

# 2021 Annual Report

## Woy Woy Public School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Woy Woy Public School

Blackwall & Park Rds

Woy Woy, 2256

<https://woywoy-p.schools.nsw.gov.au>

[woywoy-p.school@det.nsw.edu.au](mailto:woywoy-p.school@det.nsw.edu.au)

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## Message from the principal

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The expression on everyone's lips and in everyone's thoughts at the end of 2021 is: "It has been a year!" And yes, it certainly has been a year, with the world as we know it operating very differently than we are used to and what we perceived as normal. But look how resilient we all have been. Being resilient means you experience, you feel, you fail, you hurt. You fall. But, you keep going. And keep going we have done.

Our school started the year in full normal mode with plans and goals to strive for and achieve in 2021. We managed to fit in some excursions but not others, and when we were at school, solid daily learning across the curriculum occurred for each of our learning stages. And achieve some wonderful accomplishments we did; our 'Excellent' rating in the preschool being the ultimate accolade. To think our school's preschool, Guliyali Preschool has been rated 'Excellent' - just one of 37 from 10,000 Early Learning centres across the whole of Australia. We are so proud to offer the very best start in our Preschool for children in the year before starting school in Kindergarten. It's an amazing achievement and a tribute to our school, its staff and its community.

Term 3 of 2021 was one we will all remember for the rest of our lives. Lockdown, working from home for parents and carers and learning from home for children and teachers. But as this quote so aptly says, "The human capacity for burden is like bamboo - far more flexible than you'd ever believe at first glance." And flexible we all were. Our capacity to make the most of a difficult situation, along with the warm, extensive support we gave each other, saw us through. Parents and carers did their best and surprised themselves stepping up and being teachers while multi-tasking with work and other responsibilities. Teachers became experts in media platforms and children continued to learn in a different way, albeit one they were all familiar with in this technological world we live in today.

Awards and recognition pale into insignificance in light of all that happened this year, but to our students we say, "Look at what you have all achieved! You are all the champions of 2021. Parents, carers, teachers and most importantly; you, the children of Woy Woy Public School, you did it! You showed you could aspire to move above what was happening around you and continue your educational journey." Mr Betts and I thank the parents, carers, teachers and children of the Woy Woy Public School community. Thank you to our P&C for continuing to support the school throughout 2021; for being adaptable in arranging Zoom meetings so important information could be shared, and for keeping our uniform shop up and running. Your efforts are much appreciated. Thank you to our school student leaders for 2021. A job well done and what fine ambassadors for our school they were. To all of our Year 6 students; we're so sad to see you go. We have watched you grow and mature into the young people you are today. Our best wishes go with you to high school. We know you will do us proud.

Congratulations to everyone who received an award at our end-of-year Presentation Day ceremony. It is fitting at the end of such a year to say, "Congratulations everyone," for everyone has played a part in this challenging year, and the positivity of our community members has been the shining light. We look forward to 2022 with hopes and renewed dreams.

## School vision

### Vision:

Empowering learners to achieve.

### Purpose:

To be a future-focused, inclusive school for all.

Through a consultative process, the school vision was updated from 2011. Students, staff, parents and community members were involved to identify common areas that led to the formation of our vision and purpose statements. Ongoing input from the community was sought at P&C meetings and via school newsletters and surveys.

**'Empowering'** in our school vision encompasses the schools vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. To this end, Woy Woy Public School shares this responsibility with students, parents, carers, families, the community and other education providers.

**'Learners'** refers to all the learners in our school community: students, school staff, parents and carers, and the wider community who are associated with Woy Woy Public School. We are all learners.

Our purpose is to establish an environment in which our vision can be achieved.

## School context

Woy Woy Public School has an enrolment of 449 students, including 66 Aboriginal and Torres Strait Islander students and 14 students who speak English as an additional language dialect. The school is situated on the Brisbane Water inlet on the Central Coast of NSW and has strong alliances with the Brisbane Water Learning Community of schools. Schools that work together to deliver excellent programs to 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 has six support classes, including one class each for students with a mild intellectual disability (IM), a moderate or severe intellectual disability (IO/IS), students who have been diagnosed with Autism Spectrum Disorder, students who require support in the year before they start Kindergarten (Early Intervention) and two classes for students who have been diagnosed as having experienced emotional disturbance (ED). Woy Woy Public School has its own Department of Education preschool, the Guliyali Preschool, within its grounds, and also has a 'Schools as Community Centre' onsite.

There are 16 mainstream classes for students from Kindergarten through to Year 6. There is a strong emphasis on the explicit teaching of literacy and numeracy skills and the use of evidence-based English and Mathematics programs and practices, such as Focus on Reading and Targeted Early Numeracy. The school has recently become a member of the Central Coast Academy of STEM Excellence and will be looking to establish and embed STEM thinking in the Guliyali Preschool and in classrooms from K to 6, in order to foster students' critical and creative thinking skills and to prepare them to participate in the rapidly changing world that they will encounter as life-long learners. Students in K to 2 classrooms participate in play-based learning experiences that are tightly linked to curriculum requirements across the Key Learning Areas. Learning in 3 - 6 classrooms is enhanced through the use of the AVID (Advancement Via Individual Determination) framework and through participation in weekly Stephanie Alexander Kitchen Garden lessons. Students in Years 3 - 6 also receive instruction in Science and Technology, Human Society and its Environment, Creative Arts and PDHPE (Personal Development, Health and Physical Education) from staff members who specialise in these areas. Woy Woy Public School is a 'Positive Behaviour for Learning' school. Our student welfare system emphasises the explicit teaching of school rules and expectations, and rewarding and acknowledging good behaviour in order to enable our students to connect, succeed and thrive.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students. Our teachers will work with students to establish challenging learning goals and to provide feedback on their progress towards achieving their goals.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Utilise Evidence-based Reading Programs
- Develop Personalised Learning Goals for Students
- Strengthen the use of Formative and Summative Assessment Practices
- Data-informed Teaching and Learning
- Increased Provision of Feedback to Students
- Prioritise Explicit Teaching of Literacy and Numeracy Skills

### Resources allocated to this strategic direction

**Professional learning:** \$8,227.50

**Literacy and numeracy:** \$10,770.00

### Summary of progress

To achieve the system and school-generated targets for Strategic Direction 1: Student Growth and Attainment, the school implemented initiatives aimed at ensuring the consistent implementation of evidence-based reading programs, the development personalised English and Mathematics learning goals for students, and the consistent use of formative and summative assessment practices. We endeavoured to establish systems that would ensure that data-informed teaching and learning practices were evident across the school, that there was increased provision of feedback to students, and that explicit teaching of literacy and numeracy skills was a priority in all classrooms.

