

# 2022 Annual Report

## Woy Woy Public School



7445

# Introduction

The Annual Report for 2022 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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## Message from the principal

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Another year is at an end, and it is time to celebrate with and thank all of our students for their hard work and commitment to learning over the 2022 school year. And what a relief to be able to operate school as normal and enjoy having a school community united and welcome inside our school once more. We all feel so much more relaxed and happier. How good is it to be able to all work together to support the most important task we have: the learning journey of our children.

It is said:

"If it doesn't challenge you, it doesn't change you." "Education is the passport to the future, for tomorrow belongs to those who prepare for it today." "Let us remember: One book, one pen, one child and one teacher can change the world." "Education is the key to unlocking the world, and is a passport to freedom."

This is truly our belief here at Woy Woy Public School and this year has certainly shown that to be so.

To begin, let me express a huge thank you to Mr Dan Betts who stepped up to take on the principal role during my absence. Being the Principal of Woy Woy Public school is not an easy position but it is a most rewarding position, as our school is such a complex entity. It can be very challenging, managing all of the different component parts of the school such as the Preschool, six special needs classes, a Schools as Community Centre program, along with all of the mainstream classes. Mr Betts, as always, did an amazing job. As the school leader, all of the successes of 2022 are due to his effective, efficient and inspiring leadership. The school was in excellent hands. Thank you, Mr Betts. In 2023 Mr Betts will continue to share the Principalship.

Here at Woy Woy Public School we have amazing student wellbeing programs. We have had amazing NAPLAN results for 2022. And we have amazing Aboriginal Education programs, just to highlight some of the supports for our students.

Thank you to Mrs Williams for overseeing all of our wellbeing initiatives, of which there are so many. The Positive Behaviour Learning program, Breakfast Club, our music program, Zones of Regulation, our Chaplain program, buddy classes, Top Blokes, and child protection programs, just to mention a few. Students emotional and social needs are well cared for here at WWPS. Students have a calm, caring secure place where they can have a voice and be comfortable to concentrate on their learning. Parents express too that they can be heard and are part of their child's education here at our school.

As I already mentioned for NAPLAN 2022 the school had amazing results. We not only reached our school plan target but exceeded it by having 47% of both Year 3 and 5 students in the top 2 bands, from an expectation that it may meet 39%. COVID tutoring, extra Learning Support Teacher time, added tutoring for Aboriginal students and targeted wellbeing programs have all contributed to a comfortable and challenging learning environment for all.

2022 was a big year in Aboriginal Education and we were able to move forward with some of the initiatives Mrs Neabeur started many years ago. Through targeted programs, we have successfully engaged with Aboriginal and Torres Strait

Islander community leaders and an Aboriginal Education worker to assist in the process of promoting two-way communication and engagement with First Nation families in the school community. We have successfully developed and implemented a Reconciliation Action Plan and increased our involvement in community events. Each day classrooms across the school Acknowledge Country and next year we are excited to extend on our developing language program. The achievements of our Aboriginal students extend beyond our school and into the community - We have 2 of our students successfully obtaining full scholarships to private boarding schools starting next year and our recent Deadly Awards saw record numbers of students joining in celebrations with the Brisbane Water Learning Community schools and Koorana AECG affiliated schools.

Concerts, sporting events, the Walkathon, excursions, and all of the other school-led activities have provided our students with a wealth of opportunities.

Parent feedback has been extremely positive for all we do here at Woy Woy and we know the students are getting the best we can provide.

In a nut-shell a great year for Woy Woy Public School.

Ms Ona Buckley

Principal

## 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   | 2022 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                 | Sustaining and Growing |
| 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 | Excelling              |
| 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

**Socio-economic background:** \$30,978.38

**Aboriginal background:** \$27,921.00

**Professional learning:** \$19,501.07

**Literacy and numeracy:** \$12,551.70

**English language proficiency:** \$12,536.35

**Literacy and numeracy intervention:** \$84,466.94

**Integration funding support:** \$144,952.50

**Low level adjustment for disability:** \$103,428.90

### Summary of progress

To achieve the system and school-generated targets for Strategic Direction 1: Student Growth and Attainment, the school utilised the Essential Assessment (EA) online assessment platform to deliver consistent, accessible formative and summative assessment tasks, and to generate consistent assessment data that could be used to allocate personalised English and Mathematics learning goals for students. Essential Assessment automatically compiles student results, assigns achievement levels, and produces itemised lists of achievement standards that have been understood and misunderstood for each student, group and class. Staff undertook professional learning in order to effectively utilise and continued to refine their practice as they analysed the data generated in stage-based Data Collaboration meetings. Feedback obtained from the 2022 SIP Initiatives Evaluation Survey indicated that while some staff felt more reliable assessment data could be obtained from paper-and-pencil tasks, the majority of staff felt that EA had made it easier for them to assign personalised learning goals for students (47% agreed/strongly agreed versus 13% disagreed/strongly disagreed). The majority of teachers also felt that they found EA formative assessment data was useful for planning teaching and learning activities that met the needs of students in their classes (40% agree/strongly agree versus 20% disagree/strongly disagree). Stage meeting minutes also indicate that teachers utilised the 'misunderstood' function within EA to plan for effective learning for their students. The use of the EA platform as an assessment tool is to continue in 2023, however additional professional learning will be scheduled in order to ensure that the school is using the program to its full potential.

All of the information presented above can be distilled in the question: "Are teachers using data to inform practice a greater extent in 2022 compared to previous years?" Data obtained from the Leading Evidence and Evaluation of Data (LEED) Teacher Survey, indicates that this was in fact the case. The mean rating of the extent to which teachers agreed with the statement, "I regularly collect and use student learning data throughout the learning process," was 4.26 out of five. This figure is significantly higher than the figure obtained on the 2021 LEED survey of 3.96 out of five.

Having completed a series of professional learning modules on explicit teaching practices in 2021, the school once again prioritised the systematic use of Learning Intentions and Success Criteria (LISC) in teaching and learning programs across the curriculum. When surveyed on their use of the LISC approach, 95.7% of teachers indicated that they discussed learning intentions with their students for the majority of lessons they teach, and 93.33% of teachers indicated that they discussed success criteria with their students for the majority of lessons they teach. A school-wide document analysis, combined with lesson observations, was undertaken in order to assess the extent to which LI and SC were implemented in a planned and systematic way in classrooms. This process confirmed that the vast majority of teachers incorporate the LISC approach in their day-to-day practice, but also revealed some inconsistencies in the specificity of

success criteria defined, and in differentiation of success criteria for students of different ability levels. Professional learning around the definition of explicit, differentiated success criteria will need to be a priority for 2023.

