

Woy Woy Public School

Annual Report



2018



7445

Introduction

The Annual Report for **2018** 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

School contact details

Woy Woy Public School

Blackwall & Park Rds

Woy Woy, 2256

www.woywoy-p.schools.nsw.edu.au

woywoy-p.school@det.nsw.edu.au

4341 3555

Message from the Principal

The 2018 school year was exciting, productive, memorable, remarkable and truly student centred.

It was **exciting** to be on the threshold of so many changes in the way our Education Department does business. Changes in operating systems and online platform reforms have certainly challenged all schools over the last few years but the streamlining provides much clearer and accountable practice and brings systems into the 21st century for every school in NSW.

It was **exciting** to be in the first year of a new three year planning cycle for our school and watch as the goals we have set for the school in line with NSW State and Department of Education start to show results for our students in teaching and learning.

Jim Rohn says: "Goals! There's no telling what you can do when you get inspired by them. There's no telling what you can do when you believe in them. There's no telling what will happen when you act upon them."

Our school plan goals for 2018 through to 2020 cover Quality Teachers, Successful Learners and Strong Connections.

These are the goals that we believe as a school community will give our students the best possible learning opportunities.

Like Chris Grosser I believe "Opportunities don't happen, you create them."

We want to create a stimulating and engaging environment where teachers are supported and skilled. We know a good teacher can inspire hope, ignite the imagination, and instil a love of learning in their students and "When learning and teaching continually improves, everything improves." "Quality is never an accident; it is always the result of intelligent effort". So it is important for us to grow our teachers as well as our students. In 2018 our teachers have attended numerous professional learning sessions to build teaching competency and enhance classroom lesson deliveries to benefit student results. Language Learning and Literacy (L3) and Targeted Early Numeracy (TEN) Focus on Reading (For), Information Communication Technology (ICT) classroom management skills, special needs, curriculum areas, compliant training (Child Protection, CPR, Code of Conduct, Emergency Care, Health and Safety to mention a few). Teachers give hours of their time to be able to best support student learning. Results show the impact of this support of teachers. Our Year 3 NAPLAN results show a significant improvement in Reading showing how the L3 program is now enhancing student results. The number of students achieving in the top 2 bands is moving towards meeting the Premier's targets with our year 3 having 48% of students in the top 2 bands for reading. Valued added scores for Kindergarten to Year 3 has increased considerably over the last 3 years. The growth between year 3 and 5 for year 5 students shows 84% achieving growth in reading showing that explicit teaching through our focus on reading is impacting student results due to enhancing teacher quality.

What a **Productive** year 2018 was. Productive, a word which means resulting in or providing a large amount or supply of something. During a year I believe everyone would agree that school life is packed with dynamic learning focuses on required curriculum areas, numerous inside and outside extra curricular activities and many wonderful educational worthwhile experiences.

Johann Wolfgang von Goethe states: Instruction does much, but encouragement everything.

Here at Woy Woy Public School we encourage our students to have a wide range of experiences to enhance and stimulate their learning.

Our 2018 extra curriculum opportunities encompass excursions, chess, debating, spelling bees, environmental education activities, Preschool, Aboriginal, multicultural and disabilities programs and activities, the music bus, knock out sporting team opportunities, elective sport opportunities, athletics, swimming and cross country carnivals, special celebrations and so many more. The opportunities are of the highest quality and meet the learning needs for our diverse range of students in our very unique school. We want our students to continually improve their learning outcomes and want to provide them with the tools to do so.

2018 was **Memorable**. Memorable, alluding to being special or unusual. The very special things we do here at our school.

The Stephanie Alexander Kitchen Garden program which allows our students to learn life-long skills of healthy eating and living whilst establishing sustainability practices. We are now part of the Ourimbah University sustainability program for their adult students and work closely with a number of local businesses who support our program. How memorable are the Cook for Your Parent nights? How proud are our students to show off their gardening and cooking skills and how chuffed are our mums, dads and carers being able to sit down for a 13 course meal made by their children. Very special.

How memorable are the concerts and the talent shows. Seeing K-2 children entertain their parents just recently was magic and mind you there were not many dry eyes in the audience. Giving students a chance to show off their talent in the Talent show is so worth it for the wonderful moments and memories it provides. The National Day for People with a disability assembly just reminds us how special we all are and how amazing it is to be an inclusive school. The opportunity to attend a day at the Invictus Games will be a memory those children will carry with them for a lifetime. The joy of watching chickens hatch out of their eggs and struggle through their first few moments of life and then grow and change in front of your eyes. What a time of wonderment for our Kindergarten students. Being able to be part of a science fair and demonstrate to others the marvels of science and the surprises it can bring. A memorable experience for our year 5 and 6 students. Our morning with STAR 104FM and the super job our four year 4 stars did being part of a live radio show. They will never forget that experience. So many memories are made in one short school year.

2018 was remarkable. Remarkable is unusual or special in a way that makes people notice, be surprised or impressed.

Our Guliyali Preschool what a journey! The physical environment both inside and outside has transformed into wow! factor and our Preschool Educators provide an Early Childhood learning program that is recognized as exceeding. The Preschool Rating and Assessment saw our Preschool exceed in all seven National Quality Standards. A remarkable achievement and one which has seen us be invited to go for a centre of excellence. I want to share with you part of a lovely letter from one of our Preschool parents:

"I am eager to contact you to thank you for this great opportunity and privilege. I am astounded by the amount of enthusiasm, support and opportunities offered in this preschool. I am a firm believer in early childhood development; and I believe that this Preschool has the perfect setting, teachers and opportunities for the children to have positively encouraged independence, a love for learning and overall wellbeing".

Timber Creations was the play equipment company we used when designing our new outdoor area for the Preschool. The space was put forward as a great playspace for children to be part of a national award for the best Early Childhood outdoor areas. National Playspace awarded our space commended making us 3rd in Australia for Preschool outdoor area. One of the judges said:

"This playground creates opportunity for challenging physical skills within a controlled and safe environment. Particular attention was given to hand picking individual play elements including a fantastic collection of natural timber pieces. So much to do in this playspace".

Our Preschool also picked up a Munch and Move Award. Guliyali Preschool has been in this program since 2008 and we have now received the "Champion award".

What an incredible year of learning success for our Preschool. We are so proud!

