talented students and students experiencing learning difficulties. Through PBL, the school consistently implements a whole school approach to wellbeing supported by a consistent reward system, explicit teaching of behavioural expectations and students being encouraged to accept responsibility for their own behaviour. The whole school community understands behaviours, attitudes and the expectations that enhance wellbeing and learning. WWPS has a commitment to understand student cognitive, emotional, social, physical and spiritual needs to support their ability to learn. To this end, we plan strategically, network with other organisations and ensure that parents, carers and staff understand their obligations to our students.

The school has developed a scope and sequence for the new History and Geography syllabuses, units of work which integrate a broad range of technologies and information services and has embedded differentiated activities to meet the needs of individual students. Aboriginal education provision currently exceeds community needs and expectations, as it provides extra curricula activities that provide opportunities for cultural development. WWPS is dedicated to an integrated approach to quality teaching to provide opportunities for every student to succeed. We are improving in our use of student data as the driver to plan and differentiate the curriculum and to meet the needs of individual students. We take care to plan student transitions. We are committed to continuing Quality Teaching Rounds to support evidence-based teaching practices and innovative delivery mechanisms where possible.

The teachers within WWPS are motivated by student assessment data, the analysis of which is used for developing teaching strategies and differentiating curriculum for each student. The school tracks and monitors literacy and numeracy data in PLAN and stage assessment spread sheets. Assessment moderation is included in stage meeting agendas during the reporting periods. This is important for data validity. To progress further in the element of assessing and reporting, the students, parents and teachers will be involved in developing a more community friendly report system that encourages students to reflect on their learning. Parents will receive more regular information on how to support their children's progression to the next level.

Stage Two and Three teachers analyse SMART data and adjust their teaching to support student growth in Literacy and Numeracy. It was found that students, when measured against internal school performance measures, were showing expected growth. NAPLAN results display that through a consistent and collaborative approach to teaching and learning a high percentage students are at national minimum standards. WWPS needs to continue the process of the whole school NAPLAN analysis process to support the monitoring of external assessment data which will inform teaching and learning. Professional learning to support teacher knowledge of expected growth to meet individual students' learning abilities will enhance the teachers' abilities to ensure value added results.

The results of this process indicated that in the School Excellence Framework domain of **teaching** we are positioned at Sustaining and growing.

Processes are in place for the regular review of teaching and learning programs with an emphasis on ensuring content is engaging and meeting syllabus requirements. Units of work through the use of Notebook and online lessons are planned and resourced as a team, ensuring that the teaching is very well planned and implemented effectively. L3, TEN, Reading Recovery, Focus On Reading and Quality Teaching Rounds ensure the regular use of student performance data allowing for explicit, specific and timely feedback on student performance. WWPS are committed to implement evidence-based pedagogies. Systems such as stage planning days, cyclic meetings, data meetings and collaborative conversations, enable teachers to regularly reflect on practice and evaluate programs. Quality Teaching Rounds will continue to be implemented across the teaching community. We are moving towards a more co-ordinated and consistent approach to the assessment of and for learning which allows the close monitoring of student progress and areas for development. Literacy and Numeracy data is monitored and tracked K-6 and is supported by formative and summative assessment.

Quality Teaching Rounds provides teachers with an opportunity to provide and receive feedback from peers and school leaders. Staff with expertise are encouraged to share their knowledge and assist groups, stages or all staff to improve teaching and learning programs. WWPS is strengthening internal transition processes to enhance collaboration and consistency of teacher judgement within and across stages.

Learning and development is encouraged through a culture of continuous learning. Staff attend courses and conferences to increase knowledge and skills and then return to school and share these experiences through formal presentations and discussions with the whole staff. A current focus of teacher professional learning is the pedagogy Mathematics– Building Blocks for Numeracy which focuses on the skills in effective teaching strategies for teaching numeracy. The professional learning focuses on using mathematics assessment instruments to monitor learning progress and to identify skill gaps for improvement.

The Australian Teacher's Standards have now been aligned to the school's professional learning plan. Teachers are able to quickly and easily identify standards achieved by attending a professional learning session. This is information they could use to log their hours with NESA. Most of the school's professional learning has been scheduled on MyPL and is aligned with the Professional Development Plans of staff, the school plan and system requirements. To further enhance learning and development, professional learning will be assessed through each participant's completion of a Gusky Evaluation. We will develop a more systematic approach to accreditation support and a new teacher induction process. Processes will be developed to evaluate professional learning and monitor programs and practice. We will also investigate the impact that professional learning has had on student learning.

Our school has a blend of teachers with varying levels of experience. The school staff demonstrate a commitment to developing themselves as professionals through implementing professional teaching standards, demonstrating currency of content knowledge and engaging in the schools performance development processes. The Professional Learning Plan updated each term, supports teachers in addressing the professional standards addressed through their Professional Development Plan (PDP) and accreditation management. All professional learning sessions commence with a section on the Professional Standards the learning will address. These processes have increased awareness and understanding of the professional standards.

The results of this process indicated that in the School Excellence Framework domain of **leading** were positioned at sustaining and growing.

The analysis demonstrates links to other local schools and organisations whilst encouraging parents and community members to participate in school life. Staff are encouraged to pursue careers in higher positions through training and development and Relieving Executive positions. The school executive team has led the school through the process of new syllabus implementation and the process of external validation to engage them in the process. The executive team are strategic with their networks to ensure that they support the schools' priorities and student outcomes.