As a self-selector school trialing the implementation of the new English and Mathematics syllabus documents in 2022, the school made significant investments into the purchase of sets of decodable readers. Access to the 'Wushka' online reading program was extended to all students in the school and was funded from the school's 'socio-economic equity' allocation. Usage data obtained from the platform showed that the program was not used in any regular or consistent manner by students in class from Kindergarten through to Year 6. 31% of Early Stage 1 students, 57% of Stage 1 students, 25% of Stage 2 students, 28% of Stage 3 students, and 3% of students in Support Unit classes accessed the program. It was therefore decided that the school would not renew its Wushka licence in 2023, and that the school should pursue other avenues to promote the reading of both levelled and decodable texts. Given the successful implementation of the CARS and STARS, MacqLit and Multisensory Structured Language approaches to reading instruction employed so successfully by Learning and Support Teachers (LaSTs) and COVID ILSP tutors, it is recommended that these approaches be considered for wider spread implementation in 2023.

The initiatives outlined above were effective in enabling our students to achieve very pleasing results on 2022 NAPLAN assessments, and therefore achieving the system and school-generated targets set down for Strategic Direction 1: Student Growth and Attainment. Our system-generated target for NAPLAN Reading was to have between 32.8% to 39.6% of our students in the top two skill bands for the NAPLAN Reading assessment. We are pleased to report that 46.5 % of our Year 3 and Year 5 students were placed in the top two bands for Reading. Not only did we very comfortably exceed the system-generated targets set for us, we also exceeded the average percentage for students from statistically similar schools by more than 10 percentage points. This is in fact the highest percentage of students in the top two bands for Reading recorded at Woy Woy Public School, exceeding the previous high of 38.6% from 2019. Similarly, we had set ourselves a target of having between 35.3% to 46.8% of our Aboriginal students placed in the top three skill bands for the NAPLAN Reading assessment. 100% of Aboriginal students achieved this feat in 2022.

Our system-generated target for NAPLAN Numeracy was to have between 24.4% to 31.0% of our students in the top two skill bands. Again, we're pleased to report that we achieved the target set for us with 29.2% of students placed in the top two bands for Numeracy. This is, once again, more than 7 percentage points higher than the figure obtained for statistically similar schools, and is the highest recorded percentage of students in the top two bands for Numeracy recorded at Woy Woy Public School, exceeding the previous high of 28.9% from 2017. We had also set ourselves the target of having between 48.1% to 59.6% of our Aboriginal students placed in the top three skill bands for the NAPLAN Numeracy assessment, and again, we're very pleased to report that 66.7% of Aboriginal students achieved this.

### 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 39.6% or more by 2022.             | Exceeded our Upper-bound system generated target (44.6% by 2024) by 1.9 percentage points. Also exceeded the average percentage for students from statistically similar schools in 2022 by more than 10 percentage points. Constitutes the highest percentage of students in the top two bands for Reading recorded at Woy Woy Public School, exceeding the previous high of 38.6% from 2019.  |
| To increase the percentage of students in the top 2 bands for NAPLAN Numeracy from a baseline of 24.4% to 31.0% or more by 2022.            | Below our Lower-bound system generated target (31.0%) by 1.8 percentage points but 14 percentage points higher than our 2021 results (15.2%). Again, this is more than 7 percentage points higher than the figure obtained for statistically similar schools and is the highest recorded percentage of students in the top two bands for Numeracy recorded at Woy Woy Public School, exceeding the previous high of 28.9% from 2017. |
| To increase the percentage of Aboriginal students in the top 3 bands for NAPLAN Reading from a baseline of 35.3% to 40.2% or more by 2022.  | 100% of Aboriginal students placed in the top three bands for Reading.   |
| To increase the percentage of Aboriginal students in the top 3 bands for NAPLAN Numeracy from a baseline of 48.1% to 53.0% or more by 2022. | 66.7% of Aboriginal students placed in the top three bands for Numeracy.   |
| To increase the percentage of students achieving at or above expected growth  | Since the NAPLAN Reading test was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.   |



|   |   |
|---|---|
| for NAPLAN Reading from a baseline of 45.9%, to 56.0% or more in 2022.  |   |
| To increase the percentage of students achieving at or above expected growth for NAPLAN Numeracy from a baseline of 54.1% to 60.1% or more in 2022.   | Since the NAPLAN Numeracy test was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.   |
| 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 8.1 out of ten in 2022 | The mean rating of the extent to which students felt that their teachers set clear goals for learning, established expectations, checked for understanding and provided feedback decreased from a baseline of 7.6 out of ten to 6.8 out of ten in 2022. |
| To increase the mean rating teachers give themselves when evaluating the 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 7.4 out of ten in 2022.              | The mean rating teachers gave themselves when evaluating the extent to which they used formal assessment tasks to help students set challenging learning goals increased from a baseline of 6.9 out of ten to 7.7 out of ten in 2022.                   |
| 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 7.6 out of ten in 2022.    | 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, increased from a baseline of 7.1 out of ten to 8.2 out of ten in 2022.         |
| 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 4.3 out of five in 2022.                        | 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 from a baseline of 4.0 out of five to 4.3 out of five in 2022.                             |



## Strategic Direction 2: Innovative Programs That Empower Learners

### Purpose

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

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
- 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
- Music

### Resources allocated to this strategic direction

**Socio-economic background:** \$180,947.28

**Professional learning:** \$10,465.00

**Aboriginal background:** \$20,941.00

**Low level adjustment for disability:** \$61,858.77

**Integration funding support:** \$144,952.50

**QTSS release:** \$96,188.88

### Summary of progress

The school continued to implement innovative programs and initiatives aimed at empowering learners in 2022, but had to modify the way in which some of these programs operated in response to certain logistical issues that arose over the course of the year. Play-based learning was implemented very effectively in Kindergarten classrooms. A document analysis of the Kindergarten teachers' programs revealed that play-based pedagogies were consistently implemented in all classrooms and in all Key Learning Areas. Year 1 teachers however, had difficulty incorporating the play-based approach, given the amount of time they spent delivering lessons from the new units of work they were being asked to teach, as the school participated in the trial implementation of units of work linked to the new K - 2 English and Mathematics syllabus documents. Indeed, in 2023, when mandatory implementation of the new syllabus documents commences, and teachers in all K - 2 classrooms begin to use the units of work prepared by the department, play-based learning will move into afternoon sessions and will be embedded in History, Geography, Science and Technology, Creative Arts and PDHPE lessons. The school had planned to organise collaborative planning days to allow teachers to work together when planning to incorporate play-based pedagogies into their delivery of the curriculum. Unfortunately the cost of these days proved prohibitive and play-based learning collaboration time was scheduled to occur during stage meetings instead. Year 1 teachers were able to participate in curriculum reform planning days, and these proved invaluable as they afforded teachers time to work together to modify the units of work they were implementing, to ensure they were contextually appropriate and accessible for the students in their classes. Stage planning days for all stages, Early Stage 1 through to Stage 3 will be back on the agenda next year and the school will need to set funds aside to ensure that these days go ahead.