Another remarkable achievement for 2018 is that a team of our students were Regional finalists in the Tournament of the Minds. We certainly have students using higher order thinking skills and capable of doing amazing things. We were also

winners at the Brisbane Water Secondary College –Umina campus STEM (Science, technology, engineering and mathematics) competition. Another remarkable achievement for our students involved. Again, this year we were successful in chess. Coming in third in the Central Coast with a couple of our students to competing in the state chess competition in Sydney. We want to be able to give our students opportunities to excel– the sky is no longer the limit as we go beyond.

We are truly a **student-centred school**

The Dalai Lama has a vision that is similar to what we want in our school. He says "My wish is that, one day, formal education will pay attention to the education of the heart, teaching love, compassion, justice, forgiveness, mindfulness, tolerance and peace".

Our school by embracing the Positive Behaviour for Learning program truly supports the needs of all our students by teaching them expectations in all areas of social interactions and relationships and preparing them to be part of a future world. Our Anti bullying and resilience programs help our students to be confident, independent learners and thinkers. We support our multicultural students with on the ground individual teacher mentoring and multicultural celebrations and programs. We support our Aboriginal students with the Cultural Continuum program run with all the Brisbane Water Learning Community schools and with the support of our Early Intervention Aboriginal Teacher and our beloved Auntie elders. We support all our students with special needs, making sure they feel part of our whole school, celebrating their abilities and embracing them with respect and awe. Programs that have run in the school in 2018 such as the Got It program, Seasons for Growth, Rock and Water, the Breakfast Club and parent support from the School as Community Centre have touched many of our students in need ensuring they feel valued and cared for. You would not think having a bunny rabbit in a classroom would make a difference but how it does. Animal therapy is making a difference for some of our students too. Inclusiveness is our business here at Woy Woy Public School. Everyone matters, everyone is welcome and everyone will be accepted for who they are. Truly a student centered school. 2018 was a full year of wonderful student growth and achievements.

School background

School vision statement

At Woy Woy Public School, we learn, teach and lead for excellence. We will be renowned for producing students who have been challenged to become successful and resilient lifelong learners. We will be a place of excellent teaching, where collective responsibility for student improvement is achieved through the observation and evaluation of teaching practices. Teachers will be provided with targeted professional learning opportunities with a focus on innovative and engaging pedagogies, resulting in collaborative and effective learning culture.

School context

Woy Woy Public School is a diverse P–6 primary school situated near the Brisbane Water inlet, on the Central Coast of NSW. The school pays respect to and acknowledges that it is on traditional Aboriginal land. The current enrolment is 414 mainstream students, 51 students with disabilities and 40 preschool students with 12% acknowledging Aboriginality and 14% English as an Additional Language (EALD). There are 31 teaching staff, ranging from new graduates to more experienced staff, with 10 ancillary and support staff working as a team to provide quality teaching and learning experiences for every child.

Woy Woy PS has a total of 23 classes including 17 mainstream and 6 support classes for students with a disability. Our school houses a DoE Preschool servicing 40 students, a Schools as Community Centre and an OOSH (Out of School Hours) service.

Woy Woy PS prides itself on the quality and variety of educational and extra-curricular experiences available to our students. Key initiatives include: Positive Behaviour for Learning (PBL), L3, Tournament of Minds, AVID, Public Speaking, Debating, ICAS Competitions, PSSA Teams, Dancing, Chess and Talent Shows. The Stephanie Alexander Kitchen Garden Program (SAKG), teaches students to grow fresh, seasonal produce and use it to cook nutritious, delicious food and prepares them to make healthier choices in the future.

Woy Woy PS has strong alliances with the 'Brisbane Water Learning Community'. Schools work together to deliver excellent programs which support the sharing of expertise across our community of schools. We are proud members of the Koorana Local Aboriginal Education Consultative Group (AECG) and the Southern Central Coast PSSA.

The school receives School Based Allocation Resource (SBAR) funding for Aboriginal education, socio-economic backgrounds, integration, adjustment for disability, English language proficiency and support for beginning teachers and implements a number of research based literacy and numeracy programs and student well-being initiatives.

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** there is demonstrated commitment within the school community that all students make learning progress and partnerships with parents and students support clear improvement aims and planning for learning.

The school collects and analyses information to inform and support student's successful transitions and the school seeks to collaborate with parents of students whose continuity of learning is at risk.

Attendance data is regularly analysed and used to inform planning and whole school personalised attendance approaches are improving regular attendance rates, including students at risk.

The needs of students are explicitly addressed in teaching and learning programs and expectations of behaviour are co-developed with students, staff and the community to ensure effective conditions for learning. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.

Student report contain personalised information on the learning progress of children, including reports and parent/teacher interviews as well as opportunities to discuss this progress. The school uses internal and external assessments (NAPLAN, L3 data, Progressions and Best Start) to assess student progress and achievement against syllabus outcomes.

In the domain of **teaching** a school wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data related tools. Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas of extension.

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their stage. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

In the domain of **Educational Leadership** the leadership team has developed processes to collaboratively review teaching practices to affirm quality and to challenge and address performance. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is effectively used to enhance learning and service delivery. The school makes informed choices about administrative practices and systems in place, based on the cost effectiveness, evidence and in response to local context and need.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

Strategic Direction 1

Quality Teachers

Purpose

To create and foster a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers.

Major SEFV2 links – Learning: Learning Culture **Teaching:** Effective Classroom Practice, Professional Standards, Learning & Development **Leading:** Educational Leadership, School Planning, Reporting & Implementation, School Resources

Overall summary of progress

During 2018 six teachers engaged in the Quality Teacher Rounds process. Eighty percent of the staff are engaged in the AVID way of teaching in Stage 2 and 3. Four staff members attended the Winter institute of training in Newcastle and four more staff members attended the Summer institute training in Melbourne. The implementation of various AVID strategies including two column notes, frayer models, weekly agendas, SMART goal setting and philosophical chairs has seen a noted improvement in student organisational skills and readiness for lessons session.

Overall throughout the school more teachers are talking 'technology'. Teachers are becoming more willing to try new technologies. It might be a Smartboard or something to do with coding or robotics. The big plus is that teachers are talking about technology, seeking professional learning to support them to navigate it and hence are including it in everyday discussions for lesson preparations and student engagement.

