

2020 Annual Report

Woy Woy Public School



7445

Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was indeed an unusual year for everyone. Medically it was a challenge to everyone's health and wellbeing. Educationally it put learning on hold face to face but presented new ways to deliver learning on various technology platforms. Socially it kept us apart but look what we have achieved. We worked together and saw it through. Our school is so thankful for the support of our Department of Education, our school staff, our students and our supportive school community. We thought the best way to express our thoughts about 2020 was in a poem. Enjoy!

2020 year that was!

The school year 2020 started well

We were all excited with dreams we held

Flexible furniture, expert teachers, rotational curriculum groups and play based pedagogy were all the go

Little did we know a global pandemic could change it so?

All was running smoothly, the pre-schoolers, kinders and new class structures were settled in

Then came COVID lockdown and home schooling was the thing

Teachers, parents and carers combined to be a team together online

We all worked on many platforms and devices, sorting the best support and all was fine

Working and schooling from home became the norm

And out of this a trusted partnership between home and school took form

DoJo, Google classroom, Teams, Storypark and Zoom provided a face to face time

This new online experience for some was a big climb

For 6 long weeks we did our best and all our students were truly missed

Then back to school they came and we had a big COVID-19 list

Social distancing, hand washing, sanitizing classrooms, and no physical contact

We were so happy they were back and it felt a lot more like normal and that was a fact

It was sad we had to miss some sport, major excursions, assemblies, event invitees, NAPLAN, P&C meetings and social parent gatherings on our school ground

But we understood that everyone's health was foremost so the reasons behind our fate were sound

We made sure our students were first and that for their education they had a thirst!

We persevered, ran as many of our usual programs as we could and hoped that we had seen the worse

We managed public speaking, spelling bees, Rumbalara excursions, check in assessments, semester 1 and 2 written student reports, parent/teacher zoom conferences and celebrated the end of the school year success

Although we had to do them all in a COVID safe way, we strived against the odds to give our students the very best

But we were not alone, no we were a team

Students, teachers, parents and carers of Woy Woy Public School was the theme

We thank you one and all because together we were a force

Determined, motivated and strong to keep ourselves and our precious students on course

2020 is a year that none will forget, a year that has shown that whatever is thrown at us we will see it through

Our most important task at our heart, was to enhance each child's educational journey and that is true.

Thank you Woy Woy Public School community for a one of a kind of a different year and for being there

We are so grateful for your support and showing how much you care.

So as we all look forward to 2021 to be brighter, healthier and renewed with hope

We can be thankful to be Australian and trust that in anything we will cope

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

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).

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)

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>Partially Achieved - AVID continued to be used in 3 - 6 classrooms especially where the teacher had received previous training. Some teachers attempted to use different WICOR strategies in K - 2 classrooms, however schoolwide implementation was hindered by lack of training opportunities.</p> <p>Partially Achieved - Although a Scope and Sequence was developed in consultation with school executive from Early Stage 1 and Stage 1, this was not presented to the staff. It will be presented in 2021 and implementation will commence.</p> <p>Not Achieved - Training was presented in staff meeting with a focus on basic WICOR strategies, however both Winter and Summer Institutes did not happen in 2020 due to COVID and travel restrictions. A survey monkey was delivered to staff with all staff who responded indicating they would like to be part of institute training in 2021.</p> <p>Not Achieved - The QTR project headed by the University of Newcastle started in Term 1, however was postponed due to COVID restrictions. QTR was not attempted because teachers could not be involved to alternate programs. Evidence was also not collected from all classroom. The project will recommence in 2021.</p>	<ul style="list-style-type: none">Casual teachers for 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 based learning that enhances collaboration and critical thinking.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Achieved - After COVID more teachers have expressed that they are more confident in their own abilities to use technology in their teaching practices. Further training and support will need to be given to new teachers in 2021 and beyond.</p> <p>Partially achieved - Some teachers have been given opportunities to use and develop their skills in areas of technology. More needs to be done around linking PDP goals with school based programs.</p> <p>Not achieved - Due to COVID teachers weren't able to share ideas and programs to support the integration of robotics across P-6.</p> <p>Partially achieved - A member of staff on each stage supported staff with the use of Google Drive and has been used as a sharing platform for awards, programs, photos and videos.</p> <p>Partially achieved - The TTFM data shows that students have the opportunities to use computers or other interactive technology for describing relationships amount ideas and concepts. As well as helping students to use computers and other interactive technology to undertake research. We have moved from a school mean of 5.6 to 5.8.</p>	<p>Physical - Science and Technology resources, STEM and robotics kits, devices including iPads and e-learning tables, surveys</p> <p>Digital - iPad apps</p> <p>Human - Meetings, PL sessions, extra release days for ICT and digital technologies projects</p>