Changes in staffing across the school presented challenges for the ongoing implementation of the AVID framework. Undeterred, the school was able to form a new AVID Site Team, following an expression of interest process. The 2022 Site Team included representatives from each stage of learning (Early Stage 1 to Stage 3). They organised and distributed resources, delivered professional learning, and set themselves a goal of ensuring that the language of AVID was understood and used regularly across the school, by teachers and students alike. Tell Them From Me (TTFM) Student Survey data indicated that 85.5% of students were able to identify the specific AVID strategies that worked best for them, which would suggest that the team were successful in encouraging students to embrace the framework. Unfortunately, data obtained from the TTFM Teacher Survey showed that a high percentage of teachers were still not implementing the AVID approach with the sort of regularity and consistency the team had encouraged. 35% of teachers indicated that they never or hardly ever embedded AVID strategies in their lessons, and a further 23% of teachers indicated that they only embedded AVID strategies in their lessons about once a week. When asked whether they

thought that the AVID framework had been effective in improving student outcomes, 70.8% of parents indicated that they either didn't know what AVID entailed or didn't know if it was successful in improving student outcomes. This result was cause for significant concern for the AVID Site Team and the school's executive team.

The AVID Site Team participated in an AVID planning day in Term 1 in order set down a strategic plan for implementing the AVID framework across the school, under the guidance of Cameron Malcher, NSW AVID Education Coordinator. Unfortunately, Mr Malcher left the organisation towards the end of the year and the school was unable to source a replacement mentor. While the site team were able to participate in a second planning day the lack of guidance from a suitably accredited AVID spokesperson proved to be a barrier and a concern for ongoing implementation of the approach. Indeed, it was decided, based on inconsistent implementation of the program on the part of teachers (and subsequent concern about the effectiveness of the program), parents' ambivalence towards the program, the cost of the program, and lack of support from the organisation, to decommission use of the AVID framework at WWPS in 2023.

The STEM initiative gained some momentum at the start of the year, with the STEM team attending the STEM 2022 conference, providing them with the opportunity to connect with other STEM educators and to rub shoulders with STEM advocates from private industry. The teachers who attended the conference delivered a teacher professional learning session focussed on providing staff with opportunities to practice using a variety of digital technologies, and practical examples of STEM activities for the classroom. Exit Slip survey data indicated that 81.3% of staff reported increased confidence in their own ability to deliver STEM lessons. Data from the TTFM Student Survey indicated that 63% of students in Year 4, 5 and 6 classes participated in STEM lessons at least once a week, with 19% indicating that they did STEM two or more times a week. These figures indicate that STEM is regularly taught in classrooms and well embedded in middle- and upper-primary teaching and learning programs. Survey data also indicated that both staff and students felt that the implementation of STEM pedagogies resulted in increased student engagement and equipped students to think about problems from a variety of perspectives. In 2023, the team will look at targeting students who have been identified, through data obtained from the STEM Progressive Achievement Test, as having high potential or giftedness in STEM.

The school's Information and Communication Technology (ICT) coordinator had prioritised the purchase of a variety of ICT resources across the school, including the purchasing of another 30 laptops and a new laptop trolley, 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 2022, meaning that all classrooms, including the Library, Music Room, and LaST and COVID ILSP Tutor rooms, have access to an interactive panel. 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 2023, 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 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 and look forward to their weekly lessons. 2022 saw the completion of the school's 'Bottle Cap Mural' project. Every student in the school participated in the project and was able to identify their contribution to the finished product. The mural was showcased on television on NBN News, with students promoting the importance of sustainability, and the benefits of recycling programs. Our Aquaponic Garden was established early in 2022, with the planting of a variety of items to be grown and then harvested for use in cooking lessons. One of the other great successes of the program came in the form of community engagement. In 2022, parents and the community members were welcomed into the school to participate in the Mother's Day Muffin Drive and afternoon tea, a Soup Drive, the Father's Day Breakfast, and several plant sales. In Term 4, Stage 3 students were given the opportunity to take part in the annual 'MasterChef'-style student cooking competition. Students reported that this was a highlight of the year. They found it fun, engaging, and challenging. Unfortunately, due to time constraints we were unable to hold our annual 'Cook for Your Parents' event, but we look forward to bringing this back into the school in 2023.

Executive Team members attended Guided Attendance Workshops hosted by the Department of Education Delivery Support Team in 2022. Following these workshops, systems were put in place to ensure that attendance data was shared with all staff on a regular basis, and parents were notified each fortnight about their responsibilities re. ensuring attendance at school. In 2023, we will continue to look at strategies to improve attendance rates in line with school priorities.

Aboriginal students at WWPS who sat the NAPLAN tests in 2022 achieved very pleasing results. In Semester 2, WWPS staff engaged with Brisbane Water Secondary College and the local AECG to develop and provide Aboriginal students with opportunities to participate in a targeted programs. Strong connections have been made, and in 2023 cultural opportunities to support transitions will be prioritised. A students' 'Yarning Group' was to be established; however, this group did not meet as regularly as intended due to the availability of mentor staff. Tell Them From Me Student Survey data shows that 91% of students in Years 4 to 6 feel good about their culture when they are at school; a significant increase from the 2021 figure of 85%. This can be interpreted as an indication of the fact that the Aboriginal Education initiatives aimed at empowering students and establishing an environment of cultural safety have been effective in achieving these goals. Indeed, of the 82 parents who responded to the TTFM survey, 93% agreed with the statement that, "The school provides an environment of cultural safety for Aboriginal students&hellip;"

In 2022, the school introduced a new set of Positive Behaviour for Learning (PBL) school-wide expectations: 'Be Responsible', 'Be Respectful' and 'Be Engaged'. 2022 also saw the introduction of our new school mascot, 'Yali'. Yali attended sports carnivals and PBL rewards days in Term 2 and Term 4. Implementation of the whole school Zones of Regulation program continued in 2022. Survey data obtained in October of 2022 indicated that 60% of students felt that Zones of Regulations lessons helped them to control their emotions better when things weren't going their way. Overall, it was felt that the Zones of Regulation program was effective in supporting student well-being, and also aligned well with the PBL program.