The Technology across the school now includes: A Computer room with 30 working desktop computers and Smartboard, Each classroom with a Smartboard and each classroom now has a teacher's computer and an additional computer or laptop for students to use..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
95% of teaching staff agree with the Tell Them From Me survey statement– 'Involvement in PL has led to changes in my teaching and practices of learners in my classroom'. (Baseline of 82% in the 2017 Teacher Survey)	Instructional Leader \$60,000 Professional Learning funds \$35,467 for QTR and AVID	No data from the TTFM produced for 2018. Teacher discussions and feedback have indicated a strong agreement that tracking their Professional Learning Plans and involving themselves in professional learning to the school plan has improved their knowledge and understanding of the school focus. Teachers state that this has directly improved and classroom teaching methodology.
The Technology aspect of the Eight Drivers of Student Learning increases to meet or exceed the NSW norm. (Baseline 5.6 for school compared to 6.7 for NSW in the 2017 TTFM teacher survey)	\$76,521 on technology resources from operational funds, Equity funds and P&C donations to the school	No data from the TTFM produced for 2018.
Percentage achieving expected growth increases: reading – Yr 5 53% to 68%, Yr 7 52% to 62%; numeracy – Yr 5 68% to 78%, Yr 7 64% to 74% with a combined value add from 47% to 57% by 2020. (Baseline 2017 NAPLAN – SCOUT).	Instructional Leader funds from QTSS \$60,000 Professional Learning funds \$35,467 Numeracy/Literacy funds \$12,768	In 2018 expected growth for Year 5 students was 55% in Reading and 54% in Numeracy. The combined value add was 85.58% from Year 3 to % for Year 5 students. It was 48.54% from Year 5 to 7 for Year 7 students who transitioned to Year 7.
Increased proportion of students reporting being interested and motivated in their learning to	Professional learning funds \$19,000	75% of students in 2018 reported through the TTFM survey positive outcomes for advocacy at school. 90% of students had expectations of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
meet or exceed state norm. (Baseline 55% for school compared to 78% for NSW in the 2017 TTFM Survey)	Stephanie Alexander Kitchen Garden Program funds \$40,000	success and 70% of students expressed they had a good sense of belonging.

Next Steps

\$20 000 worth of coding and robotics equipment along with 30 Laptops and 20 iPad's were purchased at the end of 2018 for implementation into classroom practice in 2019. In 2019 teachers and students will complete a Survey Monkey to see how they are feeling about the improved confidence in technology use in classrooms.

Strategic Direction 2

Successful Students

Purpose

To empower our students to develop the ability to think critically about their learning and to develop the resilience needed to meet the challenges put before them, so that they will experience success as lifelong learners.

Major SEFV2 links—Learning: Curriculum, Assessment, Student Performance Measures **Teaching:** Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development **Leading:** Educational Leadership, School Resources

Overall summary of progress

Teachers have completed on line modules on the learning on the learning progressions.

Rock and Water and Seasons for Growth programs finished Week 8/9 and end-of-year group celebrations were conducted for program participants. Completed – ongoing

Weekly lessons are being taught in all K–6 classrooms. Merit certificates, 'Certificates of Achievement', 'Values Awards' have been presented at school assemblies. 'Win Bin' tickets are presented to students on an ongoing basis. Win Bin ticket prize draws were conducted weekly at Monday Line-up assemblies. Completed each week. Sentral incident reports managed by Assistant Principal (Student Wellbeing). Star Charts updated each week for all students in all classes.

Executive briefed during Monday afternoon's executive meeting and staff informed of students who have been involved in incidences of negative behaviour in a Sentral message each Friday, and then of the school's response to the incidents at staff admin and stage meetings on Tuesdays.

86.3% of students received their Gold Award by the end of Week 9 Term 4. Gold Awards went home in report packets.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In line with the Premier's Priority, increase the proportion of students in the top two bands of NAPLAN across all areas of reading & numeracy by 10% from 2017 baseline data to 45% by 2020. (Baseline data 35% in 2017)	Professional Learning funds \$16,000 Numeracy Literacy funds \$12,766	Year 3 students achieved 47.92% in the top 2 bands for Reading and Year 25.49% Year 3 students achieved 29.17% in Numeracy in the top 2 bands and Year 5 achieved 13.73%
Increased proportion of students reporting a positive sense of belonging to meet or exceed state norm (Baseline 68% for school compared to 81% for NSW in the 2017 TTFM student survey) while maintaining 90% or above of students receiving recognition for achieving school behaviour expectations.	\$3,000 for student rewards – P&C and school operational funds \$5,000 for student welfare – equity funds TPL funds for training in Seasons for Growth and Rock and Water program \$3,000 LAST allocation of 0.9 for some social skills for students in each stage.	78% of the students who completed the TTFM surveys in April and October of 2018 indicated that they felt a positive sense of belonging at the school. This is significantly higher than the previous year of 68% of students and is closer to the state average of 81%. Exactly 90% of the students surveyed in 2018 indicated that they believed that they demonstrated positive behaviour; a figure significantly higher than the that obtained for the rest of the state (83%). 86.4% of students from Kindergarten through to Year 6 reached the 'Gold' behaviour level in 2018, which is slightly up from the figure of 85% for the 2017 school year.
Increase the percentage of students in the top two bands in	Instructional Leader funded \$60,000	Year 3 students achieved 47.92% in the top 2 bands for Reading and Year 5, 25.49% in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
reading: Yr 3 38% to 48%, Yr 5 33% to 43%, Yr 7 14% to 24% and numeracy: Yr 3 32% to 42%, Yr 5 34% to 44% by 2020.	Professional Learning funds \$16,000 Numeracy/Literacy funds \$12,766	Year 3 students achieved 29.17% in Numeracy in the top 2 bands and Year 5 achieved 13.73%

Next Steps

Staff need to go through the software professional learning. More time needs to be dedicated towards the purpose of the progressions and how they can be used to support teachers. Progressions needs to be added as a agenda item during stage meetings.

Staff need to participate in further professional learning on using the ALAN software.

Strategic Direction 3

Strong Connections

Purpose

To increase student, staff, parent/carer and learning community collaboration and connections to strengthen partnerships to support student learning.

Major SEFV2 links – Learning: Learning Culture, Wellbeing, Reporting **Teaching:** Learning and Development
Leading: School Resources, Management Practices and Processes

Overall summary of progress

Informal/anecdotal feedback indicates that the reports were well-received by parents and were successful in terms of, a. providing parents with more information about what their child can do, and b. recording information in a manner that is easy to understand.

100% attendance was celebrated by issuing students with 100% attendance awards in week 9 Term 4.