Teachers began the year completing the self-directed Effective Reading - Phonics and Phonological awareness professional learning courses. Data obtained from MyPL is shows that 100% of P-2 teachers and 70% of 3-6 teachers completed this training. Teachers then participated in a series of professional learning modules over the course of the year that were delivered by Curriculum Advisors from the Teacher Quality and Impact team. The modules were sourced and devised to increase teachers' working knowledge about explicit teaching practices and focused on Learning Intentions and Success Criteria, and effective questioning techniques. Responses collected after the completion of the PL indicated that teachers had a deeper understanding of these concepts and were keen to incorporate some of the practical strategies they'd learnt into their day-to-day teaching practice. Professional learning on the provision of effective feedback (to be delivered by the team from the Teacher Quality and Impact team) was scheduled but was held over to 2022 to allow teachers time to gain confidence with learning goals checklists and other initiatives. Professional learning in this area will remain a priority next year. Stamps have been purchased and received, meaning that we will be ready to commence the school-wide implementation of the 'What went well&hellip;/ Even better if&hellip;,' and 'Two stars and a wish' feedback frameworks at the beginning of the 2022 school year.

Mathematics Formative and Summative Assessment Checklists were developed and staff completed training on how they could be used effectively to analyse and collate student progress and achievement data, identify gaps in learning to inform planning for particular student groups and individual students, and for the development personalised Mathematics learning goals for students. The checklists were being used consistently in most classrooms across the school when the COVID lockdown interrupted the implementation of this initiative. Data obtained from the Tell Them From Me Teacher survey completed at the end of last year indicates that teachers were more likely to discuss learning goals with other teachers, to use formal assessment tasks to help students set challenging learning goals, and to use results from formal assessment tasks to inform lesson planning, than they had been in the previous school year, and we attribute this to the implementation of the learning goals checklists initiative. Another key initiative that was due to be implemented in conjunction with the learning goals checklists was the scheduling of data review collaboration meetings to occur Weeks 6 and 10 of each term, to allow for interpretation of formative and summative assessment data and to inform the development of personalised learning goals for students. TPL schedules indicate that the data review collaboration meetings did not occur. Again, this was due to the disruptions to student attendance and staff meetings brought about by COVID-19.

Finally, leaders of the school's literacy and numeracy teams, working shoulder-to-shoulder with stage supervisors,

devised plans to ensure that consistent, valid, formative and summative assessment practices were in evidence, and were being used to evaluate student achievement and to monitor student progress. The team were successful in producing efficient school-wide English and Mathematics assessment schedules. The schedules were written in Term 1 and there is evidence, in the form of teacher program evaluation documents and stage meeting minutes to suggest that they were used effectively up until the COVID 19 lockdown/learning from home period. Similarly, the team were able to successfully implement the production of formative assessment tasks for each weekly unit of work for Mathematics, for each grade across the school, which were utilised up until the COVID lockdown period, and to oversee the production and delivery of grade-based summative assessment tasks for each unit of work to assess students understanding of mathematical content.

Unfortunately we were not able to achieve any of our system generated targets related to student growth and attainment in 2021, although there was a small increase in the percentage of Year 5 students achieving at or above expected growth for NAPLAN Reading. While there were no marked increases evident in relation to school generated targets focusing on teachers' confidence with use of data, the provision of feedback, working with students to set challenging learning goals, or indeed students' confidence in their teachers ability to help them to set challenging learning goals, there were few marked decreases. The fact that many of our initiatives were delayed in terms of their implementation may have contributed to these results. It is hoped that the introduction of the Essential Assessment approach to linking formative and summative assessment to learning goals and to individualised curriculum delivery in 2022 will help us to make more progress towards achieving our the targets for Strategic Direction 1: Student Growth and Attainment.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the percentage of students in the top 2 bands for NAPLAN Reading from a baseline of 32.8% to 37.1% or more in 2021.	The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading has decreased from a baseline of 32.8% to 20.4% in 2021.
To increase the percentage of students in the top 2 bands for NAPLAN Numeracy from a baseline of 24.4% to 28.5% or more in 2021.	The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy has decreased from a baseline of 24.4% to 15.18% in 2021.
To increase the percentage of Aboriginal students in the top 3 bands for NAPLAN Reading from a baseline of 35.3% to 38.6% or more in 2021.	The percentage of Aboriginal students in the top 3 bands for NAPLAN Reading increased from a baseline of 35.3% to 47.8% in 2021; a figure that is 9.2 percentage points higher than the school generated target of 38.6%.
To increase the percentage of Aboriginal students in the top 3 bands for NAPLAN Numeracy from a baseline of 48.1% to 51.4% or more in 2021.	The percentage of Aboriginal students in the top 3 bands for NAPLAN Numeracy decreased from a baseline of 48.1% to 30.4% in 2021; a figure that is 21 percentage points lower than the school generated target of 51.4%.
To increase the percentage of students achieving at or above expected growth for NAPLAN Reading from a baseline of 45.9%, to 53.5% or more in 2021.	The percentage of Year 5 students achieving expected growth in NAPLAN Reading has increased marginally, from a baseline of 45.9% to 46.94% in 2021.
To increase the percentage of students achieving at or above expected growth for NAPLAN Numeracy from a baseline of 54.1% to 57.6% or more in 2021.	The percentage of Year 5 students achieving expected growth in NAPLAN Numeracy has decreased from a baseline of 54.1% to 43.75%. (There was however, an increase from the 2019 figure of 38.00%, this being an increase of 5.75%).
To increase the mean rating of the extent to which students feel that their teachers set clear goals for learning, establish expectations, check for understanding and provide feedback from a baseline of 7.6 out of ten to 7.85 out of ten in 2021.	The mean rating of the extent to which students feel that their teachers set clear goals for learning, establish expectations, check for understanding and provide feedback decreased from a baseline of 7.6 out of ten to 6.9 out of ten in 2021.
To increase the mean rating teachers give themselves when evaluating the	The mean rating teachers gave themselves when evaluating the extent to which they used formal assessment tasks to help students set challenging

extent to which they use formal assessment tasks to help students set challenging learning goals from a baseline of 6.9 out of ten to 7.15 out of ten in 2021.	learning goals did not increase or decrease, but rather remained at a figure of 6.9 out of ten in 2021.
To increase the mean rating teachers give themselves when evaluating the extent to which they give students feedback on how to improve their performance on formal assessment tasks from a baseline of 7.1 out of ten to 7.35 out of ten in 2021.	The mean rating teachers gave themselves when evaluating the extent to which they gave students feedback on how to improve their performance on formal assessment tasks did not increase or decrease, but rather remained at a figure of 7.1 out of ten in 2021.
To increase the mean rating teachers give themselves when evaluating the extent to which they make use of data to monitor how student learning is progressing from a baseline of 4.0 out of five to 4.5 out of five in 2021.	The mean rating teachers gave themselves when evaluating the extent to which they made use of data to monitor how student learning was progressing increased by a very small margin from a baseline of 4.0 out of five to 4.08 out of five in 2021.