In summary, evaluative practice undertaken in relation to the initiatives that make up Strategic Direction 2 indicates that students, parents and teachers believe in the effectiveness and utility value of the play-based learning, STEM, the Stephanie Alexander Kitchen Garden program, Aboriginal Education and Zones of Regulation programs. We feel that the steering committees of each of the aforementioned initiatives will have to meet more regularly in 2023, and will need to adopt a more focused, systematic approach if they are to continue to function to promote critical and creative thinking, and to improve student outcomes across the school.

### 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 68.2% or more in 2023.   | The percentage of students who identify being interested and motivated in their learning has decreased to 47% in 2022 from a baseline of 63.2% in 2021.   |
| 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 7.7 out of ten or more in 2022.   | The mean rating that teachers gave themselves when evaluating the extent to which students become fully engaged in class activities increased from a baseline of 7.4 out of ten to 7.7 out of ten or more in 2022. This is an increase of 0.3.  |
| To increase the mean rating teachers provide when asked about their level of confidence with using the play-based learning model of curriculum delivery.  | The percentage of teachers who rated their confidence with using the play-based learning model of curriculum delivery increased from 46.16% in June of 2022, to 60% in December of 2022, an increase of 13.84 percentage points.  |
| 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 73.9% or more in 2022. | 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 37% in more in 2022.  |
| 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 39.9% or more in 2022.                          | The percentage of students who can identify one or more AVID strategies has increased from a baseline of 19.7% in 2020, to 27.1 in 2022; a shortfall of 12.8 percentage points from the target of 39.9% or more.  |
| 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 indicate that they regularly engage with and utilise STEM education processes when problem-solving increased from 53.3% in 2021 to 63.0% in 2022; an uplift of 9.7 percentage points.  |
| 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   | The mean rating teachers gave 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 increased from a baseline of 5.7 out of ten, to 6.1 out of ten in 2022. This is 0.1 below our target progress measure for 2022. |

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| technology to analyse, organise, and present subject matter from a baseline of 5.7 out of ten, to 6.2 out of ten or more in 2022.  |  |
| To increase the percentage of students attending >90% of the time from a baseline of 73.5% to 79.0% or more by 2022.   | The overall percentage of students attending >90% of the time decreased from a baseline of 73.5% to 44.35% in 2022. This is 34.65 percentage points below our 2022 target.   |
| To increase the overall wellbeing percentage score obtained on the TTFM Student survey from a baseline of 87.4%, to 91.0% or more in 2022.   | The overall wellbeing percentage score obtained on the TTFM Student survey decreased from a baseline of 87.4% to 76.05% in 2023. This is a decline of 11.35%.  |
| 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 69.8% or more in 2022.                                | The percentage of Aboriginal students who agree and strongly agree that they feel good about their culture when they are at school, increased significantly from 76% in 2021. to 91% This is an increase of 15 percentage points.              |
| 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 7.4 out of ten or more in 2022. | 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 2022. This exceeds our target by 0.2. |

## 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

**Aboriginal background:** \$31,577.40

**Professional learning:** \$8,690.00

**Socio-economic background:** \$10,595.00

### Summary of progress

The activities that were undertaken in this strategic direction were designed to strengthen the relationships and partnerships between the school and the wider schooling community. In addition to this, the activities were designed to enable collaboration between teachers and school leaders to support the implementation of programs across the school.

Through targeted programs and intentional practices, we have successfully engaged with Aboriginal and Torres Strait Islander community leaders and have employed an Aboriginal Education worker to assist in the process of promoting two-way communication and engagement with First Nations families in the school community. We have successfully developed and implemented 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. There has been a strong focus on strengthening teacher confidence with delivering culturally appropriate Aboriginal education programs. Staff undertook professional learning on Aboriginal Education Policy and Aboriginal Cultures and Histories. The school paid for ten members of staff to attend Connecting to Country professional learning. Data obtained after the completion of these courses, showed that 85% teachers either agreed or strongly agreed that they felt confident in their capacity to meet the needs of Aboriginal and Torres Strait Islander students; a figure that is significantly higher than the figure of 57% in 2021. In addition, 81% of teachers indicated that they felt that they had the knowledge required to engage with students on Aboriginal cultures and histories, which is again significantly higher than the figure obtained in 2021 - 61%. In 2023, we plan to have more staff attend Connecting to Country training and to continue to offer professional learning aimed at increasing teacher confidence with Aboriginal education.

Establishing consistent communication systems to inform families about key initiatives and student progress was a priority area in Strategic Direction 3 in 2022. We have successfully strengthened established communication systems and introduced new methods to share information with families. Communication between home and school was strengthened by having all teachers utilise the Class Dojo platform to send messages to parents, by having all executive staff post and respond to posts on the school's Facebook page, and by utilising the Skoolbag app when messaging parents for students in particular grades or stages. The school obtained a mean rating of 7.1 on the Tell Them From Me (TTFM) Parents are Informed data set, which has increased from a figure of 6.5 in 2021 and is comfortably higher than the state average of 6.6. We plan to build on these communication methods in 2023 to ensure that our parent community continues to feel supported, informed and included in their children's learning.

A priority area in 2022 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 support programs 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 the 2022 TTFM Parent Survey parent confidence in feeling informed about the child's social and emotional development was rated at 6.9 out of 10; an increase of 0.7 from the figure obtained in 2021 (6.2 out of 10).

In 2022 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 efforts were made to align timetables to facilitate collaboration between teachers so that they had quality time to collectively engage in data analysis, evidence and evaluation. Data obtained from the Leading Evidence, Evaluation and Data (LEED) survey showed that teachers still felt that their timetables did not promote collaborative practice. The mean rating of the extent to which teachers agreed with the statement: "The school timetable facilitates collaboration between teachers so that they have quality time to effectively engage in data, evidence and evaluation," was 2.42 out of 5. This figure, although higher than that obtained in 2021 (2.33 out of 5) is evidence of the fact that more needs to be done to produce school-wide timetables that promote collaboration. In contrast to this finding, the mean rating of the extent to which teachers talked with other teachers about strategies that increase student engagement (from the TTFM Teacher Survey) was 8.8 out of 10 - a very encouraging result, indicative of a school with well-established collaborative practices in operation. While the school was unable to operate Quality Teaching Rounds in 2022, peer observation of teaching was introduced in order for teachers to obtain feedback from a trusted colleague. TTFM data revealed that the mean rating of the extent to which teachers received helpful feedback about their teaching from other teachers was 6.6 out of 10; up from 5.8 out of 10 in 2021. In 2023 opportunities to provide teachers with increased collaborative teaching time will be prioritised, ensuring teaching staff stay inspired and feel supported.