Overall attendance for term 4 has increased 0.9% compared to the same period in Term 4 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The Parents Are Informed aspect of the Two-way Communication Parent Survey Report increases to meet or exceed the NSW Government norm. (Baseline 5.9 for school compared to 6.6 for NSW in the 2017 TTFM parent survey)	Nil	The 2018 survey results from TTFM has increased from 5.9 in 2017 to 6.6 in the aspect of Two-way Communication with parents. The Government norm for 2018 was 7.4. On the whole parents have reported a more than positive response.
Increase the percentage of Aboriginal students in the top two bands by 35%, averaged over three years, Reading: Yr 3 28%–63%, Yr 5 16% – 51%, Yr 7 11%–46%; Numeracy: Yr 3 23% –58%, Yr 5 16%– 51%, Yr 7 9% – 44% where statistically significant. (Baseline average 2015 to 2017).	Aboriginal Equity \$62,441 Numeracy and Literacy \$12,768 Professional Learning \$3,000	In 2018 NAPLAN Year 3 Aboriginal students achieved 12.50% in the top two bands for numeracy and 37.50% in Reading. No data was provided for Year 5 as no Aboriginal students sat the NAPLAN. Overall 15.38% of Aboriginal students were in the top two bands in 2018.

Next Steps

Continue funding an Early Intervention Aboriginal teacher to support the learning needs of Aboriginal students and their Personalised Learning Plans in 2019.

Implement a parent tutor helper program in 2019 to support students with their literacy and numeracy development.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Equity Funding 2018</p> <p>\$62,441</p>	<p>All students completed a 2018 Personalised Learning Plan.</p> <p>All students had the opportunity to bond with other aboriginal students from Brisbane Water Learning Community 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	<p>English language proficiency funding 2018</p> <p>\$22,244</p>	<p>ELAD Students were supported through an allocation of 0.4 face to face teacher.</p> <p>Assessment of student progress and reporting to parents showed sound progress for all students.</p>
Low level adjustment for disability	<p>Low level adjustment funding 2018</p> <p>\$42,523.87</p>	<p>Students were supported through tutorial and in class sessions by School Learning Support Officer support. Data indicates improvement in learning outcomes in Literacy for all students on the program.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS funding \$93,307</p>	<p>A 3 day instructional leader targeted teacher and student learning to improve overall results. Teachers PDP's were monitored to ensure they received the best support to support classroom methodology. Teacher Professional Learning reflected PDP's and targeted school plan goals.</p>
Socio-economic background	<p>Socio-economic background funding 2018</p> <p>\$185,763</p>	<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	<p>Beginning Teacher funds 2018 \$28,000</p>	<p>Two teachers with beginning teacher funds were mentored to support them with classroom methodology, programming and linking the best professional learning to their needs.</p>
Targeted student support for refugees and new arrivals	<p>English Language Proficiency funding \$22,644</p> <p>New arrival funding allocation for 1 day for 2 terms.</p>	<p>EAL/D teacher employed for one day 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			
	2015	2016	2017	2018
Boys	266	231	234	257
Girls	184	193	204	209

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.6	92.6	92.1	94
1	91.8	91.9	92.5	91.4
2	91.2	92.2	92.6	93.3
3	92.4	90.3	91	91.3
4	92.5	92.2	91.1	91.1
5	92.3	91.9	91.9	92.4
6	90.2	92	90.6	92.3
All Years	91.8	91.9	91.7	92.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 in the school newsletter 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(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	21.9
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.38

*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 17 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 (EAL/D) 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 four 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 70 Aboriginal and Torres Strait Islander students in 2018. Through Aboriginal equity funding the school was able to employ an Aboriginal Early Intervention 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 includes 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 2018 the school spent **\$58,000** 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, 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. Teachers completed Winter and Summer AVID professional learning and 4 teachers participated in Quality Teaching Rounds. One teacher successfully completed accreditation at Proficient level in 2018 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 key note address but for the workshops and networking it provided as well.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	129,192
Revenue	5,768,595
Appropriation	5,512,343
Sale of Goods and Services	89,860
Grants and Contributions	163,003
Gain and Loss	0
Other Revenue	300
Investment Income	3,090
Expenses	-5,787,245
Recurrent Expenses	-5,787,245
Employee Related	-5,092,776
Operating Expenses	-694,469
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-18,649
Balance Carried Forward	110,543

The school has a finance committee to set the yearly budget costs and to monitor spending throughout the year. Regular meetings to track budget spending occur monthly.

In 2018 the school expended a large amount of funds (\$120,000), on the upgrade of the Preschool outdoor spaces. A grant of \$10,000 from the Early Childhood Directorate was used to add further outdoor play stations into the Preschool ground as well. An innovation that has supported the Preschool to be exceeding in all National quality areas in the 2018 Rating and Assessment process.

The school completed extra grounds work including the removal of some large dangerous trees, a water sprinkler inclusion under the school oval and planting and mulching of many areas. Over \$80,000 of work was carried out.

The school is on board with the innovation of flexible classroom spaces and in 2018 purchased a large amount of new classroom furniture to start the process of moving into futuristic learning.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,937,072
Base Per Capita	93,115
Base Location	0
Other Base	2,843,957
Equity Total	407,074
Equity Aboriginal	62,441
Equity Socio economic	185,763
Equity Language	22,644
Equity Disability	136,226
Targeted Total	1,170,594
Other Total	634,883
Grand Total	5,149,624

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

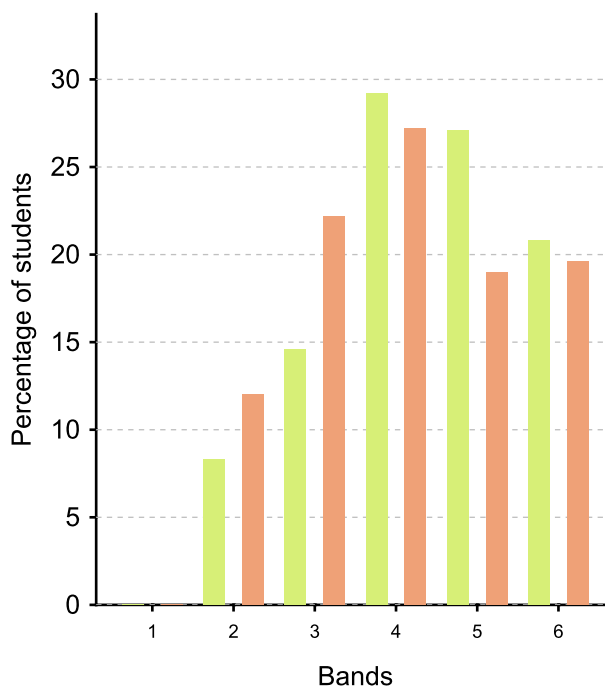
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, fifty Year 3 students sat NAPLAN. In Reading, our Year 3 students were at 1 score point below the state average and 12 score points above like schools. A sound achievement. Seventeen percent of Year 3 students achieved band 6 in Spelling with the majority of students, 31% in band 3. Thirty two percent achieved band 3 and 4. In Writing 42% of students in Year 3 achieved band 5 with 54% in bands 2 and 3. Grammar and Punctuation saw the majority of students, 54%,

achieving in bands 3 and 4.