## Strategic Direction 2: Innovative Programs That Empower Learners

### Purpose

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In order to empower our students to be reflective learners and critical and creative thinkers, teachers will implement meaningful, engaging, future-focused learning programs, and will operate systems that establish optimal conditions for learning.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Play-based Learning
- KLA Rotations
- AVID
- STEM
- ICT
- Stephanie Alexander Kitchen Garden Program
- Improving Student Attendance Rates
- Empowering Aboriginal and Torres Strait Islander Students
- Safe and Inclusive Classrooms
- Zones of Regulation

### Resources allocated to this strategic direction

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**Professional learning:** \$15,074.00

**Socio-economic background:** \$89,693.56

**Aboriginal background:** \$72,576.71

### Summary of progress

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The school implemented initiatives aimed at empowering learners through the delivery of innovative programs in all classrooms, from Kindergarten through to Year 6. K-2 staff participated in play-based learning collaboration meetings, and reported increased levels of confidence in the delivery of play-based learning experiences at the end of the 2021 school year. Students in Stages 2 and 3 visited different classrooms and different teachers when engaging with content from the Key Learning Areas of HSIE< Science and Technology, Creative Arts and PDHPE. While some students and some teachers reported a positive disposition towards these 'KLA Rotations', a significant portion of the student population did not find the approach effective in terms of making the lessons more interesting, and the majority of teachers surveyed indicated that logistical issues resulted in the feeling that they did not have enough to cover curriculum content. For these reasons the school will not continue the KLA Rotations initiative in 2022.

Early in the school year, teachers from a variety of stages of learning visited a Brisbane Water Learning Community partner primary school to observe their implementation of AVID. They returned excited about the prospect of empowering their students to be focused, critical and creative thinkers. Whole staff professional learning was delivered by the lead NSW AVID Educator Cameron Malcher. Unfortunately, the momentum gained from these professional learning experiences could not be maintained in the face of extended working/learning-from-home periods. Data obtained at the end of the 2021 school, year indicated only moderate levels of confidence with implementation of the AVID framework on the part of teachers. In 2022, the site team will need to meet more regularly to plan regular professional learning for staff, and will need to raise the profile of AVID with regular communication to staff and the provisioning, at regular intervals, of resources for use in the classroom. The school's STEM team were impacted by the lockdowns in much the same way. The team were able to purchase resources and share them with teachers across, including preschool and support unit classes. Professional learning was delivered early in the year and teachers appreciated the opportunity to share what had worked well in their classrooms, and to identify areas of need for future PL. Data from the TTFM surveys indicated that staff and students were in agreement that STEM pedagogies resulted in increased student engagement. The STEM team, in conjunction with the Central Coast Academy of STEM, plan to offer high levels of support to teachers, especially in terms of resourcing and the provision of professional learning, in the hope of seeing this potential for high levels of student engagement realised in 2022.

The school's Information and Communication Technology (ICT) coordinator had prioritised the purchase of a variety of ICT resources across the school, so that students and teachers had access to technology and used it daily in classrooms. A review of school resources inspired the purchase and installation of four new interactive panels in 2021, with another four to be installed in 2022. Equity of access to resources was also prioritised, so that mainstream classes, as well as support unit classes and the preschool all had access to the equipment the needed to successfully embed ICT into learning experiences across the curriculum. In 2022, the ICT coordinator will establish systems aimed at supporting

teachers to integrate the use of ICT into their teaching. Staff and student surveys will be completed in order to establish which areas of ICT competency to focus on.

The Stephanie Alexander Kitchen Garden Program has been successfully operating at the school for many years now. Students find Kitchen-Garden lessons highly engaging. They get to learn life skills in a non-competitive, completely non-threatening environment. One of the other great successes linked to the program came in the form of opportunities for community engagement, such as the well-attended 'Cook for Parents' nights and the 'Masterchef'-style student cooking competition. Unfortunately, COVID-19 visitor restrictions and the cohorting arrangements the school was forced to adopt meant that these events could not be run. Not to be deterred, our Kitchen-Garden team was able to produce and sell bees-wax wraps that had been made at school by the students, thereby raising funds for the program while at the same time engaging with community members. In 2022, the team hopes to host Cook for Parents nights and will turn its attention to the production of a 'Bottle cap Mural'. The mural will be designed and put together by students. It will be displayed prominently on an external wall of the school to celebrate the achievements of our students and to serve as a reminder of the environmental impact of recycling.

Unfortunately, attendance disruptions brought about by COVID-19 had a significant impact on the school's ability to achieve our system-generated targets related to attendance in 2021. Attendance Comparison Report data shows that there was a decrease in the percentage of students attending >90% of the time. Moving forward, the school aims to explore whole-school and personalised attendance approaches to improve attendance rates for all students, and to set individual attendance goals for 'at-risk' students.

The school's Reconciliation Action Plan team began the 2021 school year with the goal of implementing whole-school initiatives that would support and empower Aboriginal and Torres Strait Islander Students. Data from the TTFM Student survey indicates that 76% of Aboriginal students agree or strongly agree that they feel good about their culture, and 75% of students feel that their teachers have a good understanding of their culture. Next year the team hopes to publish its RAP, becoming one of only three Department of Education schools on the Central Coast to have done so. The team hopes to implement initiatives, including the provision of literacy and numeracy support sessions for Year 3 and 5 students in the lead-up to NAPLAN, that support Aboriginal students to achieve the goals they have set for themselves in their Personalised Learning Pathways (PLP's)

In 2021, the school implemented evidence-based change to whole school student wellbeing practices, resulting in measurable improvements in wellbeing and engagement to support learning. Survey results indicate that in 2022, we will need to review strategies aimed at facilitating the development effective partnerships in learning, with both parents and students, and to further enhance feelings of inclusion. Data obtained from TTFM Student and Parent surveys indicated that the Zones of Regulation program was successful in supporting students to recognise and manage their emotions, and to cope with adversity.