WWPS has demonstrated a renewed culture of reflection and improvement against the School Excellence Framework and the School Plan over the last 12 months. This culture drives the allocation of resources, professional learning, monitoring and reporting on the growth in student outcomes. The annual plans reflect local and system priorities and are regularly reviewed by staff and community to ensure that there is a shared vision and direction for the school.

Evidence suggests that school resources are effectively managed through the school plan to support programs that enhance student wellbeing and outcomes. The physical resources and facilities are well maintained and used creatively to meet a broad range of school community needs. During 2017, flexible learning spaces have been researched and introduced in classrooms to improve the engagement of our students. WWPS is working strategically to make the most out of physical, financial and human resources.

The leadership team has created organisational structures that enable processes and systems to function efficiently within the legislative requirements. Staff are trained in the administration systems allowing the smooth operation of the school, and therefore, support teaching and learning programs. Feedback is sought on the processes and procedures throughout the school, leading to strengthened engagement across the school community. To continue to grow in the area of management Practices and Process, the leadership of WWPS will find and develop more opportunities for the community to participate in school committees and teams.

Self-assessment and the external validation process will assist the school to refine our new 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/sef-evidence-guide>

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. 100% of students demonstrating growth as measured by the Literacy & Numeracy Continuums	Support for beginning teachers (\$4000.00) Quality Teaching, Successful Students (QTSS) (\$10000.00)	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 2017.
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	Quality Teaching, Successful Students (QTSS) (\$5000.00) English Aboriginal background loading (\$4000.00)	In reading, Year 5 had 39% and Year 7 had 53% of students at greater than or equal to expected growth. In numeracy, Year 5 had 71% and Year 7 had 65% of students at greater than or equal to expected growth.

Next Steps

.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.

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

Woy Woy Public School utilises the Positive Behaviour for Learning (PBL) approach to student wellbeing and school wide behaviour management. The PBL framework has enabled the school and its community to collectively support the wellbeing of every student. It has enabled the school to establish and communicate positive social expectations for all in the school community. In 2017, teachers explicitly taught their students how to demonstrate a different positive behaviour each week. Weekly PBL focus behaviours were communicated to all members of the school community in a more timely manner, utilising a number of different forums and media. When completing the October 2017 Tell Them From Me survey towards the end of the year, 83% of students indicated that they felt PBL was successful in improving behaviour in the classroom. Teachers planned and delivered units of work on developing resilience for the first time in 2017. Targeted programs such as 'Rock and Water' and 'Seasons for Growth' were run to provide additional support for students who needed it. Pro-active, personalised support systems and practices (including the 'Chill Room', the various lunchtime clubs and structured playground programs, and 'Check-in, Check-out' methodologies) were put in place to support students to behave in a positive manner. In 2017, the school established a relationship with the residents of the local retirement village, with our Kindergarten students and SRC representatives visiting residents to celebrate special occasions. This and other initiatives such as the student-driven Take 3 project gave our students the opportunity to contribute to the wellbeing of others in the wider school community; one of the more important goals we set ourselves at the beginning of the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Well-being data reflects increased positive behaviour as evidenced by decreased incident referrals.	Direct Learning support given to students Resources for PBL Learning Support (\$14500.00) Welfare provision for students (\$2000.00)	81% of the students who completed the October 2017 Tell Them From Me survey indicated that they did not get in trouble at school for disruptive or inappropriate behaviour. 85% of students reached the 'Gold' Behaviour Level by the end of the 2017 school year. This figure is exactly the same as that for the 2016 school year; a figure significantly higher than for the before that (85% compared to 75%) in 2015.
2. Improved student satisfaction with school well-being practises and systems as identified through Tell Them From Me surveys.	Socio-economic background (\$10000.00)	83% of the students who completed the October 2017 Tell Them From Me survey indicated that they had friends who they could trust and who encourage them to make positive choices. Students were asked to rate the extent which they felt that teachers were responsive to their needs and encouraged independence with a democratic approach. The student score for WWPS was 7.4 out of 10. Parents who completed the October 2017 Tell Them From Me survey were asked to rate the extent to which they felt that the school supports positive behaviour. Parents gave the school a score of 8 out of ten, which is higher than the state average of 7.7. When asked to rate the extent to which they felt that their child/children were clear about the rules for school behaviour, parents scored the school at 8.8 out of ten. Teachers who completed the October 2017 Tell Them From Me survey were asked to rate the extent to which they felt that they established clear expectations for classroom behaviour. Teachers scored themselves

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2. Improved student satisfaction with school well-being practises and systems as identified through Tell Them From Me surveys.		at 9.4 out of ten. When asked to rate the extent to which they felt that they were effective in working with students who have behavioural problems, teachers scored themselves at 8 out of ten.

Next Steps

The school is committed to better understanding the cognitive, emotional, social, physical and spiritual needs of students, so that all students feel valued and experience a positive sense of belonging. Future plans will include:

- developing a more comprehensive understanding of the increasing cultural diversity within the school community
- ensuring our students have opportunities to actively contribute to the school, community and the society in which they live.
- analysing the current Student Leadership election process and strengthening student leadership within the school.
- providing opportunities for increased input into wellbeing systems and practices from parents and community members.
- Focussing on improving the effectiveness of anti-bullying programs and initiatives within the school.

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

In 2017, a school Facebook page was utilised as another avenue of communication for parents to access school information and for the school to showcase student and school achievements. The community response to this page was overwhelmingly positive.