Fifty seven Year 5 students sat NAPLAN in 2018. In Reading Year 5 students were below state average by 20 score points but as a cohort of students achieved sound growth between Year three and five. In Writing 20% of Year 5 students achieved in the top 2 bands with the majority of students, 61%, in bands 3 and 4. In Spelling the majority, 54%, of Year 5 students were in band 4 and 5. The Grammar and Punctuation results showed 53% of Year students falling into bands 4,5 and 6.

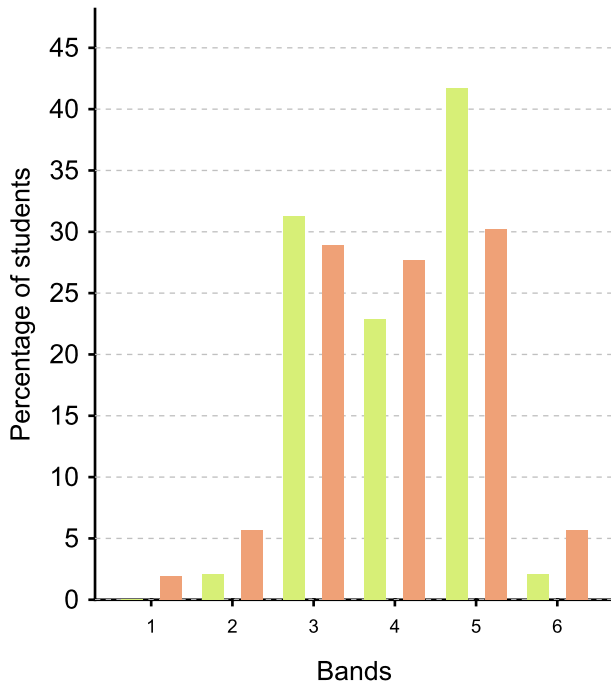
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	8.3	14.6	29.2	27.1	20.8
School avg 2016-2018	0	12	22.2	27.2	19	19.6

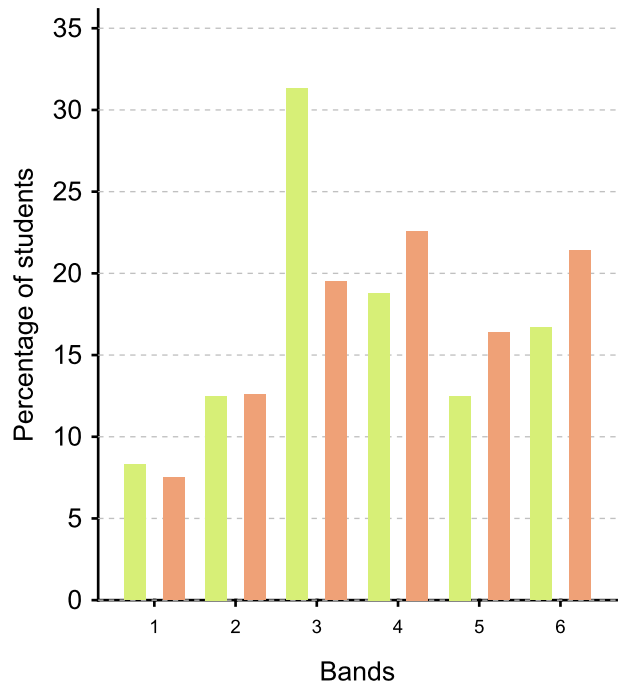
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	2.1	31.3	22.9	41.7	2.1
School avg 2016-2018	1.9	5.7	28.9	27.7	30.2	5.7

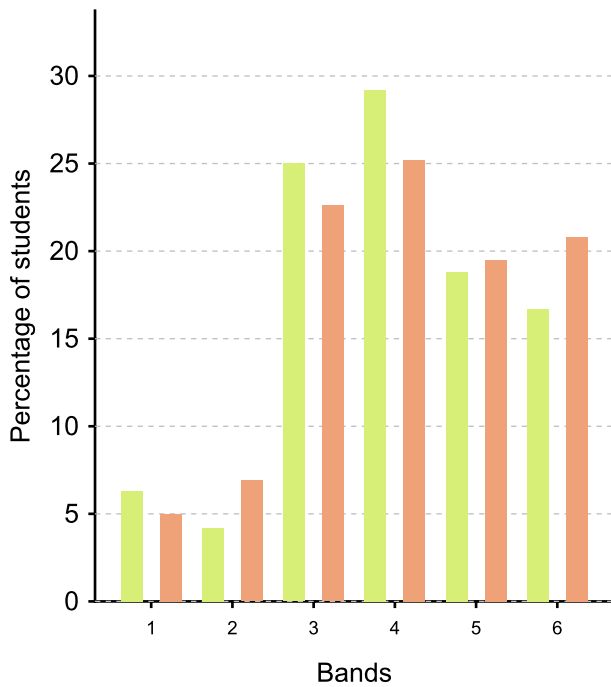
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