The school's executive team have decided that the committees responsible for the implementation of the initiatives that make up Strategic Direction 2, will need to meet more regularly, and will need to forward plan and adopt a more focused systematic approach if they are to regain lost ground and reposition these initiatives back in the forefront of teachers' minds. School leaders also recognise the need for generating more internal data on the effectiveness of these initiatives, in terms of the extent to which they meet the needs of learners, and promote critical and creative thinking.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the percentage of students who identify being interested and motivated in their learning from a baseline of 63.2% to 65.7% or more in 2021.	The percentage of student who identify being interested and motivated in their learning has decreased from a base line of 63.2% in 2020 to 62% in 2021. This is a decrease of 1.2%.
To increase the mean rating teachers give themselves when evaluating the extent to which their students become fully engaged in class activities from a baseline of 7.4 out of ten to 7.55 out of ten or more in 2021.	The mean rating teachers gave themselves when evaluating the extent to which their students become fully engaged in class activities has decreased from baseline of 7.4 out of ten to 7.55 out of ten or more in 2021., an decrease of 0.2 in 2021 (7.2)
To increase the mean rating teachers provide when asked about their level of confidence with using the play-based	The mean rating teachers supplied when identifying their level of confidence with the play-based learning model of curriculum delivery, increased from 3.83 out of five in 2020, to 4.03 in 2021.

learning model of curriculum delivery.	
To increase the percentage of students in Years 3 to 6 who feel that KLA rotations have made lessons more interesting or enjoyable (compared to having the same teacher for all Key Learning Areas) from a baseline of 68.9% in 2020, to 71.4% or more in 2021.	The percentage of students in Years 3 to 6 who feel that KLA rotations have made lessons more interesting or enjoyable has decreased from a baseline of 68.9% in 2020, to 57% in 2021.
To increase the percentage of students who can identify one or more AVID strategies that have helped them to achieve deeper knowledge and understanding of lesson content, from a baseline of 19.7% in 2020, to 29.8% or more in 2021.	The percentage of students who can identify one or more AVID strategies that have helped them to achieve deeper knowledge and understanding of lesson content, has decreased from a baseline of 19.7% in 2020, to 16.48% in 2021.
To increase the percentage of students who indicate that they regularly engage with and utilise STEM education processes when problem-solving.	The percentage of students who indicated that they regularly engaged with and utilised STEM education processes when problem-solving was 41.15%.
To increase the mean rating teachers give themselves when evaluating the extent to which they provide their students with opportunities to use computers or other interactive technology to analyse, organise, and present subject matter from a baseline of 5.7 out of ten, to 5.95 out of ten or more in 2021.	The mean rating teachers give themselves when evaluating the extent to which they provide their students with opportunities to use computers or other interactive technology to analyse, organise, and present subject matter from a baseline of 5.7 out of ten, to 5.95 out of ten or more in 2021. This has remained the same at 5.7. in 2021.
To increase the percentage of students attending >90% of the time from a baseline of 73.5%, to 76.5% or more in 2021.	The percentage of students attending >90% of the time has decreased from a baseline of 73.5% in 2020 to 65.76% in 2021. This is a decline of 7.75% in 2021.
To increase the overall wellbeing percentage score obtained on the TTFM Student survey from a baseline of 87.4%, to 88.5% or more in 2021.	The overall wellbeing percentage score obtained on the TTFM Student survey has decreased from a baseline of 87.4% to 79.58% in 2021. This is a decline of 7.84% in 2021.
To increase the percentage of Aboriginal students who strongly agree that they feel good about their culture when they are at school, from a baseline of 64.8%, to 67.3% or more in 2021.	The percentage of Aboriginal students who strongly agree that they feel good about their culture when they are at school, increased significantly from a baseline of 64.8% to 76% in 2021. This is an increase 11.2%.
To increase the rating of the extent to which parents feel that the school is an inclusive school that helps students develop positive friendships from a baseline of 6.9 out of ten, to 7.15 out of ten or more in 2021.	The rating of the extent to which parents feel that the school is an inclusive school that helps students develop positive friendships increased from a baseline of 6.9 out of ten, to 7.6 out of ten in 2021. This is an increase of 0.7.

## Strategic Direction 3: Productive Partnerships

### Purpose

To establish productive partnerships between the school and the home we will look to establish more effective communication systems and to plan for opportunities to engage members of the school community. The school will also aim to establish systems that enable teachers to collaborate with each other on a regular basis and for school leaders and to work more closely with teachers to support their program delivery.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engaging with Aboriginal students and community members
- Aboriginal Education - Increasing Teacher Confidence and Competency
- Improved communication between the school and home
- Informing Parents/Carers about their children's progress
- Informing Parents/Carers about the wellbeing of their children
- Opportunities for Lesson Observation
- Enhanced Collaborative Practices (Teaching Staff)
- Supportive School Leaders
- Preschool Pedagogical Leadership Team

### Resources allocated to this strategic direction

**Professional learning:** \$12,300.00

### Summary of progress

Through targeted programs and intentional practices, we have successfully engaged with Aboriginal and Torres Strait Islander community leaders and other support networks, to assist in the process of promoting two-way communication and engagement with Indigenous families in the school community. We have successfully developed a working group to develop a Reconciliation Action Plan and increased our involvement in community events by increasing the number of staff members regularly attending AECG meetings and supporting local community projects. Next year we will build on these genuine relationships to maximise cultural opportunities for our students. There has been a focus on strengthening teacher confidence, and in engagement in learning pathways to build the competencies of staff in Aboriginal Education. Our commitment and successes can be seen in the increased numbers of staff expressing interest in Professional Learning opportunities and identifying Aboriginal Education as an area of focus in their Professional Development Plans. Next year, there will be continued opportunity for staff to engage in Aboriginal learning opportunities to strengthen teacher confidence and competencies.

Establishing consistent communication systems to inform families about key initiatives and student progress was a priority area in Strategic Direction 3 this year. We have successfully strengthened established communication systems and introduced new methods to share information with families. Communication between home and school was strengthened during the COVID 19 remote learning period and we successfully established systems of communication that enabled parents to have a say in what their children were being taught and what activities they wanted their children to participate in. We will build on these communication methods in the coming year to ensure that our parent community continues to feel supported, informed and included in their child's learning.

A priority area in 2021 was to provide families with information about each student's social and emotional development in Terms 1 and 3 of the school year. In Term 1 all of the parents who had students referred to the Learning Support Team for Social and Emotional supports were contacted and student support strategies were discussed and implemented. The school allocated resources to employ specialists to implement targeted intervention programs. The success of these innovative programs was communicated through regular newsletter updates and student achievement awards.

In 2021 there was a clear focus on finding ways to provide staff with time to focus on collaboration. Consideration was given to the reallocation of existing resources and timetables which facilitated collaboration between teachers so that they had quality time to collectively engage in data, evidence and evaluation. School executive staff were provided with training opportunities in collaborative approaches and promoted the benefits of collaboration with staff. In 2022 opportunities to provide teachers with increased access to best practices, new ideas, and more resources through collaborative teaching connections will continue ensuring teaching staff stay inspired and feel supported.

A focus for our leadership team this year was to establish and implement systems that enable stage supervisors to provide teachers with more feedback about their teaching, and more support in the use of data to inform future directions

for learning. We were unable to implement all of the initiatives tabled for 2021 due to COVID 19 disruptions. In 2022 we will continue to build on these incomplete initiatives to ensure staff feel better supported in their teaching practice.