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, parent information afternoons, NAPLAN information sessions, parent forums and school assemblies. There have been a number of events with high parent attendance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	Quality Teaching, Successful Students (QTSS) (\$2000.00)	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. An increase in parent volunteers for the Year 6 Farewell. There has been an increase in hits on school website. Increase in number of families downloading SchoolApp.
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	<ul style="list-style-type: none">• TPL funding (\$4000.00)• Aboriginal background loading (\$2000.00)• Support for beginning teachers (\$2000.00)	Assistant Principals leading BWLC groups: SCIENCE and TECHNOLOGY, HSIE and MATHS. 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.

Next Steps

2018–2020 School Plan details that the next steps will be to:

- incorporate ICT into classroom instruction and student learning, strengthening home school connections.
- create more opportunities for parents to be involved.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Equity funding \$53,367	<p>All students completed a 2017 Personalised Learning Plan.</p> <p>All students had the opportunity to bond with other aboriginal students from BWLC schools to participate in the Cultural Continuum program</p> <p>Students from year 3 to 6 participated in the Stephanie Alexander Kitchen Garden program skilling them for life long healthy living and eating</p> <p>Students with learning difficulties were supported by an Aboriginal Education teacher allocation for 2 days per week</p>
English language proficiency	English Language Proficiency \$19,266	<p>ELAD Students were supported through an allocation of 0.4 face to face teacher. Assessment of student progress and reporting to parents showed sound progress for all students.</p>
Low level adjustment for disability	Low Level Adjustment for Disabilities \$159,130	<p>Teachers were supported through professional learning</p> <p>The validation process</p>
Quality Teaching, Successful Students (QTSS)	Quality Teaching, Successful Students allocation 0.397 = \$40,325	<p>Through Valuable allocated time teachers were supported in professional learning. Early Stage 1 and Stage 1 confidently implementing L3 and TEN into classroom practise. Extra support for new curriculum implementation in History and Geography and consolidation of the school's focus in Numeracy.</p>
Socio-economic background	Socio-economic Background \$167,012	<p>Support for targeted students extended to over a hundred students receiving intensive assistance in Literacy and Numeracy. Identified students have shown improvement in their learning progressions. A group of eight students from Stage 2 and eight more from Stage 3 completed the Seasons for Growth program. This has shown them to be more confident, happy and productive with learning and the school environment</p>
Support for beginning teachers	Support for Beginning Teachers \$40,350	<p>Beginning teachers are confidently teaching students in classroom environments. beginning teachers have a sound understanding of curriculum and how to differentiate learning for all students.</p>
Targeted student support for refugees and new arrivals	Targeted student support for refugees and new arrivals 1.5 allocation	<p>EAL/D teacher employed for one and a half days to intensively support new arrivals. Students settled in quickly and were able to communicate with teachers and peers successfully to access learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	250	266	231	234
Girls	195	184	193	204

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.9	92.6	92.6	92.1
1	94	91.8	91.9	92.5
2	94	91.2	92.2	92.6
3	94.2	92.4	90.3	91
4	93.8	92.5	92.2	91.1
5	94.2	92.3	91.9	91.9
6	92.8	90.2	92	90.6
All Years	93.9	91.8	91.9	91.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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 reasons 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 Education's website to seek further information.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	21.32
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.22
Other Positions	0

*Full Time Equivalent

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. The school presently has 16 mainstream classes from Kindergarten to Year 6. It has 6 special needs classes with students from Kindergarten to Year 6 enrolled from across the lower Central Coast. It has a Department of Education Preschool for the year before school, Early Childhood enrolments and a School as Community Centre operating for families on the grounds.

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 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 65 Aboriginal and Torres Strait Islander students in 2017. 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 support this group of students .

The school staff at Woy Woy Public has two Aboriginal classroom teachers, 1 Aboriginal School Assistant 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	90
Postgraduate degree	5

Professional learning and teacher accreditation

In 2017 the school spent \$57, 679 on professional learning for teaching and non teaching staff. Training for teaching staff included Language, Learning and Literacy, Targeted Early Numeracy, curriculum areas of History and Geography, new Preschool Quality Improvement Plan and National Quality Framework updates, Non violent Crisis intervention training, compliance training in Health and safety, CPR, Child Protection and the Code of Conduct. Non teaching staff completed compliance training and training in the new school operational systems.

Three teachers successfully completed accreditation at Proficient level in 2017 and one teacher completed maintenance at Proficient level.

Staff participated in a combined Staff Development Day with other schools of the Brisbane Water Learning Community at the beginning of term 3. Staff reported this to be extremely worthwhile not just for the keynote address but for the workshops and networking it provided as well

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	194,067
Revenue	5,266,393
Appropriation	4,945,786
Sale of Goods and Services	93,569
Grants and Contributions	224,432
Gain and Loss	0
Other Revenue	0
Investment Income	2,605
Expenses	-5,331,268
Recurrent Expenses	-5,330,982
Employee Related	-4,829,845
Operating Expenses	-501,137
Capital Expenses	-286
Employee Related	0
Operating Expenses	-286
SURPLUS / DEFICIT FOR THE YEAR	-64,875
Balance Carried Forward	129,192

The school's financial management processes and governance structures meet financial policy requirements.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,790,205
Base Per Capita	72,165
Base Location	0
Other Base	2,718,041
Equity Total	398,776
Equity Aboriginal	53,367
Equity Socio economic	167,012
Equity Language	19,266
Equity Disability	159,130
Targeted Total	1,064,790
Other Total	572,416
Grand Total	4,826,188

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.