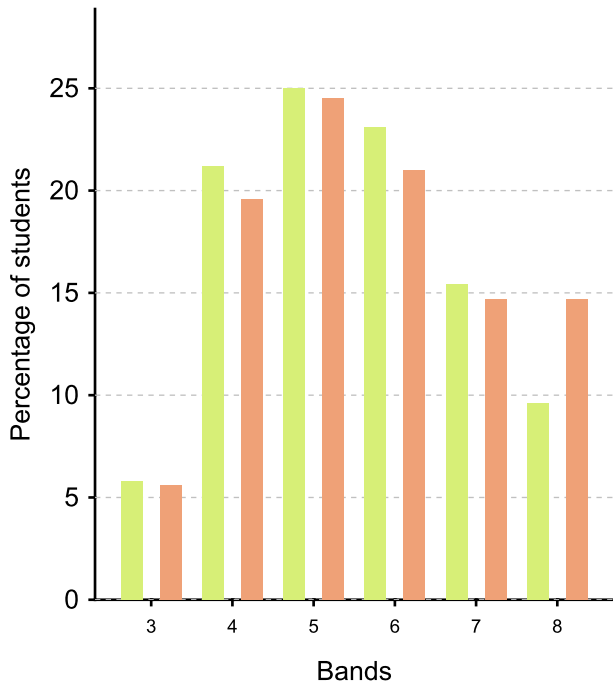
Band	1	2	3	4	5	6
Percentage of students	8.3	12.5	31.3	18.8	12.5	16.7
School avg 2016-2018	7.5	12.6	19.5	22.6	16.4	21.4

Percentage in bands:
Year 3 Grammar & Punctuation



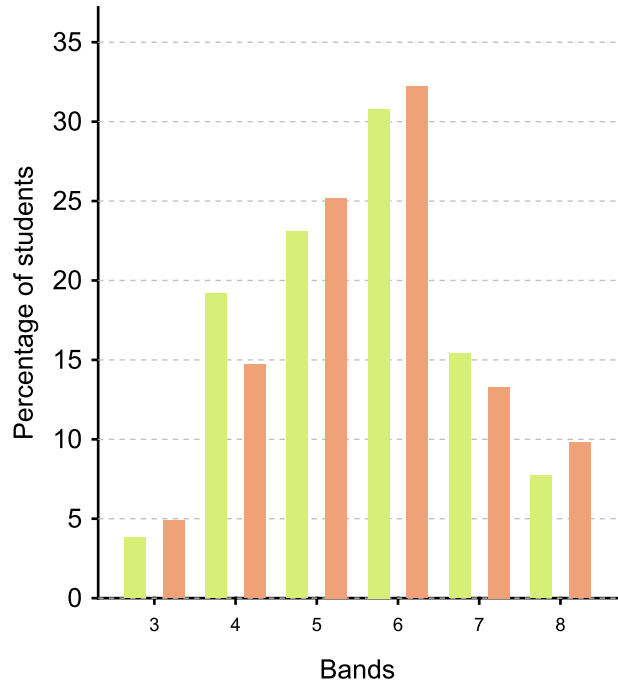
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	7.7	19.2	19.2	26.9	15.4	11.5
School avg 2016-2018	6.3	18.9	20.3	29.4	11.2	14

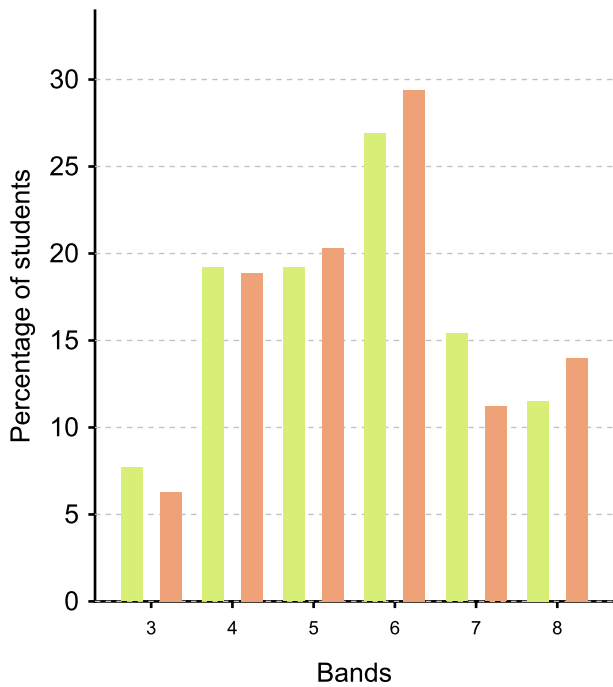
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	5.8	21.2	25.0	23.1	15.4	9.6
School avg 2016-2018	5.6	19.6	24.5	21	14.7	14.7

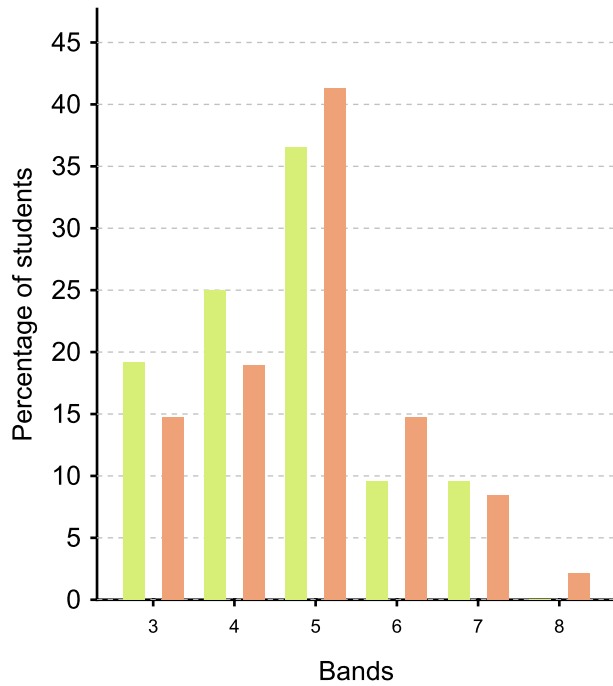
Band	3	4	5	6	7	8
Percentage of students	3.8	19.2	23.1	30.8	15.4	7.7
School avg 2016-2018	4.9	14.7	25.2	32.2	13.3	9.8

Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	3.8	19.2	23.1	30.8	15.4	7.7
School avg 2016-2018	4.9	14.7	25.2	32.2	13.3	9.8