This year our Preschool Team has been successful in demonstrating our commitment to providing direct and ongoing support to Department of Education preschools. We have shared our ideas and engaged in initiatives by presenting at the Early Years Learning Conference and writing articles for the nation-wide ACECQA publication 'We Hear You'. Our team has contributed to the ongoing development and refinement of the COVID Intensive Learning Support Program being delivered in all DoE Preschools and will continue to be an advocate for continuous improvement and excellence in education throughout 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the mean rating teachers give themselves when evaluating the extent to which they use strategies to engage parents in their child's learning from baseline 7.2 out of ten, to 7.45 out of ten or more in 2021.	The mean rating teachers gave themselves when evaluating the extent to which they used strategies to engage parents in their child's learning increased from 7.2 out of ten to 7.9 in 2021, an increase of 0.8.
To increase the percentage of Aboriginal students who agree or strongly agree that their teachers have a good understanding of their culture, from a baseline of 84.8%, to 86.1% or more in 2021.	The percentage of Aboriginal students who agree or strongly agree that their teachers have a good understanding of their culture did not increase or decrease, but rather remained the same in 2021.
To increase the mean rating obtained from parent responses when evaluating the extent to which they felt well informed about their child's progress in school subjects from a base line of 5.8 out of ten, to 6.05 out of ten or more in 2021.	The mean rating obtained from parent responses when evaluating the extent to which they felt well informed about their child's progress in school subjects increased from a base line of 5.8 out of ten, to 6.5 out of ten in 2021, an increase of 0.7.
To increase the mean rating obtained from parent responses when evaluating the extent to which they feel that they are informed about their child's social and emotional development, from a baseline of 5.3 out of ten, to 5.55 out of ten or more in 2021.	The mean rating obtained from parent responses when evaluating the extent to which they feel that they are informed about their child's social and emotional development increased from a baseline of 5.3 out of ten to 6.2 out of ten in 2021. This is an increase of 0.9 out of ten.
To increase the mean rating teachers give themselves when evaluating the extent to which they regularly observe lessons delivered by their teaching colleagues from a baseline of 2.7 out of five, to 2.9 out of five or more in 2021.	The mean rating teachers give themselves when evaluating the extent to which they regularly observe lessons delivered by their teaching colleagues has increased from a baseline of 2.7 out of five, to 3.4 out of five in 2021. This is an increase of 0.75 in 2021.
To increase the mean rating obtained from teacher responses when evaluating the extent to which the school timetable facilitates collaboration between teachers so that they have quality time to collectively engage in data, evidence and evaluation, from 1.8 out of five to 2.1 out of five or more in 2021.	The mean rating obtained from teacher responses when evaluating the extent to which the school timetable facilitates collaboration between teachers so that they have quality time to collectively engage in data, evidence and evaluation has increased from a baseline of 1.8 out of five to 2.3 out of five in 2021. This is an increase of 0.5 in 2021.
To increase the mean rating teachers give themselves when evaluating the extent to which they collaboratively plan	The mean rating teachers gave themselves when evaluating the extent to which they collaboratively plan their teaching program with other teachers has increased from a baseline of 3.9 out of five, to 4.1 out of five in 2021.

their teaching program with other teachers from a baseline of 3.9 out of five, to 4.1 out of five or more in 2021.	This is an increase of 0.2 in 2021.
To increase the mean rating obtained from teacher responses when evaluating the extent to which school leaders have provided guidance for monitoring student progress from a baseline of 6.9 out of ten, to 7.2 out of ten or more in 2021.	The mean rating obtained from teacher responses when evaluating the extent to which school leaders have provided guidance for monitoring student progress has decreased from a base line of 6.9 out of ten to 5.8 in 2021. This is a decrease of 1.1 in 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$155,835.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woy Woy Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students who received Integration Funding Support worked closely with School Learning Support Officers (SLSO's), both individually and in small groups. SLSO's supported these students to complete literacy and numeracy tasks by explicitly teaching/re-teaching key concepts, and differentiating tasks and/or breaking them down tasks into smaller chunks so that they were achievable for students. SLSO's were able to produce visual aids to assist students to access the curriculum and to manage their workloads. SLSO's were able to supervise movement breaks for the children they worked with. SLSO's supported students to implement strategies to regulate their emotions, display pro-social behaviours and positive behaviours to maximise opportunities for learning, both for the students themselves and their classmates.</p> <p>Sentral Wellbeing data showed that of the twelve students who received IFS in 2021, seven showed a significant reduction in the average number of minor and major negative behaviour records that they were involved in in Terms 3 and 4, compared to the number that they were involved in Terms 1 and 2. Six of the seven students showed reductions in the average number of negative behaviour incident reports of between 38% and 100%. Overall, students who received IFS showed a 29% reduction in the average number of behaviour incidents for Terms 3 and 4, compared to Terms 1 and 2. This reduction in negative behaviour incidents on the part of IFS students could be interpreted as evidence of the fact that the SLSO support the students recieved enabled these students to regulate their emotioins and engage with their schoolwork to a greater extent as the year progressed, however this data needs to be treated with some degree of caution because of the extended period of home learning in Terms 3 and 4.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, we will continue to use IFS money to fund the employment of SLSO's to support those students who require moderate to high levels of adjustment. It is suggested that some part of the Low-level Adjustment for Disability funding we receive be used to supplement the IFS funds we receive, so that certain students can receive more SLSO support than their funding entitles them to.</p>
<p>Socio-economic background</p> <p>\$204,959.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woy Woy Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Stephanie Alexander Kitchen Garden Program</li> <li>• AVID</li> <li>• STEM</li> <li>• Other funded activities</li> </ul>