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.

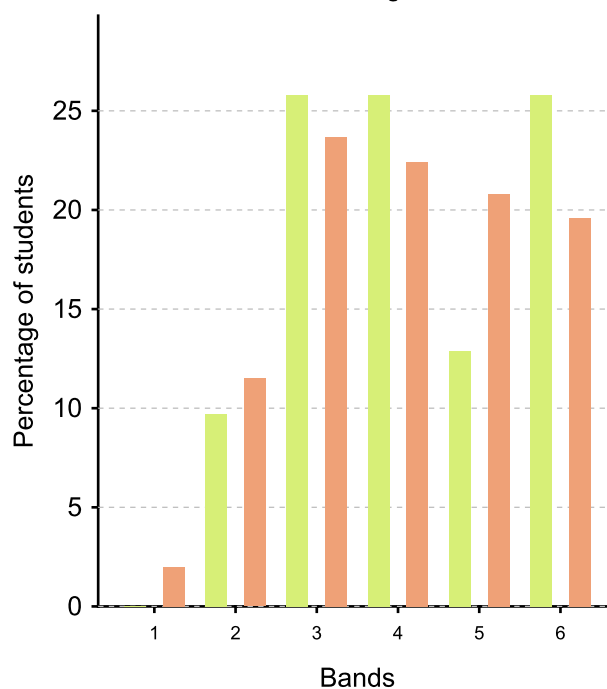
School performance

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.

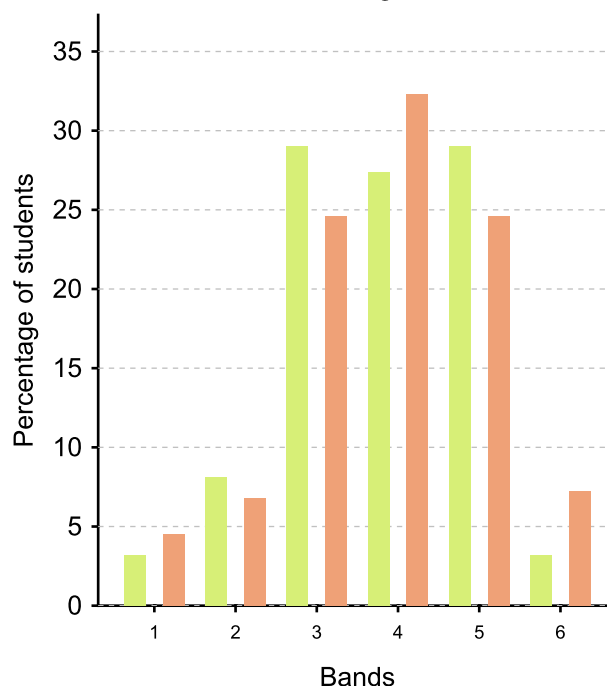
In 2017, Sixty Two Year 3 students sat for NAPLAN. In Reading, our Year 3 students had an increase of eight score points from the cohort of 2016. Forty-four Year 5 students sat the NAPLAN in 2017. In Reading Year 5 students achieved, an increase of 20 score points above those of the 2016 cohort and were above the achievements of all other Department of Education school students.

Percentage in bands:
Year 3 Reading



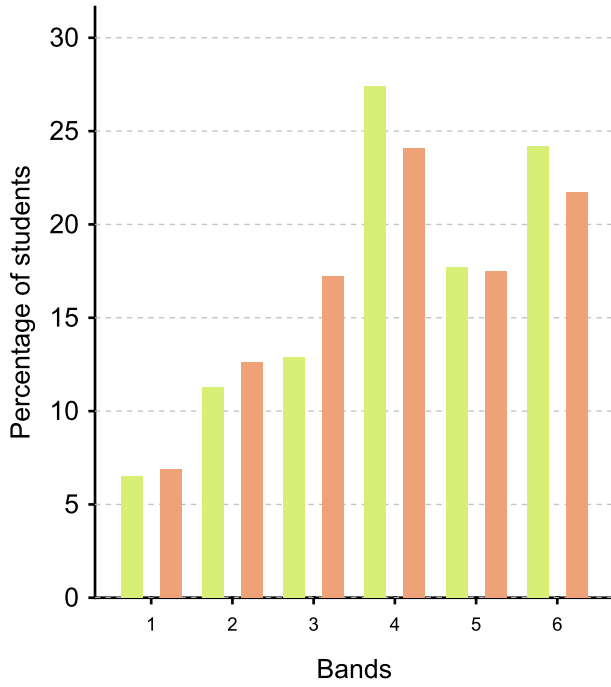
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