Percentage in bands:
Year 5 Writing

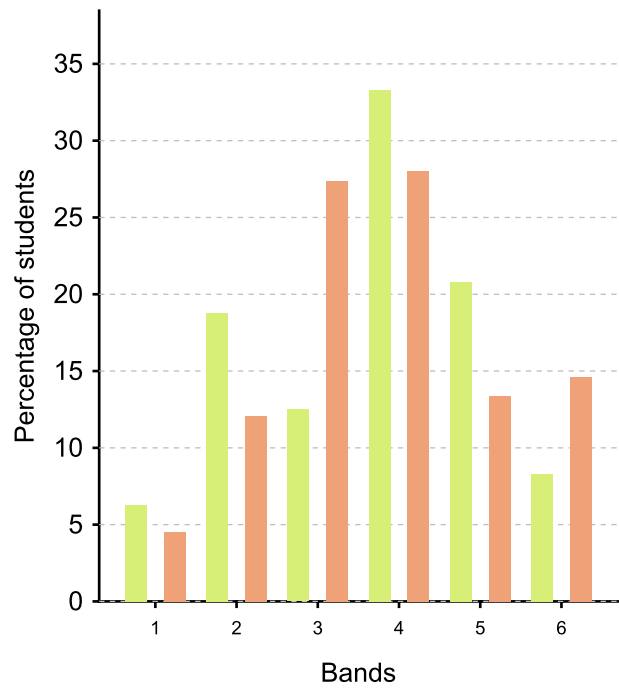


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	19.2	25.0	36.5	9.6	9.6	0.0
School avg 2016-2018	14.7	18.9	41.3	14.7	8.4	2.1

In numeracy Year 3 students achieved results below state average. Year 5 students achieved results slightly below the state average but showed expected growth between Year 3 and 5.

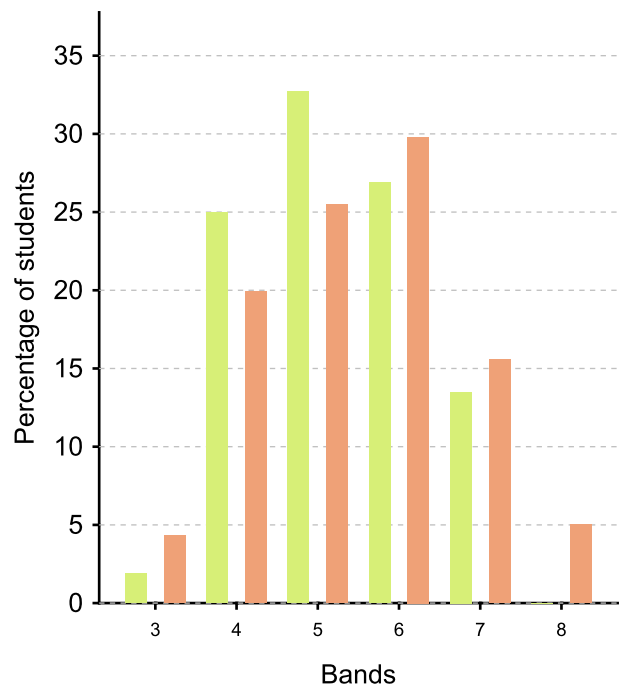
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	6.3	18.8	12.5	33.3	20.8	8.3
School avg 2016-2018	4.5	12.1	27.4	28	13.4	14.6

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.9	25.0	32.7	26.9	13.5	0.0
School avg 2016-2018	4.3	19.9	25.5	29.8	15.6	5

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.

In 2018 the Year 3 cohort achieved 47.92% of students in the top two bands for Reading and 29.17% of students for Numeracy. The Year 5 cohort achieved 25.49% of students in the top two bands for Reading and 13.73% in Numeracy. Overall the percentage of students in the top two bands was 28.79%. Aboriginal students in Year 3 achieved 37.50% in Reading and 12.50% in Numeracy in the top two bands. There were no aboriginal students in the Year 5 cohort for 2018. Overall Aboriginal students achieved 15.38% of students in the top two bands.

Parent/caregiver, student, teacher satisfaction

In 2018 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, written 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

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 constructive 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 emphasise 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 for Me students reported they do a range of extra curricular activities provided by their school.

Policy requirements

Aboriginal education

In 2018, Woy Woy Public school had 65 Aboriginal students enrolled, making up 7% of the total school population.

An Aboriginal Early Intervention Teacher was utilised over the course of the year to support students in Literacy and Numeracy in Preschool to Year 2, as well facilitate Aboriginal projects within the school and community.

At the start of the year, parents and carers and their children were invited into the school by classroom teachers to create Personalised Learning Pathways (PLP), allowing for targets and goals to be worked towards by students and teachers.

Our Aboriginal students continued to be involved in the

Cultural Continuum unique to the Peninsula. Aboriginal students in each year attended a cultural day hosted by each of the local schools, where they engaged in learning from Elders, didgeridoo and dance, bush tucker and environmental learning, and an excursion to Bulgandry Cultural site. Many of these experiences provide the opportunity for students to connect with Aboriginal culture, community and students from other schools.

In 2018 our Year 6 students began the "Guliyali Yarn", a newsletter for the Aboriginal community of Woy Woy Public School. These students contributed in many ways to the newsletter, including writing and editing the articles, as well as designing graphics. This newsletter was distributed once a term to the Aboriginal families in the school, as well as being shared with the local AECG.

Our NAIDOC celebrations were a huge success. The day began with a P-6 assembly honouring our Mingaletta Aunties and had performances by our Aboriginal Dance Group, as well as a local group of dancers. All students then engaged in experiences across the school which included learning Wiradjuri language, weaving with the Aunties, traditional games, examining cultural artefacts and instruments and learning cultural dance. Local Aboriginal community members led each of these lessons.

Aboriginal assembly awards were also initiated in 2018, giving our students the opportunity to be recognised at P-2 and 3-6 assemblies for their hard work in the classroom or cultural engagement and enthusiasm.

In 2018, our Stage 3 students participated in High School Transition Art classes with Maurice Goolagong at the local High School Junior Campus. These lessons included learning traditional art practices and creating large scale and individual artworks. Later in the year, these lessons moved to our own school grounds, to allow for easier access for our Aboriginal students.

The local Elders from Mingaletta were a wonderful connection made in 2018. The Aunties began weekly 'Aunties Afternoon' classes with our Aboriginal students, where they learned important cultural knowledge, and created many objects of cultural significance including talking sticks, weaving baskets and painting. The Aunties are a valuable resource in our school, volunteering their time to help our Aboriginal students connect to their Culture. Several parents and families came to the end-of-year Aunties party where we celebrated the Aunties contribution to our school.

