

Woy Woy Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Woy Woy Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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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 22 classes including 16 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

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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

Improvement Measures

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)

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)

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).

Increased proportion of students reporting being interested and motivated in their learning to meet or exceed state norm. (Baseline 55% for school compared to 78% for NSW in the 2017 TTFM Survey)

Progress towards achieving improvement measures

Process 1: Learning and Development

Review and develop a whole-school approach to performance and development where every teacher and leader improves each year through high quality, high impact, targeted, collaborative professional learning.

Evaluation	Funds Expended (Resources)
<p>Achieved – AVID was implemented into all Stage 2 and Stage 3 classrooms</p> <p>Not Achieved – Avid Site Team did teaching rounds with Tracy Worthington (NSW AVID Coordinator).</p> <p>Achieved – Teachers attended Winter Institute for introductory training. AVID Site Team attended Summer Institute and were involved in second level training of different subjects.</p> <p>Not achieved– due to the changes in staff exposure of K–2 teachers will be in 2020.</p> <p>Not Achieved – QTR coordinator was in an alternative position and a replacement was not appointed.</p>	<ul style="list-style-type: none">• Additional RFF for QTR leaders• AVID resources created for PL sessions• QTSS funding – IL days, PL, other resources• Casual day for QTR leaders to create presentation resources and materials• Casual teachers for 3 teachers each round• Casual days for AVID training days• QT Framework resources copied and laminated for classrooms• Additional RFF for AVID Site Team to meet and plan• Casual teachers for AVID Site Team to attend the Summer Institute.

Process 2: Technology Based Learning

Staff develop skills to better utilise available technology with a focus on student centred and technology

Progress towards achieving improvement measures

Process 2: based learning that enhances collaboration and critical thinking.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Partially achieved – 2019 has been a great year for ICT, digital technologies and robotics. More teachers are displaying confidence in using them as part of their teaching practice. Some teachers have been integrating robotics into KLA's (Stage 2 & Stage 3 teachers).• Not achieved – Google Team to meet more often and discuss how the platform is being used throughout the school. Share more knowledge with all teachers.• Partially achieved – 2019 has seen more teachers using technology in classrooms to enhance students learning. More needs to be done in 2020.	<ul style="list-style-type: none">• ICT Leader days• P&C commitment to fund further robotics purchases (Microbits \$1500 and iPad covers \$1 300)• Human resources – 'Experts within' plan• Additional RFF for staff to prepare Robotics PL sessions• Casual teacher(s) to release ICT team

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

Improvement Measures

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)

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.

Increase the percentage of students in the top two bands in 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.

Progress towards achieving improvement measures

Process 1: Literacy Classroom Practice

Implement and embed high quality, research based, future focused literacy teaching practices.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The focus for K–2 this year has been on phonological awareness. All K–2 teachers and LaST teachers have attended training on the importance of phonological awareness and the key to being able to identify what it is and how to explicitly teach it. Teachers utilised PLAN2 to group students and explicitly target students learning. The school IL then used the data and assisted teachers within the classroom with students who required further support.• A consistent target this year was not established with 3–6. Based on the NAPLAN results this year all 3–6 should be tracking students with grammar in 2020.• This year these types of meetings only occurred during reporting times for grades. In 2020, these meetings need to be scheduled, every 5 weeks.	<ul style="list-style-type: none">• Casual days – IL released on teaching days to develop and deliver PL• Teacher release – Phonological awareness training for ES1 delivered by IL• Casual days – IL and Literacy team member to observe a VCOP school implementing BigWrite• Physical resources – Black fabric for each class for the VCOP wall, laminating pouches, coloured printing, writing folder for each student.• SLSO day to make resources for stages• Temporal resources – IL to support teachers in class with the implementation of the writing program. After school meetings re. trialling new spelling program.

Process 2: Numeracy Classroom Practice

Implement and embed high quality, research based, future focused numeracy teaching practices.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