<p>Socio-economic background</p> <p>\$204,959.80</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• professional development of staff through AVID Australia to support student learning</li> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to support SAKG program implementation.</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support Preschool program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The funds used to provide extra release to our preschool educators had significant impact. The extra release allowed her to keep up with the administrative demands of her role, and to continue to provide outstanding educational programs that are responsive to the needs of students and their families. It is argued that this initiative, the provision of extra release time, was significant in enabling quality service provision; service provision that was recognised by ACECQA with the awarding of an "Excellence" rating in May last year. It is strongly recommended that this funding again be used to provide extra-release time to preschool educators in 2022, in order to provide optimal working conditions for educators and to maintain the Guliyali Preschool's excellence rating.</p> <p>Funds expended for the provision of additional executive release were critical in order for the school to effectively run initiatives from Strategic Direction 2: Innovative Programs That Engage Learners; programs such as the Stephanie Alexander Kitchen Garden Program, AVID, STEM, Play-based Learning, Zones of Regulation etc. Teachers reported more concentrated implementation of AVID strategies in 2021, and identified SAKG and Zones of Regulation as the programs that were most impactful in empowering learners. 43% of students indicated that their teacher challenged them to complete STEM activities two or more times per week and a further 13% indicated they engaged with STEM activities at least once-a-week. 64% of parents who completed the TTFM survey indicated that the Zones of Regulation program had been effective in providing their children with strategies to regulate their emotions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, Socio-economic background funding will once again be used to employ a second Kitchen-Garden teacher to reduce the number of students in the kitchen, or indeed the garden, at any one time. Funding will once again be used for the provision of extra release time for the AVID and STEM coordinators, in order to give them sufficient time to plan for the delivery of quality professional learning, so that these initiatives are implemented effectively by teachers in classrooms across the school. Money will again be used (in conjunction with QTSS funding) to fund an Acting Deputy Principal position; that person being responsible for driving the implementation of the school's Strategic Improvement Plan, as well as organising professional learning to meet the needs of teachers. In 2022, money will again be used to top-up SASS positions, to provide preschool educators with time to complete administrative tasks and to provide extra executive release.</p>
<p>Aboriginal background</p> <p>\$72,576.71</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woy Woy Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Aboriginal background</p> <p>\$72,576.71</p>	<ul style="list-style-type: none"> <li>• Empowering Aboriginal and Torres Strait Islander Students</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The AEIT organised all of the school events that celebrate Aboriginal culture (National Sorry Day, Reconciliation Week assembly, NAIDOC Week assembly etc). She also organised a program which brought the Mingaletta Aunties into classrooms every week. The Aunties worked with entire classes (not just Aboriginal students) to teach authentic Aboriginal cultural experiences. Data indicates that Aboriginal students felt that the school values their culture and supported them to feel the same way. Data from teacher surveys indicates that the majority of staff felt confident in the delivery of culturally-appropriate Aboriginal education programs, indicating that the AEIT was able to up-skill teachers in embedding Aboriginal perspectives into units of work.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022 we plan to employ an Aboriginal Education Officer to work 5 days a week, and to deliver NAPLAN improvement and student wellbeing programs that cater to Aboriginal students in the preschool all the way through to Year 6. We plan to use some of the money we save to allow more teachers to Connecting to Country training in order to support them in the delivery of culturally-appropriate, inclusive programs.</p>
<p>English language proficiency</p> <p>\$15,312.05</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woy Woy Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Through the delivery of withdrawal lessons for small groups of students at the Developing and Consolidating phases, and individual sessions for students at the Beginning and Emerging phases, the EAL/D teacher was able to provide a significant level of support for students at all four phases of English language proficiency, resulting in improved engagement with the curriculum and improved outcomes for these students. The EAL/D teacher also worked closely with teachers to devise and implement support strategies within the classroom, and to support teachers to engage with the parents of EAL/D students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, we will continue to fund the employment of an EAL/D teacher for as many days as the funding will allow. The teacher will continue to deliver withdrawal lessons for small groups of students at the Developing and Consolidating phases, and individual sessions for students at the Beginning and Emerging phases.. The EAL/D teacher has indicated that she would like to start up a multi-cultural play group in order to support families to make</p>

<p>English language proficiency</p> <p>\$15,312.05</p>	<p>connections with other families from non-English speaking backgrounds within the school.</p>
<p>Low level adjustment for disability</p> <p>\$152,937.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Woy Woy Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Unfortunately due to the extended periods of learning-from-home necessitated by the COVID-19 lockdowns, there is no reliable Sentral Wellbeing data to point to a reduction in negative behaviours that could be attributed to the LaST's providing support to students with disabilities and their teachers. Anecdotally, the LaST's worked closely with anxious students, students who had difficulty engaging with the curriculum and students who displayed challenging behaviours. Anecdotally, teachers and parents indicated that they felt the intervention of the LaST's was effective in supporting students. The vast majority of students who received support with their reading from LaST's, finished each term on a higher reading level than they began with. 2021 NAPLAN results indicate that the numeracy programs delivered by the LaST did not result in fewer students being placed in the bottom two skill bands either in Year 3 or Year 5. There were also more students who achieved results that were below the National Minimum Standard in Year 5 in 2021 than there were in 2019. While these results do not indicate any positive impact for the programs delivered by the LaST, teachers reported feeling that not only did these students make gains with their mathematical knowledge, but students in the lower ability Maths groups that were not withdrawn, benefited in terms of receiving more individualised instruction because of reduced class sizes. It is also important to acknowledge that NAPLAN results may well have been impacted by disruptions to learning that stemmed from the COVID-19 lockdowns.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Towards the end of 2021, one of our LaST's received training in the Multi-sensory Structured Language (MSL) approach to reading instruction. In 2022, LaST's will implement the Multi-lit and MSL Reading intervention programs and the CAMs and STAMs evidence-based Mathematics intervention program. We will continue to provide support for students who are experiencing difficulty with their reading and numeracy skills, from Kindergarten through to Year 6.</p>
<p>Professional learning</p> <p>\$35,601.50</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Woy Woy Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Utilise Evidence-based Reading Programs</li> <li>• Play-based Learning</li> <li>• Aboriginal Education - Increasing Teacher Confidence and Competency</li> </ul>

<p>Professional learning</p> <p>\$35,601.50</p>	<ul style="list-style-type: none"> <li>• AVID</li> <li>• STEM</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack the elements of WICOR and to up-skill teachers in utilising AVID strategies in their classrooms.</li> <li>• Teacher relief for teachers visiting other schools to observe the implementation of AVID strategies.</li> <li>• Teacher relief for teachers working with colleagues who are experts in the delivery of the play-based learning approach.</li> <li>• Course fees and teacher relief for teachers to attend professional learning about the implementation of the STEM approach.</li> <li>• Course fees and teacher relief for teachers to attend professional learning related to Aboriginal Education.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Overall, the vast majority of teachers claimed to have modified their teaching practice based on what they'd learnt in professional learning sessions, and that this had resulted in changes practices on the part of their students too. Teacher confidence ratings regarding the delivery of play-based learning and STEM pedagogies were higher at the end of 2021 than they were at the start. The majority of staff felt confident in the delivery of culturally-appropriate Aboriginal education programs. The mean rating of the extent to which teachers are confident with embedding AVID strategies is lower than we would have liked, and students still aren't confidently discussing the specific AVID strategies that they have found most useful. Students identified that they participated in STEM learning experiences on a regular basis, which could be interpreted as evidence of the fact that teachers are putting professional learning into practice, in terms of this pedagogy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, we will continue to work with the Central Coast Academy of STEM to access ongoing professional learning for teachers, in order to increase teacher confidence with the delivery of this initiative. We will continue to provide staff with opportunities to attend professional learning on play-based learning, and to organise opportunities for teachers to work with colleagues who are experts in the delivery of play-based pedagogies. We plan to send more teachers to Connecting to Country training in order to increase the confidence in embedding Aboriginal perspectives into the units of work they teach. We will need to reinvigorate the AVID site team in 2022 so that more regular professional learning is provided to teachers, and AVID strategies are used more effectively in classrooms. Once again, it is worth noting that the COVID-19 lockdowns presented numerous challenges for the delivery of professional learning and had a significant impact on the delivery of the programs identified in above.</p>
<p>School support allocation (principal support)</p> <p>\$25,005.52</p>	<p>School support allocation funding is provided to support the principal at Woy Woy Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of a temporary School Administrative Officer for 1 day a week, to perform administrative tasks that reduce the principals' workloads.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The engagement of a temporary School Administrative Officer for 1 day a week, to perform administrative tasks reduced the principal's workload by a significant margin. On the day the SAO performed principal support duties, there was increased productivity evident for all office administrative staff,</p>