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)
Achieved - All staff were exposed to national learning progressions training focusing on PLAN2.	Human - Release day(s) to attend professional learning, Literacy Team meetings, delivery of PL sessions Physical - Teachers' programs
Achieved - Programs scope and sequences were developed with consultation with stage members.	
Achieved - Whole school introduction to VCOP and Big Write was conducted.	
Achieved - Teachers worked collaboratively using the syllabus to make consistent valid decisions about student achievement leading up to report writing.	

Process 2: Numeracy Classroom Practice

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

Evaluation	Funds Expended (Resources)
Achieved - The leader of the school's Numeracy Team attended TPL's on PLAN 2 and additive strategies throughout 2020. Term 3 Week 4 the Numeracy Team leader presented TPL on grouping and tracking of all students on additive strategies. Term 3 week 5 teachers were given TPL time to complete the grouping of students in math groups and track their performance in additive strategies. This procedure enabled a consistent and collaborative approach to tracking student progress and enable teachers to explicitly target students' learning.	Physical - Assessments, PAT tests, scope and sequence, term overviews, tracking sheets Digital - PLAN 2, Sentral Markbook Human - Release for attending external PL, internal PL sessions, team meetings
Partially achieved - no staff members reported finding any high quality evidence based apps for the teaching of mathematics. However, the leader of the school's Numeracy Team pinpointed the Department of Education's	

Progress towards achieving improvement measures

mathematics website for Early Stage 1 to Stage 3 primary teaching mathematics with links to programming and resources. This has been added to the mathematics weekly overview that will be used in 2021 to assist teachers in the teaching and learning of mathematics.

Achieved - The leader of the school's Numeracy Team along with Numeracy Team Stage representatives for Stage 1, 2 and Stage 3 completed Terms 3 and 4 mathematic assessments. Term 1 and Term 2 mathematics assessments will be written early in term 1 2021. Stage 1 assessments for Term 3 and Term 4 were written, however due to students not being able to read some assessment and due to the time factor placed on each assessment they were simplified. Stage 1 assessments for Term 1 and Term 2 will also be a simplified version.

Partially achieved - The leader of the school's Numeracy Team administered Stage 3 PAT Maths assessment. Stage 1 Year 2 and Stage 2 were not completed. Stage 3 results can be used to determine math group placements for 2021. Stage 2 PAT Maths will not be completed in 2020, alternatively, Stage 2 will now be issued early in 2021. Math groups will be determined from those results. From this point on PAT Math assessments will be issued at the beginning of the year for all stages and again mid-year. The only end of year test given will be Year 6.

Achieved - The leader of the Numeracy Team administered PAT Maths assessment to Stage 3 Year 6 students. Results were sent to feeder high school (Brisbane Water Secondary Collage).

Achieved - The leader of the school's Numeracy Team administered the Newcastle Permanent math test to the 2 top math groups in Stage 3 and several students from Stage 2 Year 4. The school received results and certificates were handed out. Students from school achieved high distinctions, distinctions, merits and participation.

Not achieved - Due to COVID 19, Brisbane Water Secondary Collage's GAT's maths day did not go ahead.

Partially achieved - All Stage 2 and 3 teachers administered math assessments for terms 3 and 4, however, no results were entered into Markbook this semester.

Due to COVID 19, the Department of Education did not administer NAPLAN testing. Alternatively the DET administered Check-In math assessments. Students sat the test and results were analysed by the Numeracy Team Leader. Data analyses will be used to inform the teaching of mathematics in 2021. Math Ignition activities will incorporate strategies to improve student results in the focus areas.