- Achieved – The leader of the school's Numeracy Team identified mathematical language from NSW Mathematics syllabus for all strands and matched the language to specific grades. The Numeracy Team Leader delivered professional learning aimed at enabling teachers to incorporate appropriate mathematical language into units of work from the BWLC Mathematics program. Teachers then worked in stage groups to add appropriate mathematical language to their teaching programs
- Partially achieved – All staff attended teacher professional learning on how to generate and analyse Scout data for student performance on the NAPLAN Mathematics assessments. Anecdotal discussions conducted during stage meetings showed that not all staff members were confident in using the Scout software package.
- Achieved – PAT Maths tests were administered in Term 4. Year 6 results were passed on to BWSC. Data from the Years 2 to 5 cohorts was collected and will be used to form Maths groups at the start of 2020.
- Partially achieved – All of the Stage 1 and some of the Stage 2 and Stage 3 Mathematics assessment tasks were modified to better match syllabus content and the BWLC units of work but this needs to be completed for all assessment tasks for all stages of learning. This will need to be made a priority in 2020.
- Partially achieved – Some NAPLAN data analysis occurred, and teachers were able to use some of the data to plan for teaching and learning. It is recommended that areas that were identified as problematic for students in Years 3 and 5 in 2019, be incorporated into teaching and learning programs for Years 4 and 6 students from the beginning of the 2020 school year.
- Achieved – NAPLAN Mathematics questions that students had difficulty with were identified so that copies of the questions can be utilised next year to improve students' understanding of concepts related to these questions.
- Partially achieved – Early Stage 1 and Stage 1 teachers tracked the achievement all of the students in their classes for both the 'additive strategies' and 'quantifying numbers' sub-elements. Stage 2 and Stage 3 teachers tracked achievement on the 'additive strategies' and 'quantifying numbers' sub-elements for five of their students only, as per direction received from Literacy and Numeracy Strategy Advisors (LaNSA's).

Physical resources – colour printing, laminating pouches, blue tac

Digital resources – Purchase PAT Maths test

Human (and temporal resources) – IL time spent ensuring students are being tracked on PLAN 2

Casual days to release Numeracy team leader and team members

Process 3: Thrive

Continue to implement a whole school approach to student wellbeing in which students can succeed and thrive at each stage of their learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • PBL programs have been implemented throughout K–6 classrooms with Scope and Sequences planned in response to incident data. Preschool has begun to implement PBL rules as needed within their learning environment. There is a renewed focus on community engagement which is evident in the community PBL noticeboard and future plans to reform school rules based on community consultation. • Students requiring additional learning and social support continue to be identified through the Learning Support Team. 	<ul style="list-style-type: none"> • Physical resources – Colour printing, new notice board • Expenses – Casual teacher days for releasing PBL team members • Temporal – Time for PBL team meetings

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

Improvement Measures

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)

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).

Progress towards achieving improvement measures

Process 1: Feedback

Review and strengthen communication processes and implement an improved, clearer process for reporting and providing feedback to parents and carers on student performance and future areas of focus.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Not achieved – The school's mean score of 5.4 out of 10 on the 'Parents Are Informed' aspect of the 'Two-way Communication' Tell Them From Me Parent Survey report represents a decrease from October 2018 (when the mean score obtained was 6.3) to October 2019, and remained 1.2 points below the NSW Government norm (6.6).• Achieved – While Tell Them From Me survey data obtained in October 2019 does not support the assertion that parents reported feeling better informed about their child's academic progress and about future areas of focus, anecdotal evidence in the form of feedback received at P & C meetings and discussions held between teachers and individual parents indicates that parents were very pleased with the opportunity to participate in three-way interviews, and felt that they got a lot of useful information out of them. (TTFM data showed no significant increase in the mean score on the "I am well informed about my child's progress in school subjects" in October 2019 (5.5) compared to October 2018 (5.4). The school's mean score on the "I am informed about opportunities concerning my child's future" decreased from 6.0 in 2018 to 4.8 in 2019). It is argued that the small sample size of 16 respondents for the October 2019 TTFM Parent Survey (and only 10 respondents in October 2018) renders this data invalid and/or unrepresentative and that the anecdotal reports mentioned above are of more use in evaluating this aspect of the annual milestone).	<p>Time spent on:</p> <ul style="list-style-type: none">• Parent/ teacher conversations• Parent/ teacher interviews• 'Three-way interviews'• PL sessions on 'Three-way interviews'• Data analysis post surveys• Team meetings <p>Expenses:</p> <ul style="list-style-type: none">• Casual teacher days to provide release for preparation for three-way interviews

Process 2: Relationships

Implement a whole school approach to building strong, positive, respectful and connected relationships to increase students learning and engagement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Not achieved – Priority for 2020• Achieved – All teachers and student access the outdoor learning garden each week to enhance learning opportunities.	<p>External funding:</p> <ul style="list-style-type: none">• Gardening

Progress towards achieving improvement measures

- Achieved – All students have had the opportunity to engage in weekly lessons with AECG members and engage in community events & representing our school in a performance at the Deadly Awards 2019.
- Working Towards – P-2 parents are actively involved in daily classroom activities and the P & C has a more even distribution of parent representatives P-6. The committee will be looking at how to encourage parent involvement 3-6 in 2020.
- Working Towards – All P-2 teachers include social and emotional learning programs into their daily teaching. Committee will be looking at how to include this into programs across the school in 2020.