<p>School support allocation (principal support)</p> <p>\$25,005.52</p>	<p>and the principals received considerable support with administrative matters.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, we will continue to use this funding to engage a temporary SAO to support the principals in the performance of their duties.</p>
<p>Literacy and numeracy</p> <p>\$10,770.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woy Woy Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-informed Teaching and Learning</li> <li>• Prioritise Explicit Teaching of Literacy and Numeracy Skills</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The implementation of the Soundwaves system across the school resulted in greater alignment of spelling programs across the school. Teachers reported being happy with the program's scope and sequence and the resources provided. Funds spent on decodable readers were important because the school did not have the necessary resources on hand to implement a phonics-based reading program in K - 2 classes. teachers have indicated that the new readers meet the needs of students and have resulted in improved reading behaviours. It is hoped that the continued use of decodable readers, alongside levelled PM readers will result in improved reading results in years to come. PAT Maths, Reading, and Grammar &amp; Punctuation standardised tests have the potential to provide very useful information about what students can and can't do. These resources need to be better utilised by teachers in 2022, but perhaps more importantly, leaders need to provide more support to teachers with the analysis of the data generated by these assessments..</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, we plan to continue to use the Soundwaves spelling program, and to refine the Kindergarten synthetic phonics program that was devised to complement it. We will purchase more sets of decodable readers so that teachers have a wider range of resources to call upon when teaching students to decode words. We will continue to use benchmarked PM readers alongside decodables because they provide useful information about student progress and are a valuable instruction tool for teaching reading behaviours other than decoding. We will once again purchase PAT test licences next year, but will look to establish systems that support teachers to analyse the data obtained from these tests and to use that data to inform teaching.</p>
<p>QTSS release</p> <p>\$93,954.88</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woy Woy Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>QTSS release</p> <p>\$93,954.88</p>	<ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The expenditure of the funds for the engagement of an above-establishment Acting Deputy Principal has resulted in of significant support to the principal, and enhanced professional development for teachers. 82% of teachers indicated that professional learning organised by the DP had lead to changes in their teaching that had had an impact on the practices of learners in their classrooms. The appointment of an off-class Assistant Principal (Student Wellbeing) had a direct impact on the effectiveness of the school's student wellbeing programs, which were self-assessed as "Excelling" in 2021, when evaluated against the Schools Excellence Framework.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, we will once again use QTSS funding to create a non-teaching Acting Deputy Principal position. The person in that position will again be responsible for tracking teachers' PDP goals and organising professional learning that drives the initiatives that make up the school plan. We will also use QTSS funding to release an Assistant Princippal from their teaching duties so that they can coordinate student wellbeing programs across the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,406.73</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Woy Woy Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of an additional Learning and Support teacher (LaST), meant that one of our LAST's could focus on improving outcomes for students who were struggling with Mathematics in middle and upper primary classes, whilst the other could focus on improving early reading behaviors of K to 2 students who were falling behind their age-based peers in terms of their decoding skills. Teachers of Year 3 to 6 classes reported being able to better cater to the needs of their students with the smaller group-sizes that were evident because the LaST took a small intervention Maths group when Stage 2 and Stage 3 were doing Maths. K - 2 teachers were provided with detailed information about the reading behaviours of children in their classes from the K - 2 LaST. Across the school, teachers worked with the two LaST's in the production of resources such as visual timetables to support student to engage with the curriculum. The 3 - 6 LaST also worked closely with student experiencing social issues and separation anxiety, and was able to support these students to remain in the classroom and to participate in teaching and learning activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, we will again use these funds to employ an additional LaST to support K to 2 students who require additional support in literacy and numeracy. We plan to train this person in the delivery of the Multi-sensory Structured Language approach to teaching reading so that this teacher can provide intensive remedial reading instruction for students who require high levels of support.</p>

The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- providing targeted, explicit instruction for P - 2 students in phonics and phonemic awareness
- providing targeted, explicit Mathematics instruction for 3 - 6 students using CAMS and STAMS resources
- employing/releasing teaching staff to support the administration of the programs
- development of resources and planning of small group tuition

**The allocation of this funding has resulted in:**

All students who participated in the Cohort 1 P - 2 COVID ILSP phonics program achieved improved results on the Phonics Screener assessments after participating in the program. 35.7% of students in Cohort 1 (Year 1) provided more than twice as many correct responses on the Year 1 Phonics screener post-test, than they did on the pre-test. 85.7% of Cohort 1 (Year 1) students achieved a percentage increase of more than 50% from pre-test to post-test on the Year 1 Phonics Screener. 40% of students in Cohort 1 (Year 2) provided more than twice as many correct responses on the Year 2 Phonics screener post-test, than they did on the pre-test. 80% of Cohort 1 (Year 2) students achieved a percentage increase of more than 50% from pre-test to post-test on the Year 1 Phonics Screener. The learning of Cohort 2 P - 2 COVID ILSP students was disrupted by the COVID lockdowns and the extended learning-from-home period. Students participated in ILSP sessions online via Zoom at least 3 times a week during the learning-from-home period. Some students were not able to access this learning. Overall, results were very encouraging, however our tutor still felt that students required more explicit teaching with sounds and spelling rules. Based on these areas of need, a more structured and explicit phonics and spelling program was investigated for implementation next year.

All students who participated in the Cohort 1 3 - 6 COVID ILSP Mathematics program achieved improved pre- to post-test results after participating in the program. 88% of students achieved a percentage increase of more than 20% from pre-test to post-test on CAMS & STAMS assessments. 30% of students achieved a percentage increase of more than 40% from pre-test to post-test on CAMS & STAMS assessments. All students who participated in the Cohort 2 3 - 6 COVID ILSP Mathematics program achieved improved pre- to post-test results after participating in the program. 88% of students achieved a percentage increase of more than 20% from pre-test to post-test on CAMS & STAMS assessments. 43% of students achieved a percentage increase of more than 40% from pre-test to post-test on CAMS & STAMS assessments. Our tutor reported that 3 - 6 COVID Mathematics ILSP sessions were more effective upon the return to face-to-face teaching. The length of the lessons increased from 20 minutes to 40 minutes in duration, and this was a factor in the increased growth shown by Cohort 2 in comparison to Cohort 1. The students who did not make expected growth were not able to engage with lessons during remote learning. Poor attendance patterns were also a contributing factor for students who did not achieve significant growth in Cohort 2. The CAMS & STAMS program was so successful that the bottom Stage 3 Maths group started using the Level A program in 2021 to support the students. Anecdotal evidence reported by students has shown that they are more confident and have greater understanding of some of the vocabulary used in Mathematics.