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)
<p>Not achieved. The COVID-19 pandemic has resulted in a significant number of milestone activities to have their implementation delayed. TTFM survey results do indicate that the parent community, students, executive and teachers agree that a reduction or amalgamation of the WWPS rules is a priority, however this will not be achieved until 2021. One positive outcome of the delay is the informative results of the September 2020 TTFM survey, where parents were asked to list their opinion of the core values of WWPS. The five most common values listed by parents are: inclusion, respect, community, friendship and safety. These values can now be used as building blocks for new school PBL rules in 2021.</p>	<p>Total resource budget required = \$5,250</p>

Progress towards achieving improvement measures

Partially achieved. TTFM survey results indicate that students have reported a sense of belonging on par with previous year (66%), however this remains lower than the NSW Government Norm of 81%. Positive behaviour continues to be recorded through 'star charts', and rewarded through PBL reward initiatives and end of year PBL reward days. At the conclusion of 2020 94% of students received recognition for achieving school behaviour expectations - satisfying the improvement measures outlined in the school plan.

Future focus: A priority for 2021 will be to collaboratively design a new set of PBL rules with input from all stakeholders in the school community. Based on these rules, a PBL mascot will be designed by the student and sent to graphic designer to be used on all PBL signage. Efforts need to be made to improve students 'sense of belonging' within the school community, however a very high number of students have continued to exhibit ongoing positive behaviour which can be seen in the high number of students receiving Gold Awards.

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)
<p>Data from Tell Them From Me Parent surveys indicates that parents feel better informed about school activities than they had done in 2019. The mean score out of ten for the 'Parents Are Informed' set of questions was 6.8 in 2020, which is slightly higher than the state average of 6.6, and significantly better than the result obtained in 2019, which was a score of 5.4 out of ten.</p> <p>Data from Tell Them From Me Parent surveys indicates that parents feel better informed about their child's performance and progress in school subjects than they had done in 2019. The mean score obtained in 2020 was 6.5 out of ten, compared to 5.5 out of ten in 2019. Data also indicates that parents feel better informed about their child's performance and progress in non-academic spheres than they had done in 2019. The mean score for the 'I am informed about my child's behaviour&hellip;' item in 2020 was 6.8 out of ten, compared to 5.4 out of ten in 2019. The mean score for the 'I am informed about my child's social and emotional development' item in 2020 was 6.2 out of ten, compared to 4.2 out of ten in 2019.</p> <p>Data shows that parents feel better informed about future plans and opportunities that have been identified for their children in 2020 (the mean rating obtained was 6.0 out of ten), than they had done in 2019, when the mean rating obtained was 4.8 out of ten.</p> <p>Data from Tell Them From Me Parent surveys indicates that parents feel that student academic reports are written using language that is clear and easy to understand. The mean score out of ten for the 'Reports on my child's progress are written in terms I understand' set of questions was 8.0 in 2020, which is a significantly higher rating than that obtained in 2019, which was a score of 6.9 out of ten.</p>	

Process 2: Relationships

Implement a whole school approach to building strong, positive, respectful and connected relationships

Progress towards achieving improvement measures

Process 2: to increase students learning and engagement.

Evaluation	Funds Expended (Resources)
<p>Achieved- The 2020 TTFM Partners in Learning' Parent Survey report shows that Woy Woy Public School parents feel that the school supports student learning and promotes a safe and inclusive environment. In all aspects of the survey the parents' perceptions rated WWPS as higher than the NSW Government norm. Data from the TTFM surveys show that parents report feeling more connected and included in their child's learning than they did in 2019.</p> <p>Partially achieved- The TTFM data shows that parents feel a greater sense of belonging and inclusion in the school community however the student responses to the Student Outcomes and School Climate questions show a greater decline in students feeling a sense of belonging and inclusion than they did in 2019.</p>	<p>Other - TPL afternoon time slot for reflection and evaluation</p> <p>1 Hour</p> <p>End of Year Resource Reflection:</p> <p>Due to the impact of COVID 19 only \$2000 of the requested \$5850 funds were accessed. The funds accessed were used to release a PBL Team member to analysis the mid and end of term PBL data X 4 half days.</p>