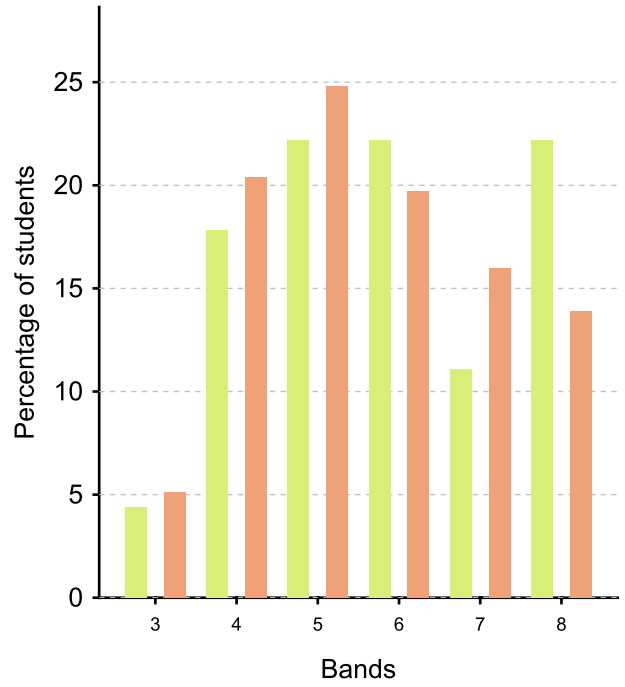


Percentage in Bands
School Average 2015-2017

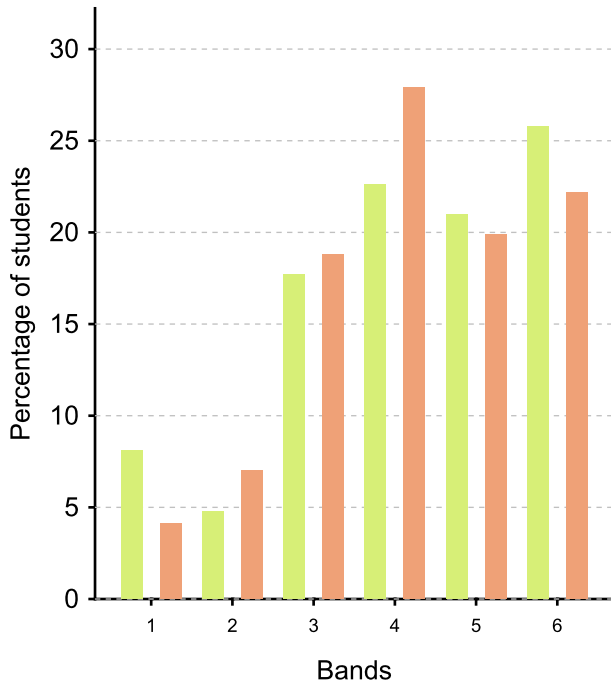
Percentage in bands:
Year 3 Spelling



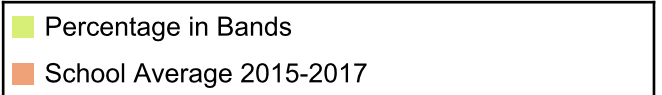
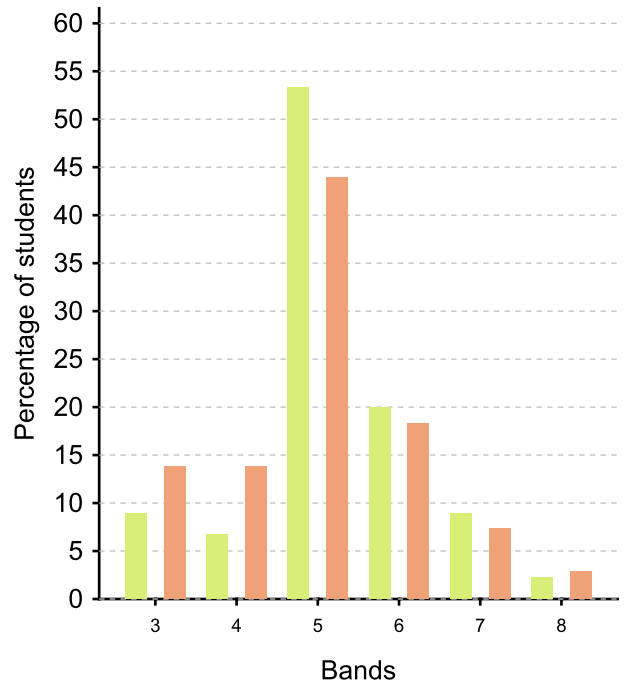
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Grammar & Punctuation

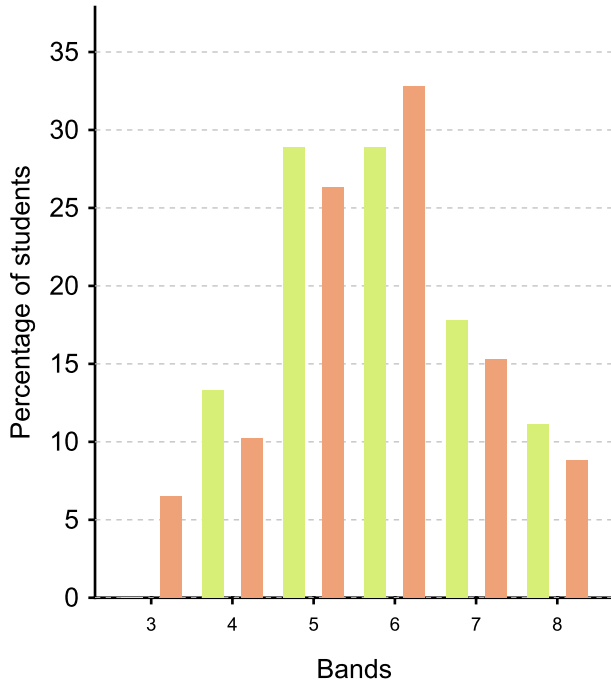


Percentage in bands:
Year 5 Writing



Percentage in bands:

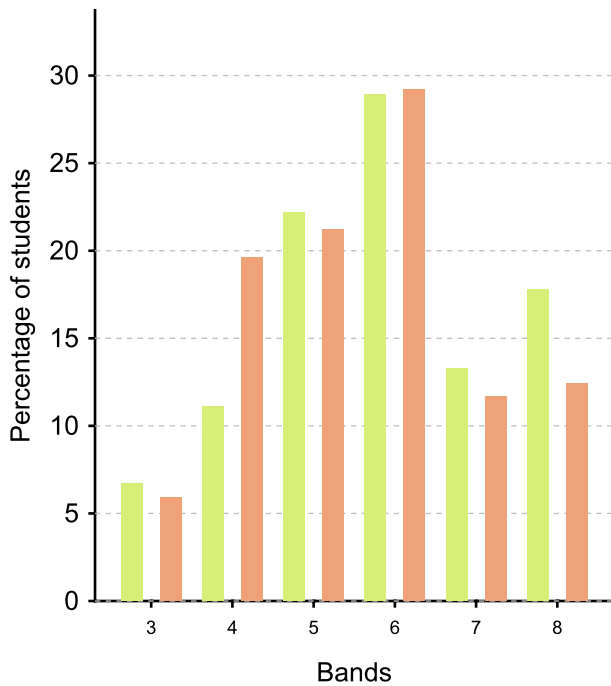
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:

Year 5 Grammar & Punctuation

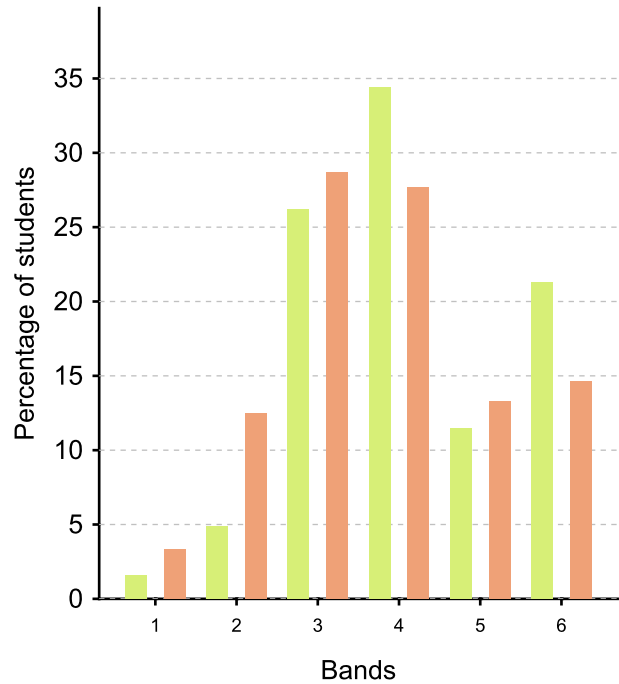


Percentage in Bands
School Average 2015-2017

In numeracy Year 3 students achieved an increase of 30 score points from the cohort of 2016 being in line with the achievements of all Department of Education school students. Year 5 students achieved 47 score points above the cohort of 2016 and were above all Department of Education school students and above all school students in the state of NSW. A sound achievement.

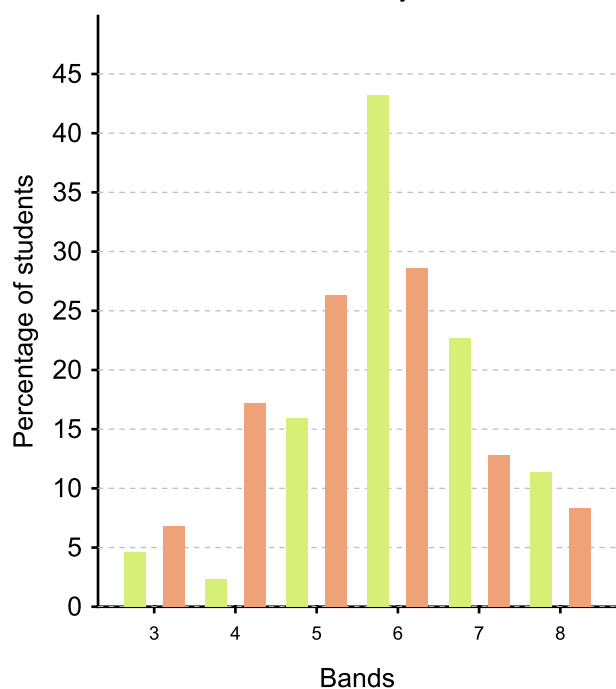
Percentage in bands:

Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

2017 NAPLAN results show we have met the 2019 Improving Education Results target two years early with an average of 35.4 per cent of students achieving the top two NAPLAN bands in reading and/or numeracy. This is a 12% increase of additional students compared to last year.

Parent/caregiver, student, teacher satisfaction

In 2017 information on Parent/caregiver, student, teacher satisfaction was gathered through the Tell Them for me survey on line process and set parent, teacher, student forums held onsite at the school. The onsite forums offered a range of communication feedback possibilities including checklists, small online survey monkey, written ideas and suggestions, dislikes and likes of existing school programs and routines and face to face conversations.

Most parents expressed they felt welcome at Woy Woy Public School, had sound connections with their child's teachers and found the administrative staff very supportive and helpful. A large percentage of parents/carers reported they could speak easily to teachers about their child's progress and that teachers listened to their concerns. Parent/carers however did express that they would like to have more information about what exactly their child was covering in each curriculum area so that they could understand and support their child better with their education. A high percentage of parents/carers said they support their child's academic and social wellbeing at school and understand that teachers have high expectations for their child to succeed. A high number of parent/carers want their child to complete at least Year 12 in their educational journey. A large percentage of parent/carers volunteer in the school canteen, assist teachers in classrooms and with sporting events and activities. They did however express a need to see more involvement of parents and carers on school committees.