A focus for our leadership team this year was to establish and implement systems that enabled 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. School executive staff participated in LEED Explicit teaching and Effective feedback modules. TTFM Teacher survey data indicates improvements have been made in this area. The mean rating of the extent to which teachers agreed that school leaders had provided them with useful feedback about their teaching was 5.7 out of ten; up from 4.8 out of ten in 2021. The mean rating regarding whether school leaders had taken the time to observe teachers teaching was 6.9 out of ten. When compared to the figure obtained in 2021 (4.7 out of ten), this constitutes evidence of significant progress in this area. It is fair to say though that there is still some way to go still before teachers feel that they have the full support of the school's leadership team.

### 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   |
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| 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 7.7 out of ten or more in 2022.                                   | The mean rating teachers gave themselves when evaluating the extent to which they use strategies to engage parents in their child's learning remained the same in 2022 a score of 7.9 out of 10. This exceeds our progress target by 0.2.                              |
| 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 87.3% or more in 2022.   | The percentage of Aboriginal students who agree or strongly agree that their teachers have a good understanding of their culture has decreased to 76% in 2022. This is a decline of 8.8%.  |
| 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 6.3 out of ten or more in 2022.               | 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 6.5 out of ten in 2021 to 7.0 an increase of 0.5.                             |
| 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 5.8 out of ten or more in 2022. | 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 6.2 out of ten in 2021 to 6.9 in 2022. This is an increase of 0.7 out of ten. |

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| 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 3.1 out of five or more in 2022.   | The mean rating teachers gave themselves when evaluating the extent to which they regularly observe lessons delivered by their teaching colleagues has decreased from a baseline of 2.7 out of five, to 2.6 out of five in 2022.   |
| 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 2.4 out of five or more in 2022. | 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 increased from a baseline of 1.8 out of five, to 2.4 out of five in 2022. |
| To increase the mean rating teachers give themselves when evaluating the extent to which they collaboratively plan their teaching program with other teachers from a baseline of 3.9 out of five, to 4.2 out of five or more in 2022.  | The mean rating teachers give themselves when evaluating the extent to which they collaboratively plan their teaching program with other teachers decreased from a baseline of 3.9 out of five, to 3.5 out of five. This is a decrease of 0.4, with our target being 4.2 in 2022.                                    |
| 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 7.4 out of ten or more in 2022.  | 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 7.2 in 2022. This is a short fall of 0.2, with our target being 7.4 in 2022.                           |



| Funding sources  | Impact achieved this year  |
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| <p>Integration funding support</p> <p>\$289,905.00</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>• Safe and Inclusive Classrooms</li> <li>• Prioritise Explicit Teaching of Literacy and Numeracy Skills</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> <li>• consultation with APLAS, Department of Education Behaviour Support Team and external providers for the implementation of behaviour support strategies</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>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 six students who received IFS in 2022, two showed a significant reduction (47% in one instance and 35% in the other) 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. The reduction in negative behaviour incidents on the part of these students could be interpreted as evidence of the fact that the SLSO support the students received enabled these students to regulate their emotions and engage with their schoolwork to a greater degree as the year progressed. Of the remaining students, two of the six students continued to demonstrate problematic behaviours despite the extra levels of support provided by SLSO's, however it is worth noting that anecdotally, the impact of these negative behaviours on other students and on classroom teachers was greatly lessened by the presence of the SLSO's supporting these children. It is also worth noting that additional funding was sought (and received and utilised), as was on-the-ground support from the APLAS and Behaviour Specialists from the Behaviour Support Team.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>In 2023, 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>\$222,520.66</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</b></p>   |

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| <p>Socio-economic background</p> <p>\$222,520.66</p> | <p><b>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>• Improved communication between the school and home</li> <li>• Informing Parents/Carers about their children's progress</li> <li>• AVID</li> <li>• STEM</li> <li>• ICT</li> <li>• Stephanie Alexander Kitchen Garden Program</li> <li>• Safe and Inclusive Classrooms</li> <li>• Prioritise Explicit Teaching of Literacy and Numeracy Skills</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>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• additional staffing to implement Kitchen/Garden program to support identified students with additional needs</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 Preschool 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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>As a Curriculum Reform 'Self-Selector' school, we were tasked with trialling the new units of work in Year 1 classrooms. 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. The school also funded the Wushka online reading program. While teachers reported that they felt that access to Wushka resulted in increased student participation in the Aspire Home Reading Program, data showed that uptake was inconsistent across the school. While 57% of Stage 1 students used the program, only 25% of Stage 2 students and 28% of Stage 3 students accessed the program. These figures indicate that Wushka was under-utilised across the school but especially by students in 3 - 6 classes. The school will need to evaluate whether to decommission Wushka for all grades in 2023 or continue to fund usage in K - 2 classrooms.</p> <p>Delivery of the CARS and STARS intervention programs by LaSTs and COVID ILSP tutors was funded with socio-economic equity money. All students who participated made progress with their reading, with 40.1% of students making the equivalent of one year's growth and 27.0% of participants making the equivalent of two year's growth. Funding was also used to pay for an additional half-day LaST teacher to bolster support programs at the school. This initiative had the impact of giving more students access to LaST support and meant that programs could operate every day of the week.</p> <p>The school used socio-economic equity money to fund a number of initiatives aimed at establishing safe and inclusive classrooms. Creation of the 'off-class' AP position had a direct impact on the effectiveness of the school's student wellbeing programs, which were self-assessed as "Excelling" in 2022, when evaluated against the School Excellence Framework. The Zones of Regulation framework was in its second year of implementation at the school. Data obtained from the 2022 SIP Initiatives Evaluation survey indicates that in 2022 teachers felt more confident using the program to support students to understand and regulate their emotions than they did in 2021 (93.33% agree/strongly agree in 2022 compared to 61.54% in 2021). Additional RFF for our Support Unit Assistant Principal was used to enable her to organise SLSO support for students who required extra support in the classroom, and to write Access Requests for Integration Funding Support and Support Unit class placement.</p> <p>Release for members of the AVID Site Team, the school's STEM Leader</p> |
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| <p>Socio-economic background</p> <p>\$222,520.66</p> | <p>and ICT Coordinator, was paid for using this funding. Survey data obtained shows no discernible improvement in teacher confidence with delivery of STEM pedagogies (60% of teachers indicated that they were either confident or very confident in 2022, compared to 61.5% in 2021), and a decrease in confidence with embedding AVID strategies in teaching programs (53.3% of teachers indicated that they were either confident or very confident in 2022, compared to 61.5% in 2021). Despite these results, executive staff who take on such roles will need to continue to access extra release time in order to drive their implementation across the school in 2023. AVID however, will be discontinued at the end of the 2022 school year.</p> <p>The school used socio-economic funding to employ a second Kitchen-Garden teacher to reduce the number of students in the kitchen, or indeed the garden, at any one time. Past experience tells us that this expenditure is absolutely necessary to ensure the safety of students and to ensure high levels of participation in students.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>In 2023, 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 ICT 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 Assistant Principal (Student Wellbeing) position. 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>\$80,439.40</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> <ul style="list-style-type: none"> <li>• Utilise Evidence-based Reading Programs</li> <li>• Engaging with Aboriginal students and community members</li> <li>• Aboriginal Education - Increasing Teacher Confidence and Competency</li> <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 specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• fund teacher attendance at Connecting to Country professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The Aboriginal Education Worker (AEW) delivered cultural experiences to Aboriginal students with a view to increasing their cultural competency and connection to their culture. He supported the well-being and engagement of Aboriginal students and performed a coaching and mentoring role when working with Aboriginal students. He also organised the 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</p> |