**After evaluation, the next steps to support our students with this funding will be:**

P - 2: Teachers who are COVID ILSP Tutors and LaST teachers will be

<p>COVID ILSP</p> <p>\$218,299.56</p>	<p>trained in MSL (Multi-Sensory Structured Learning), enabling them to deliver more explicit teaching with sounds and spelling rules..</p> <p>3 - 6: The CAMS and STAMS program has been so successful that we are going to continue it in 2022. All students in years 3-6 will complete the placement test in Term 1, 2022 to see which students would benefit from this program in 2022. In 2022, the bottom streamed Year 5 Maths Group in Stage 3 will use the CAMS and STAMs Level B program.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	257	242	217	212
Girls	209	207	211	204

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	92.9	89.4	93.7
1	91.4	91.5	92.9	92.1
2	93.3	89.6	90.1	92.5
3	91.3	91.5	89.7	93.4
4	91.1	89.6	92.5	90
5	92.4	89.9	89.5	90.2
6	92.3	91	91.4	86
All Years	92.3	90.8	90.8	91
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	20.71
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	94,199
<b>Revenue</b>	6,242,592
Appropriation	6,122,336
Sale of Goods and Services	58,473
Grants and contributions	60,927
Investment income	56
Other revenue	800
<b>Expenses</b>	-6,355,418
Employee related	-5,813,950
Operating expenses	-541,468
<b>Surplus / deficit for the year</b>	-112,825
<b>Closing Balance</b>	-18,626

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	155,835
<b>Equity Total</b>	445,830
Equity - Aboriginal	72,577
Equity - Socio-economic	205,004
Equity - Language	15,312
Equity - Disability	152,938
<b>Base Total</b>	4,032,019
Base - Per Capita	115,395
Base - Location	0
Base - Other	3,916,625
<b>Other Total</b>	850,461
<b>Grand Total</b>	5,484,146

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

### Parent/Caregiver satisfaction

Data from the 2021 Tell Them From Me Parent/Carer surveys was largely positive. The mean rating of the extent to which parents agreed that they felt welcome at the school was 7.6 out of 10, which is higher than the state average of 7.4. The mean rating of the extent to which parents agreed that they felt informed was 6.5 out of ten; a figure that is fractionally lower than the state average of 6.6. The mean rating of the extent to which parents agreed that they felt that the school supports learning was 6.8, which is below the state average of 7.3. The mean rating of the extent to which parents agreed that they felt that the school supports positive behaviour was 7.4 out of ten, which is slightly lower than the state average of 7.7. The mean rating of the extent to which parents agreed that their children felt safe at school was 7.4 out of ten, which is equal to the average figure obtained across the state. The mean rating of the extent to which parents agreed that the school is inclusive in its approach was 7.1 out of ten. This figure is higher than the state average of 6.7 out of ten, and is a very pleasing result.

Parents were asked directly whether the school had achieved its goal of improved communication between the school and the home and 78% of respondents indicated that they felt that there had been definite improvements. Of that 78%, 55% indicated that they felt the communication systems the school had put in place in 2021 had been "very effective".

### Student Satisfaction

Most of the data obtained in the 2021 Tell Them From Me Students surveys is on par with data obtained across the state, however there were some statistics that need to be addressed. 83% of students felt that they demonstrated positive behaviour at school, which is the same as the figure obtained across the state. 78% of students indicated that they enjoyed positive relationships with their peers. This figure is lower than the state average of 85%. When asked to rate the extent to which they enjoyed positive relationships with their teachers, the mean rating obtained was 7.7 out of ten; a figure that is lower than the state average of 8.4 out of ten. When asked to rate the extent to which they experienced a positive learning climate in their classrooms, the mean rating obtained was 6.9 out of ten; a figure just slightly lower than the state average of 7.2 out of ten.

Only 55% of students reported feeling a positive sense of belonging at the school. This figure is significantly lower than the state average of 81%. Only 47% of students reported feeling interested and motivated in their learning; a figure that is significantly lower than the state average of 78%. 42% of students indicated that they had been the victim of bullying behaviour; a figure that is higher than the state average of 36%. Only 63% of students indicated that they felt proud of their school. These figures are cause for concern and will need to be addressed in the 2022 Strategic Improvement Plan.

### Teacher Satisfaction

The 2021 Tell Them From Me Teachers surveys indicate that gains have been made in terms of teacher confidence/satisfaction with aspects of collaboration, learning culture, data-informed practice and parent involvement. The data also reveals some consistent themes with regard to barriers to optimum performance.

For the set of statements on 'Collaboration', the mean rating of the extent to which teachers agreed that they discussed assessment strategies with other teachers was 7.7, which is significantly higher than the figure of 6.8 obtained in 2020. The mean rating of the extent to which teachers agreed that they discussed the learning problems of students with other teachers increased from 7.8 out of ten in 2020 to 8.4 in 2021. The mean rating of the extent to which teachers agreed that they discussed the learning goals of their students with other teachers increased from 7.1 out of ten in 2020 to 7.5 in 2021. These results can be attributed to the fact that the Stage Data Collaboration Meetings and Stage Learning Goals Collaboration Meetings introduced at the start of the year were successful initiatives.

Data obtained from the Leadership set of statements revealed that teachers would like more feedback on their teaching from both their colleagues, and from members of the school executive. These results can be interpreted as, in part, due to the cancellation of Quality Teaching Rounds and lesson observation cycles because of the COVID19 lockdowns. Even so, the school will need to prioritise the provision of feedback to teachers in the initiatives it devises for Strategic Direction 3 in 2022. Responses also revealed that teachers would like more support with the use of data to monitor student progress and to establish learning goals for their students. The data obtained also identified access to interactive technology was a potential barrier to teaching and learning, and this will need to be addressed in the school's 2022 Strategic Improvement Plan.

One particularly pleasing set of results were those obtained for the 'Parental Involvement' dimension. The mean rating for this set of statements was 7.2 out of ten, which is higher than the figure obtained across the state (6.8 out of ten). This result is evidence of the fact that some of the initiatives aimed at achieving improved communication between teachers and parents/carers have been effective in the eyes of the teaching staff here at the school.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.