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 (\$86 430.00) 	<p>All students completed a 2020 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 Year 6 participated in the Stephanie Alexander Kitchen Garden program skilling them for life long healthy eating and living habits.</p> <p>Student with learning difficulties were supported by an Early Intervention Aboriginal Teacher allocation for 3 days.</p>
English language proficiency	<p>ELAD teacher for 1 day per week.</p> <p>Multicultural Library access</p> <p>ELAD regional TPL support for ELAD teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$19 072.00) 	<p>ELAD students were supported through an allocation of 0.4 face to face teacher.</p> <p>Assessment of students progress and reporting to parents showed sound progress for all ELAD students.</p>
Low level adjustment for disability	<p>School Learning Support Team</p> <p>LAST teachers 0.9</p> <p>School Learning Support officer</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$150 477.00) 	<p>Students were supported through small group tutorials 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>Deputy Principal level 3 days a week as Curriculum Leader.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$94 871.00) 	<p>Curriculum leader targeted teaching and learning by tracking Professional Development Plans and school plan goals. Measurements in the school plan were achieved and teachers reflected that the Professional learning they were able to access was valuable and supported their teaching pedagogy.</p>
Socio-economic background	<p>Flexible classroom furniture</p> <p>Students Assistance, extra administration</p> <p>Teacher release to run wellbeing and extra curricular activities to support students</p> <p>Extra wellbeing program with outside organisations</p> <p>Funding Sources:</p>	<p>Flexible furniture purchased to accommodate the needs and learning styles of the students.</p> <p>The employment of a cooking teacher for the Stephanie Alexander Kitchen Garden program for 2 days per week for students in Year 3-6 has benefited them in learning valuable life skills for healthy living and eating. The ability to employ extra SaSS time has seen the school front line more streamlined and efficient.</p> <p>New flexible furniture is allowing learning spaces to be adapted to the learning styles</p>

Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$210 530.00) 	and needs of all students.
Support for beginning teachers	<p>Teacher mentors</p> <p>professional learning opportunities</p> <p>Teacher release for programming support and professional connections</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 000.00) 	One beginning teacher was given release from face to face opportunities to complete professional learning, connections with a mentor teacher and to complete programming requirements.
Targeted student support for refugees and new arrivals	<p>ELAD teacher for 1 extra day for 2 terms to support students</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$7 000.00) 	ELAD teacher was able to intensively support new arrival students to settle into the school and work on their language and communication skills

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	234	257	242	217
Girls	204	209	207	211

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.1	94	92.9	89.4
1	92.5	91.4	91.5	92.9
2	92.6	93.3	89.6	90.1
3	91	91.3	91.5	89.7
4	91.1	91.1	89.6	92.5
5	91.9	92.4	89.9	89.5
6	90.6	92.3	91	91.4
All Years	91.7	92.3	90.8	90.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	20.77
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	10.32

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	194,165
Revenue	5,709,707
Appropriation	5,574,132
Sale of Goods and Services	77,652
Grants and contributions	39,595
Investment income	228
Other revenue	18,100
Expenses	-5,809,673
Employee related	-5,309,875
Operating expenses	-499,798
Surplus / deficit for the year	-99,966
Closing Balance	94,199

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.

	2020 Approved SBA (\$)
Targeted Total	207,502
Equity Total	460,759
Equity - Aboriginal	80,680
Equity - Socio-economic	210,530
Equity - Language	19,072
Equity - Disability	150,477
Base Total	3,983,859
Base - Per Capita	119,458
Base - Location	0
Base - Other	3,864,401
Other Total	790,817
Grand Total	5,442,938

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 information on Parent/carers, student, teacher satisfaction was gathered through the Tell Them for me survey on- line process. Most parents and carers expressed they felt welcome at Woy Woy Public School, found it to be a safe environment for their children. Most parents and carers 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 the physical environment of the school was easy to move around, well maintained and welcoming. 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. 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. Some parent/carers were seeking more intervention for their child's safety around bullying. Some stated that issues need to be in a timely manner.

Teachers expressed they worked well with school leaders but required more feedback on their practice. Collaboration between staff is sound but staff expressed more time was needed for them to have robust discussions around assessment strategies with other teachers. Teachers were confident that they set high expectations for student learning and monitor individual students in their care. Data informing practice was an area teachers felt needed addressing. Teachers all agreed the school was inclusive for all students. Technology however was concerning and teacher felt that some needed more confidence in the use of technology could benefit from more teacher learning opportunities. Consistent assessment and reflection and saw opportunities to talk with other staff about student engagement as very important. 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 reported they provide many opportunities for feedback to parents about their child's progress. They also see that the school could have more technological equipment for students to access.

Students expressed that they felt a positive sense of belonging and having positive relationships when at school. Some students did report that they had been subjected to bullying but the percentage was down from 2019. Most students expressed that they had someone whom they could rely on to advocate for them. Students reported that they are being challenged in their learning. Most students saw what they are learning at school as relevant to their everyday lives. A high percentage of students expressed that the school staff emphasise academic skills and hold high expectations for all students to succeed but some students did not feel challenged in their learning. 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.

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.