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| <p>Aboriginal background</p> <p>\$80,439.40</p>        | <p>that the school values their culture and supported them to feel the same way (91% of Aboriginal students either agreed or strongly agreed with the statement). The AEW used the MacqLit reading program when working with Aboriginal students in a program designed to support them to achieve better NAPLAN Reading results. Based on results from previous years, we had set ourselves a target of having between 35.3% to 46.8% of our Aboriginal students placed in the top three skill bands for the NAPLAN Reading assessment. 100% of Aboriginal students achieved this feat in 2022, indicating that the small-group reading support sessions delivered by the AEW were effective in meeting the needs of Aboriginal students in Years 3 and 5.</p> <p>Aboriginal background funding was also used to support teachers to deliver culturally-appropriate programs in their classrooms. Ten teachers attended Connecting to Country training in 2022. When asked to rate their level of confidence with embedding authentic Aboriginal perspectives into units of work, 93.33% of teachers indicated that they felt either confident or very confident. The corresponding figure for the 2021 school year was 65.4%.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>In 2023 we plan to continue to employ an Aboriginal Education Worker 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>\$12,536.35</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>• Prioritise Explicit Teaching of Literacy and Numeracy Skills</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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <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> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>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 will be:</b><br/>In 2023, 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 connections with other families from non-English speaking backgrounds within the school.</p> |
| <p>Low level adjustment for disability</p>             | <p>Low level adjustment for disability equity loading provides support for</p>  |

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| <p>\$165,287.67</p>                             | <p>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>• Safe and Inclusive Classrooms</li> <li>• Prioritise Explicit Teaching of Literacy and Numeracy Skills</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>• targeted students are provided with an evidence-based intervention - MSL - to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</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> <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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Learning and Support Teachers (LaSTs) delivered daily Mathematics enrichment and remediation sessions in 2022 to provide extra support to those who needed it and to challenge and extend our most capable Mathematicians. Of the students who participated in Mathematics remediation sessions, 100% showed improvement from pre- to post-test data, 40% more than doubled their pre-test scores when completing their posts-test, and 85% showed an increase of more than 25 percentage points from their pre- to post-test scores. In 2022, 29.2% of students placed in the top two bands on the NAPLAN Numeracy assessment. This figure is more than 7 percentage points higher than the figure obtained for statistically similar schools, and is the highest recorded percentage of students in the top two bands for Numeracy recorded at Woy Woy Public School. Only 16% of students were placed in the bottom two-skill bands, which is significantly lower than the figure of 23% obtained in 2021. These results could be interpreted as indicating that LaST Maths intervention groups were successful in supporting students to attain the best results they were capable of. LaSTs also delivered remedial reading programs in 2022. Of the three LaSTs delivering programs last year, two were trained in delivery of the Multisensory Structured Language approach to reading intervention. The vast majority of students who received support with their reading from LaSTs, finished each term on a higher reading level than they began with. Only 14% of students were placed in the bottom two-skill bands on the NAPLAN Reading assessment, which is significantly lower than the figure of 30% obtained in 2021. Again, these results could be interpreted as indicating that LaST Reading intervention programs were successful in supporting students to attain the best results they were capable of. The LaST's also 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.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> In 2023, we plan to employ LaSTs who have already been trained in the Multi-sensory Structured Language (MSL) approach to reading instruction. In 2023, LaST's will implement the Multi-lit and MSL Reading intervention programs, as well as the CARS and STARS and the CAMs and STAMs evidence-based Reading and Mathematics intervention programs. 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>\$38,656.07</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</b></p>  |



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| <p>Professional learning</p> <p>\$38,656.07</p> | <p><b>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>• Aboriginal Education - Increasing Teacher Confidence and Competency</li> <li>• AVID</li> <li>• STEM</li> <li>• Increased Provision of Feedback to Students</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>• 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>• 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 Connecting to Country professional learning related to Aboriginal Education.</li> <li>• Course fees for training staff in the use of evidence-based reading programs.</li> <li>• Course fees for Leading Evidence and Evaluation of Data (LEED) professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Overall, the vast majority of teachers (88% - TTFM Teacher Survey 2022) 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 STEM pedagogies were no higher than they were at the end of 2021 (60% confident/very confident on 2022 versus 61% in 2023), but students reported increased engagement with STEM (63% indicated that they participated in STEM lessons at least once-a-week. This would indicate that professional learning in STEM did have the desired effect of increasing student exposure to STEM pedagogies. A very high proportion of staff (93%) reported that they 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 was lower than we would have liked (53.3%), and 35% of teachers indicated that they never or hardly ever embedded AVID strategies in their lessons. These figures constitute evidence of the fact that teachers are not consistently putting professional learning into practice, in terms of AVID strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2023, we plan to deliver whole staff professional learning on areas of deficit that were identified in our 2022 NAPLAN results; namely, Multiplicative Strategies and Vocabulary. We plan to 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. Professional learning on the provision of effective feedback will need to be delivered next year, and staff have indicated that they would like to participate on professional learning about differentiation.</p> |
| <p>Literacy and numeracy</p> <p>\$12,551.70</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>• Strengthen the use of Formative and Summative Assessment Practices</li> <li>• Data-informed Teaching and Learning</li> </ul>   |