Most parent/carers prefer telephone calls, emails or information sent out on the school App. Texting is seen as the number one preferred mode of quick communication but they still see the school newsletter and website as places to seek information.

Most parent/carers expressed that their child feels safe when going and coming from school but were seeking more intervention for their child's safety around bullying. Some stated that issues need to be dealt with in a more timely manner.

Teachers expressed they worked well with school leaders to create a safe and orderly school environment and that they seek out leaders as support. Collaboration between staff is high in planning,

consistent assessment and reflection and saw opportunities to talk with other staff about student engagement as very important. Teachers reported they set high expectations for learning, that they monitor student progress and use assessments to understand where students are having difficulty. They reported they give contrastive feedback to students to bring them closer to achieving their learning goals.

All teachers say that they have clear behaviour expectations using the Positive Behaviour Learning strategies implemented school wide and that they provide differentiation of learning tasks according to student needs. Teachers report they provide many opportunities for feedback to parents about their child's progress.

Many teachers feel they are not confident in facilitating high level technology into classroom situations and have expressed the need for more professional learning in this area to support them. They also see that the school could have more technological equipment for students to access.

Similar numbers of students expressed that they were being challenged in their learning or not challenged in their learning in the classroom environments. A quarter of the students surveyed expressed they found English, Maths and Science challenging. Most students saw what they are learning at school as relevant to their everyday lives, however girls were the more predominate in this belief.

Most student felt they could connect with someone at school for advice and support and saw that there were positive teacher/student relationships.

A high percentage of students expressed that the school staff emphasises academic skills and hold high expectations for all students to succeed. They said they understand there are clear rules and expectations for classroom behaviour. Most students agreed that they feel good about their culture when they are at school and that teachers were understanding of their culture. from the survey Tell Them from Me students reported they do a range of extra curricular activities provided by their school.

Policy requirements

Aboriginal education

In 2017, sixty– two Aboriginal and Torres Strait Islander students were enrolled at Woy Woy Public School.

The school's 2017 NAPLAN results showed that Aboriginal students in Year 3 and year 5 performed at or above National Minimum standards in all areas. All Year 5 students demonstrated growth in most subject areas particularly in the areas of Reading, spelling and numeracy

Students and their families celebrated NAIDOC week 2017 by attending a BBQ where they tasted kangaroo, crocodile and possum sausages. Families enjoyed story time with the Aunties and learned about aspects

of local Aboriginal history and culture with the Uncles. They had fun creating Aboriginal inspired artworks. Teachers were able to talk to students and families and compose Personalised Learning Pathway documents for Aboriginal students in their classes. The whole school participated in a traditional smoking ceremony and all students participated in class activities and a day of traditional games and sporting activities to celebrate this important event. This cultural awareness programme provided a great deal of enjoyment as well as a valuable learning experience for all and provided an opportunity for families to be introduced to local Aboriginal community members and discover community services that are available. Members of staff attended the NAIDOC Week Health Expo, representing our school and Koorana AECG.

The Young Black and Ready for School Program was once again very successful. This program is for Aboriginal and Torres Strait Islander children that will be attending kindergarten in 2018. Thirteen students attended and were screened for eyesight, hearing, dental problems, speech and were offered immunisation if necessary.

In 2013 a Cultural Continuum was developed by the Aboriginal Education Consultative Group in consultation with the Brisbane Water Learning Community. This was implemented in 2014 and continued in 2015, 2016 and 2017. 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 the Brisbane Water Learning Community. 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 Brisbane Water Secondary College.

Staff participated in professional development training involving the production and use of Personalised Learning Plans for Aboriginal students. This training was an invaluable experience for staff.

The Aboriginal Education Support Teachers were involved in working with and providing programs for students requiring extra support from Preschool– Year 6 in the areas of Literacy and Numeracy.

The Aboriginal Education Committee – WWPS

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 StudentSupport 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 2017 was 65 (15.3% of the total studentenrolment). School funding to support students learning English as an additional language was provided through the Equity loading for English language proficiency and the English as an additional language New Arrivals Program (NAP). The 2017 funding allocation for Woy Woy Public School afforded a specialist EAL/D teacher for 2½ days per week.

This year our school community welcomed newly arrived students and their families from the Philippines, Russia, China and Norway. The English as an additional language New Arrivals Program (NAP) delivered initial, on-arrival intensive English tuition for these students in order to develop their English language skills and enable them to participate in learning with their peers in mainstream classes.

Our school is inclusive and welcomes diversity. During 2017 we continued to utilise the Central Coast Multicultural Resource Centre and the State Equity Library to assist in creating welcoming and culturally inclusive classroom environments for our students.

Harmony Day is held every year on the 21st of March. It is about community participation, inclusiveness, respect and a sense of belonging for everyone. To celebrate Harmony Day in 2017 students wore orange, and with their 'around the world' passports in hand, actively engaged in a variety of culturally based activities. Our preschool students enjoyed a fabulous range of age-appropriate learning experiences organised by the Central Coast Multicultural Resource Centre. Many wonderful parents from diverse linguistic backgrounds joined with teachers to read and share bilingual stories with eager students. Our celebration this year also featured Donna Jacobs Sife, an award winning story-teller, who captivated students with stories from a variety of traditions and cultures. Donna's inspirational stories reflected messages such as living with diversity and accepting difference. Harmony Day was once again a marvellous occasion that embodied the true spirit of multiculturalism and promoted the continuing message that in Australia

'EveryoneBelongs'.