Several preschoolers attending Woy Woy Public School in 2019 attended the local Young, Black and Ready 4 School (YB&R4S) program, giving students and their families the opportunity to access health services in the area such as eyesight checks, hearing checks, dental checks, speech evaluations and were offered immunisation if needed. They also met other local families and teachers and connected with Elders.

Finishing the year, many of our Aboriginal students and families attended the local Deadly Awards held at

Brisbane Water Secondary Campus Woy Woy. Our school was formally recognised for its achievements in developing Aboriginal projects within the school and community and many of our students received awards recognising them for high attendance, excelling in sport and academic achievement.

Chloe Nebauer – Early Intervention Aboriginal Teacher

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 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). At Woy Woy Public School, 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 incorporates provision of English language instruction to groups of EAL/D students separately from their class, and 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 2018 was 72 (15.6)% 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 and the English as an additional language New Arrivals Program (NAP). The 2018 funding allocation for Woy Woy Public School afforded specialist EAL/D teachers for an average of 2.5 days per week.

This year our school community welcomed newly arrived students and their families from the Philippines, Russia and China. The New Arrivals Program 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 students have settled in extremely well to their new environment and are enjoying the many wonderful aspects of school life at Woy Woy Public School.

Our school is inclusive and welcomes diversity. During 2018 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 2018, students wore orange and with their 'around the world' passports in hand, actively engaged in a wide variety of culturally based activities. Many of our wonderful parents from diverse linguistic backgrounds joined with teachers to read bilingual stories to eager students. Our celebration this year also featured a high energy performance of intricate Bavarian folk dances. The presenter demonstrated German and Austrian traditional dances and provided students with the opportunity to learn the famous Schuhplatter (German Slap Dance). Harmony Day was once again a marvellous occasion that embodied the true spirit of multiculturalism and promoted the continuing message that in Australia 'Everyone Belongs'.

Jenny Keene & Tiffany Elliot (EAL/D Teachers)

Other school programs

Preschool

2018 was an exciting year for Guliyali Preschool. Our preschool continued to offer an affordable and accessible service to all families and promoted and encouraged parent/child/community participation. Operating Monday to Friday with 2 alternate programs, the preschool program followed the National Early Years Learning Framework with the ideals of 'Belonging, Being and Becoming' as corner stones of all our work with children.

The students and families of Guliyali Preschool enjoyed participating in whole school activities including Harmony Day celebrations, Easter Hat Parades, NAIDOC Week events, athletic carnivals and end of year performances. Guliyali preschool students formed strong connections with the local community by visiting the local retirement village and welcoming the local Aboriginal Aunties into the service each fortnight. These visits fostered opportunities for our students to form strong connections with community leaders and elders through music, dance and craft activities. Through these interactions the students of Guliyali preschool developed a meaningful connection to their world, a positive sense of self-identity and experienced respectful and responsive relationships with other people and places. Our preschool students developed an understanding of acknowledging the traditional people of the land and their acknowledgement of country and respect for Aboriginal culture was proudly showcased at local DOE Early Childhood seminars.

Our outdoor learning space was transformed in 2018. **On Wednesday, August 8 2018**, Guliyali Preschool welcomed the NSW Department of Education leadership director Ms Karen Jones and Federal Member for Robertson Ms Lucy Wicks to join in Grand opening celebrations. Our children and their families now enjoy an outdoor learning space that invites open-ended interactions, spontaneity, risk-taking, exploration, discovery and a connection with nature.

2018 saw Guliyali participating in the Assessment and Rating process. The purpose of the assessment and rating process was to determine whether and at what rating level our preschool met the National Quality Standards and the requirements of the National Regulations. Guliyali Preschool received an **exceeding** rating from the Australian Children's Education and Care Quality Authority. Guliyali Preschool was assessed as being a service that goes beyond the requirements of the National Quality Standard achieving a rating of Exceeding in each of the seven quality areas assessed.

2019 Preschool Team Ona Buckley, Dan Betts, Michelle Williams, Jess Lavers & Rhonda Arnot

Disabilities Programs

Woy Woy Public School has a proud history of providing programs to support students with a range of disabilities. Within the support unit there are six Special Education classes, providing individual programs to assist with educational, behavioural and social needs for up to 65 students. The Early Intervention unit provides a school readiness program for preschool students with a range of disabilities. The Intellectual classes cater for students with a mild, moderate or severe disability. We also have an Autism class and two classes for students with emotional needs. There is an active partnership between the school, families and outside services.

To enable the students to access an individualised level of support, students are placed in the classes by a regional placement panel. Each of the six classes has a qualified specialist teacher and an experienced School Learning Support Officer (SLSO).

Within the school setting students can be supported by the 'Focus Body and Soul' program. This program has been running for 3 years and has been extremely successful. The students participate in boxercise, yoga, group activities and personal goal setting discussions. The students also enjoy art and music lessons within a group or individually. The program concentrates on the physical and emotional wellbeing of all students.

The students had the opportunity to join their mainstream peers for the Canberra, Jenolan Caves and Treetops excursions. These excursions are a great opportunity for the students to develop independence and social skills. The staff were very proud of their participation and behaviour at all excursions. They also regularly join in weekly sport, assemblies, SRC meetings and classroom integration. The Early Intervention students are involved in the on-site preschool spending time interacting in play and discovery sessions.

Our classes are also involved in many extra-curricular programs such as Riding for the Disabled, gymnastics, CARES (bike riding safety) and cooking. The cooking program helps to develop life skills. Students use basic recipes, follow a procedure, engage in road safety when walking to the shops and begin to recognise the value of money when purchasing items.

The Support Unit was involved in 'International Day of People with Disability'. The staff encourage participation from all students, with some very enthusiastic singers, dancers and ukulele players. The guest speaker was Ajala McDonald who spoke about the use of sign language, with students being taught some basic signs.

Woy Woy Public School is recognised in the wider community for the support offered to our mainstream students who require extra support in literacy and numeracy or socially. Many of the students are assisted by a specialist LAST teacher (learning and support teacher). Referrals are made through the Learning Support Team, with meetings held weekly.

I would like to take this opportunity to acknowledge and thank my team. The dedication to their students is evident on a daily basis. I would also like to thank our families for the support of our programs.

On behalf of the Support Unit I wish to pass on our sincere thanks and appreciation to the Ettalong Bowling Club for the ongoing assistance of our students. The club provides a bus on a weekly basis and without their support we would not be able to attend the out of school activities.

Leanne Wiliame – Assistant Principal – Support