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| <p>Literacy and numeracy</p> <p>\$12,551.70</p>              | <ul style="list-style-type: none"> <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 (Essential Assessment and PAT assessments)</li> <li>• literacy and numeracy programs and resources (e.g. Soundwaves), to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Teachers were surveyed to determine whether the Essential Assessment (EA) online program was delivering in terms of supporting them to implement the initiatives of Strategic Direction 1. The results obtained were not entirely convincing. 53.84% of teachers indicated that EA had made it easier to assign personalised learning goals for students," and 50% of teachers indicated that they found EA formative assessment data useful for planning teaching and learning activities, although these figures were skewed by responses from teachers on grades not implementing the approach. Overall, it was felt that with continued professional learning on use of the platform, teachers would report increased utility value. 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. The PAT Maths (Adaptive), PAT Reading (Adaptive), 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, and 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 will be:</b><br/>In 2023, we plan to continue to use the Essential Assessment and Soundwaves programs. 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 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>\$96,188.88</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>• Safe and Inclusive Classrooms</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>• assistant principal released from face-to-face teaching duties to support school-wide student wellbeing programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The expenditure of the funds for the engagement 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 School Excellence Framework.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>In 2023, we will once again use QTSS funding to release an Assistant Principal from their teaching duties so that they can coordinate student wellbeing programs across the school.</p>  |
| <p>Literacy and numeracy intervention</p> <p>\$84,466.94</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</p>   |



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| <p>Literacy and numeracy intervention</p> <p>\$84,466.94</p> | <p>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>• 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>• 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 the following impact:</b><br/>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, one could deliver HPGE small group extension Mathematics sessions 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 LaSTs took small intervention Maths groups 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 LaST team also worked closely with students experiencing social issues and separation anxiety, and were 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 will be:</b><br/>In 2023, 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> |
| <p>COVID ILSP</p> <p>\$245,489.00</p>                        | <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 2022.</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>• providing targeted, explicit instruction for P - 2 students in phonics and phonemic awareness</li> <li>• teaching students from Kindergarten through to Year 6 to use encoding strategies to identify unknown words when writing</li> <li>• explicit teaching of reading comprehension strategies to enable students to provide accurate responses to literal comprehension questions to identify inferred meanings when engaging with texts</li> <li>• providing targeted, explicit Mathematics instruction for 3 - 6 students using CAMS and STAMS resources</li> <li>• employing/releasing teaching staff to support the administration of the programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The majority of students who participated in the Cohort 1 P - 2 COVID ILSP phonics program achieved improved results on the Phonics Diagnostic Assessment after participating in the program. 91% of students showed</p>   |

|                                       |  |
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| <p>COVID ILSP</p> <p>\$245,489.00</p> | <p>growth with decoding consonant diagraphs from pre-test to post-test. 60% of students in Cohort 1 made growth with decoding VC and CVC words, with some students progressing to work with decoding multi-syllabic words. The second P - 2 cohort focused on teaching students to use encoding strategies to identify unknown words when writing. Only two students did not show any growth from pre- to post-testing, with the rest of the students demonstrating increased ability to encode words with short and long vowel sounds, vowel teams, syllables, contractions, and prefixes and suffixes. The final P - 2 cohort for the year focused on the explicit teaching of reading comprehension strategies, such as, Finding the main idea, Recalling Facts and Details, Understanding Sequence, Recognising Cause and Effect, Comparing and Contrasting, Making Predictions and Finding Word Meaning in Context. Data obtained showed that 87% of students who participated in the program demonstrated increased ability to use comprehension strategies to identify literal and inferred meanings, from pre-test to post-test. 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. 85% of students achieved a percentage increase of more than 20% from pre-test to post-test on CAMS &amp; STAMS assessments. 30% of students achieved a percentage increase of more than 40% from pre-test to post-test on CAMS &amp; STAMS assessments. The second 3 - 6 cohort focused on teaching students to use encoding strategies to identify unknown words when writing. 21% of students demonstrated growth of 20 or more percentage points from pre- to post-test on the encoding assessment implemented. 69% of students demonstrated growth of 10 to 19 percentage points from pre- to post-test. Only 10% of students (3 students) demonstrated less than 10 percentage points of growth on the encoding assessment implemented. The third 3 - 6 cohort focused on the explicit teaching of reading comprehension strategies, such as, Finding the main idea, Recalling Facts and Details, Understanding Sequence, Recognising Cause and Effect, Comparing and Contrasting, Making Predictions and Finding Word Meaning in Context. 79% of students progressed by 4 or more CARS &amp; STARS reading levels over the course of the program, 94% of students progressed by 3 or more levels. Only 6% of students progressed by two or fewer CARS &amp; STARS reading levels. These level increases reflect significant improvements on the part of students in their ability to provide accurate responses to literal comprehension questions to identify inferred meanings when engaging with texts.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to focus on teaching students to use encoding strategies to identify unknown words when writing. MSL-trained teachers, including COVID ILSP tutors to present teacher professional learning on the development of phonic knowledge and phonemic awareness (e.g. open and closed syllables) to WWPS staff. Continue to utilise the CARS &amp; STARS approach as an intervention to support students with gaps in their ability to use comprehension strategies to identify literal and inferred meaning when engaging with texts. Continue to use the CAMS &amp; STAMS approach as an intervention to support students with gaps in their understanding of mathematical concepts and ability to apply concepts to mathematical situations.</p> |
|---------------------------------------|--|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2019       | 2020 | 2021 | 2022 |
| Boys     | 242        | 217  | 212  | 206  |
| Girls    | 207        | 211  | 204  | 176  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 92.9 | 89.4 | 93.7 | 85.6 |
| 1         | 91.5 | 92.9 | 92.1 | 86.1 |
| 2         | 89.6 | 90.1 | 92.5 | 88.4 |
| 3         | 91.5 | 89.7 | 93.4 | 88.7 |
| 4         | 89.6 | 92.5 | 90.0 | 85.6 |
| 5         | 89.9 | 89.5 | 90.2 | 84.5 |
| 6         | 91.0 | 91.4 | 86.0 | 80.5 |
| All Years | 90.8 | 90.8 | 91.0 | 85.3 |
| State DoE |      |      |      |      |
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 93.1 | 92.4 | 92.8 | 87.9 |
| 1         | 92.7 | 91.7 | 92.7 | 87.4 |
| 2         | 93.0 | 92.0 | 92.6 | 87.8 |
| 3         | 93.0 | 92.1 | 92.7 | 87.6 |
| 4         | 92.9 | 92.0 | 92.5 | 87.4 |
| 5         | 92.8 | 92.0 | 92.1 | 87.2 |
| 6         | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 87.4 |