Jenny Keene (EAL/D Teacher)

Other school programs

Guliyali Preschool

Our Preschool had a major revamp in 2017 both indoors and outdoors. Our environment lies under the umbrella of Walker Learning Approach to Early Childhood Education, based on neuroscience that revolves around creating a welcoming, inspiring home like environment that fosters and nurtures active learning, creativity and exploration. Each learning space, along with the outdoor environment acts as the third teacher. These spaces are strategically planned to engage and enhance the learning of each child. The spaces are aesthetically pleasing and aboundwith an endless amount of learning opportunities.

Our Preschool philosophy was adjusted to align with theschools vision statement of "we challenge and support all students to achievetheir personal best" and be compliant with the Early Years Learning Frameworkreflecting, Being, Belonging and Becoming values. All policies and procedureswere updated in 2017 and the Preschool 2017 Quality Improvement Plan wasdeveloped to match changes made to the National Quality Framework

Our local community play an integral role in the educationof children and we work closely with families to create authentic learningoutcomes for children, where children are free to explore their naturalcuriosity. Our service employs the same educators Mrs Lavers, Mrs Arnot, MrsElliot and Mrs Henderson on a regular basis. This creates stability and helpsto build trusting relationships with children and their families. Our educatorsare always extending their learning by continuing their education. This ensuresall educators are up-to-date with current research and practice, and innovativeinformation regarding Early Childhood Education. Each educator within theservice contributes to the program in a variety of ways to support and aid thedevelopment of the children in our educational setting. They create anenjoyable and challenging play based learning environment which provokeschildren to investigate, problem solve, explore ideas, engage their imaginationand express themselves in many different ways. This is achieved by invitingopen- ended interactions for risk taking, exploration, discovery andspontaneity.

Our unique educationalprogram in 2017 was developed to meet the needs of all our children and to maintain the beliefs stated in our philosophy. One of these beliefs is viewingchildren as active participants in their own learning, which allows educatorsto focus on children's individual development, their learning styles andinterests, rather than placing emphasis on preconceived expectations of whatchildren should be learning. Our program allows for a flexible rhythm and anabundance of uninterrupted learning.

In 2017, our Preschool embraced a vision to

moveforward by implementing StoryPark as an easy-to-use private online service that helps teachers, parents and families work together to record, share and extend children's learning. By using StoryPark on a daily our Preschool is able to capture a child's development by posting photos, videos, stories, moments, notes and responses. Families are able to be a part of their child's day no matter where they are, they can extend their child's interests and learning, they can share and collaborate with wider family in a safe, private environment and it is free to access for families. StoryPark documentation enhanced learning opportunities and gave a platform for feedback and reinforcement from family. StoryPark stimulates language and ideas, revisits stories to reinforce and extend learning and builds an online record that grows with each child.

Disabilities Programs

Woy Woy Public School continues the proud history of catering for students with a range of disabilities. We have six Support classes providing excellent educational, behavioural and social support for up to 65 students. The classes include students with mild, moderate to severe intellectual disabilities. We have an autism class and two classes that support students with additional emotional needs (ED). There is an Early Intervention class operating for preschool aged students with disabilities.

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.

The Early Intervention program promotes an active partnership between families, services and school. The aim for all students with disabilities is to maximise the educational outcomes and establish effective transition procedures to school. The 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. Early Intervention has many outside agencies who support the students in a familiar environment.

The students from 2-6E enjoy their visits from Grant Hickman from Body and Soul. He spends time with the students each week and they participate in exercise, music and drawing activities. The students love this interaction.

Students from 4-6G have focused on a study of mini beasts and the Government. The class also has a focus on life skills and learning to be safe in our community. A focus in 3-6O has been on building positive social interactions with peers and forming friendships.

K/6PC and K/6W participate in Riding for the Disabled each Thursday. This is a unique and wonderful leisure activity which provides a range of benefits. The

complex movement of the horse helps to improve muscle tone, blood circulation, coordination and balance, as well as a sense of freedom.

Five of the support classes attended swimming school at Peninsula Leisure Centre at Woy Woy for a two week period. The program provided the students with small group lessons for learn to swim, to develop stroke styles and life saving skills. These lessons are also therapeutic, as the water helps calm their sensory needs.

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. We have also had some amazing integration happening for those students who are able to attend.

The Support Unit celebrated 'International Day for People with a Disability'. The students engaged in a whole school performance presenting a dramatisation of 'Puff the Magic Dragon'. The students also presented 'Somewhere over the Rainbow', using Auslan (Australian sign language). We were lucky to have Liesl Tesch as the guest speaker. Everyone thoroughly enjoyed the performance and our guests stayed for a luncheon provided by the unit.

Woy Woy Public School is recognised in the wider community for the support offered to our mainstream students with disabilities or learning difficulties. Many students are supported by a specialist LAST teacher (Learning and Support teacher) or the Early Intervention Literacy teacher. The programs assist students in literacy, numeracy and behaviour. The students are referred to the Learning Support Team (LST) which consists of the 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 welcome Julie Everitt and David Owens to the team in 2018. I would like to acknowledge and thank my amazing team. The dedication and support they give to their students is evident each day and goes above and beyond. The team also thanks our families for their support of the programs we run.

On behalf of the Support 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 – Support Unit