grant

Expenses:

- Newsletter and social media promotion
- Publications
- Signs for Aboriginal Bush Tucker Garden
- Opening celebrations for bush tucker garden and NAIDOC celebrations

Time spent:

- Team meetings – Preschool, RAP team
- Multicultural playgroup sessions
- Three-way conference sessions

Human resources:

- AECG Aunties

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Brisbane Water learning Community Cultural Continuum</p> <p>Early Intervention Aboriginal Teacher</p> <p>Stephanie Alexander Kitchen Garden program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$68 470.00) 	<p>All students completed a 2019 Personalised learning Plan</p> <p>All students had the opportunity to bond with other aboriginal students from the 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 eating and living.</p> <p>Students with learning difficulties were supported by an Aboriginal Education teacher allocation of 2 days a week.</p>
English language proficiency	<p>ELAD teacher for 1 day per week</p> <p>Multicultural Library</p> <p>EALD regional TPL support for ELAD teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$23 875.00) 	<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>School Learning Support officer</p> <p>School Learning Support Team</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$138 568.00) 	<p>Students were supported through tutorial and in class sessions by a teacher and School Learning Support Officer. Data indicated improvement in learning outcomes in Literacy and Numeracy for all students on the program.</p>
Quality Teaching, Successful Students (QTSS)	<p>Curriculum Leader teacher 3 days per week</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$94 871.00) 	<p>A 3 day Curriculum leader across the school targeted teacher and student learning to improve overall results. Teachers PDP's were monitored to ensure they received the best support to support classroom practice. Teacher Professional learning reflected PDPs and targeted school plan goals.</p>
Socio-economic background	<p>Seasons for Growth program</p> <p>Flexible classroom furniture</p> <p>Student Assistance</p> <p>Extra Administration</p> <p>Teacher release to run wellbeing and extra curriculum programs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$222 173.00) 	<p>A group of 8 Stage 2 and 8 Stage 3 students completed the Seasons for Growth program boosting their confidence and wellbeing. New flexible furniture was ordered for most classrooms adding to the school trend to update into flexible learning spaces for students. Students said that they love to learn in these new spaces. Being able to release teachers in the Special needs classes and the Preschool has added depth to programming and teacher and student support. The employment of a Stephanie Alexander Kitchen Garden cooking teacher has ensured all students from Year 3 to 6 have benefited from participation in this valuable life skills program. The ability to employ extra SaSS time has seen the school front line more</p>

Socio-economic background	Seasons for Growth program Flexible classroom furniture Student Assistance Extra Administration Teacher release to run wellbeing and extra curriculum programs Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$222 173.00) 	streamlined and efficient.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$28 000.00) 	Two teachers with beginning teachers funds were mentored to support them with classroom organisation, management , lesson programming and linking professional learning to their needs. Extra release time was allocated for them to meet with their supervisors, mentors and use as time to program and access Teacher Professional learning sessions.
Targeted student support for refugees and new arrivals	EALD teacher for 3 hours per week Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$12 000.00) 	ELAD teacher was able to intensively support new arrivals to settle into the school and work on their language skills.
	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$20 000.00) 	Students, teachers and parents are very positive about moving forward into the flexible learning spaces in classroom environments . Students are enjoying learning and being able to access their preferred learning style.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	231	234	257	242
Girls	193	204	209	207

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.6	92.1	94	92.9
1	91.9	92.5	91.4	91.5
2	92.2	92.6	93.3	89.6
3	90.3	91	91.3	91.5
4	92.2	91.1	91.1	89.6
5	91.9	91.9	92.4	89.9
6	92	90.6	92.3	91
All Years	91.9	91.7	92.3	90.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	21.91
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.48

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	110,543
Revenue	5,832,758
Appropriation	5,580,568
Sale of Goods and Services	85,541
Grants and contributions	165,303
Investment income	866
Other revenue	480
Expenses	-5,749,136
Employee related	-5,217,814
Operating expenses	-531,322
Surplus / deficit for the year	83,622

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	1,201,973
Equity Total	459,649
Equity - Aboriginal	68,470
Equity - Socio-economic	222,173
Equity - Language	23,875
Equity - Disability	145,130
Base Total	2,974,797
Base - Per Capita	119,961
Base - Location	0
Base - Other	2,854,836
Other Total	795,719
Grand Total	5,432,138

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

School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In 2019 information on Parent/caregiver, student, teacher satisfaction was gathered through the Tell Them for me survey on– line process and parent, teacher, student informal 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 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 from Me students reported they do a range of extra curricular activities provided by their school. The survey showed that student's sense of belonging was at 78%, their advocacy at school 70% and their expectations for success was 96%.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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