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)                    | 19.67 |
| Literacy and Numeracy Intervent         | 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

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

| Staff type     | Benchmark <sup>1</sup> | 2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.00%                  | 4.10%   |
| Teachers       | 3.00%                  | 3.30%   |

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|                                       | 2022 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | -18,626                 |
| <b>Revenue</b>                        | 6,304,537               |
| Appropriation                         | 6,128,067               |
| Sale of Goods and Services            | 79,233                  |
| Grants and contributions              | 96,979                  |
| Investment income                     | 158                     |
| Other revenue                         | 100                     |
| <b>Expenses</b>                       | -6,498,189              |
| Employee related                      | -5,965,954              |
| Operating expenses                    | -532,236                |
| <b>Surplus / deficit for the year</b> | -193,653                |
| <b>Closing Balance</b>                | -212,278                |

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.

|                         | 2022 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 289,905                           |
| <b>Equity Total</b>     | 481,032                           |
| Equity - Aboriginal     | 80,439                            |
| Equity - Socio-economic | 222,769                           |
| Equity - Language       | 12,536                            |
| Equity - Disability     | 165,288                           |
| <b>Base Total</b>       | 3,982,357                         |
| Base - Per Capita       | 114,686                           |
| Base - Location         | 0                                 |
| Base - Other            | 3,867,671                         |
| <b>Other Total</b>      | 959,541                           |
| <b>Grand Total</b>      | 5,712,836                         |

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.

### Reading

Our system-generated target for NAPLAN Reading was to have between 32.8% to 39.6% of our students in the top two skill bands for the NAPLAN Reading assessment. We are pleased to report that 46.5 % of our Year 3 and Year 5 students were placed in the top two bands for Reading. Not only did we very comfortably exceed the system-generated targets set for us, we also exceeded the average percentage for students from statistically similar schools by more than 10 percentage points. This is in fact the highest percentage of students in the top two bands for Reading recorded at Woy Woy Public School, exceeding the previous high of 38.6% from 2019.

Similarly, we had set ourselves a target of having between 35.3% to 46.8% of our Aboriginal students placed in the top three skill bands for the NAPLAN Reading assessment. 100% of Aboriginal students achieved this feat in 2022.

### Numeracy

Our system-generated target for NAPLAN Numeracy was to have between 24.4% to 31.0% of our students in the top two skill bands. Again, we're pleased to report that we achieved the target set for us with 29.2% of students placed in the top two bands for Numeracy. This is, once again, more than 7 percentage points higher than the figure obtained for statistically similar schools, and is the highest recorded percentage of students in the top two bands for Numeracy recorded at Woy Woy Public School, exceeding the previous high of 28.9% from 2017.

We were hoping to have between 48.1% to 59.6% of our Aboriginal students placed in the top three skill bands for the NAPLAN Numeracy assessment, and again, we're very pleased to report that 66.7% of Aboriginal students achieved this.

## Parent/caregiver, student, teacher satisfaction

### Parent/Caregiver satisfaction

Data from the 2022 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 7.8 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 7.1 out of ten; up from a figure of 6.5 last year, and higher 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 7.3, which is equal to the state average. The mean rating of the extent to which parents agreed that they felt that the school supports positive behaviour was 7.9 out of ten, up from a figure of 7.5 last year, and above the state average of 7.7. The mean rating of the extent to which parents agreed that their children felt safe at school was 7.5 out of ten, which is fractionally higher than both last year's result and the state average for this year. The mean rating of the extent to which parents agreed that the school is inclusive in its approach was 7.8 out of ten. This figure is significantly 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%, 47% 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 2022 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. 84% of students felt that they demonstrated positive behaviour at school, which is fractionally higher than the figure obtained across the state (83%). 83% of students indicated that they enjoyed positive relationships with their peers. This figure is slightly 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 7.6 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 6.8 out of ten; a figure lower than the state average of 7.2 out of ten.

Only 57% of students reported feeling a positive sense of belonging at the school. This figure is significantly lower than the state average of 81%. Only 52% of students reported feeling interested and motivated in their learning; a figure that is again, significantly lower than the state average of 78%. 38% of students indicated that they had been the victim of bullying behaviour; a figure that is only fractionally higher than the state average of 36%, but is still too high. These figures are cause for concern and will need to be addressed in the 2023 Strategic Improvement Plan.

### Teacher Satisfaction

The 2022 Tell Them From Me Teachers surveys indicate that significant gains have been made in terms of teacher confidence/satisfaction with aspects of leadership, collaboration, learning culture, data-informed practice and parent involvement. The data also reveals some consistent themes with regard to barriers to optimum performance.

Data obtained in both 2020 and 2021 for the set of statements on 'Leadership', indicated that teachers wanted more feedback on their teaching from both their colleagues and from members of the school executive, and 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 at the end of 2022 indicates that these issues have been addressed. Teachers rated the extent to which "School leaders have helped me establish challenging and visible learning goals for students" at 6.7 out of ten in 2022; up from 5.2 in 2021, and the extent to which "School leaders have provided guidance for monitoring student progress" at 7.2 out of ten in 2022; up from 5.8 last year. It is argued that the implementation of regular stage-based Data Collaboration Meetings, as prioritised in the school's 2021 - 2025 Strategic Improvement Plan, was successful in addressing the issues raised in 2020 and 2021 with regard to leadership. Further to this, teachers rated the extent to which "School leaders have provided me with useful feedback about my teaching" at 5.7 out of ten in 2022; up from 4.8 last year, and the extent to which teachers agreed that "School leaders have taken time to observe my teaching" was 6.9 in 2022, compared with a figure of 4.7 in 2021.

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 8.2, which is significantly higher than the figure of 6.8 obtained in 2020, and 7.7 in 2021. 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, to 9.0 in 2022. The mean rating of the extent to which teachers agreed that they talked with other teachers about strategies that increase student engagement increased from 7.9 out of ten in 2020 to 8.8 in 2021. These results can be attributed to the fact that in 2022, professional learning schedules and RFF timetables maximised opportunities for collaborative planning.

Data obtained across all 'Eight Drivers of Student Learning', improved from the figures obtained in both 2020 and 2021, and in many cases were on par, or in excess of, figures obtained across the state. One particularly pleasing set of

results were those obtained for the 'Parental Involvement' dimension. The mean rating for this set of statements was 7.8 out of ten, which is considerably higher than the figure obtained across the state (6.8 out of ten), as well being an improvement on last year's figure of 7.2. 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.