

# Warrawong Public School

## Annual Report



2016



3104

## Introduction

The Annual Report for **2016** is provided to the community of **Warrawong Public School** as an account of the school's operations and achievements throughout the year.

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

Wayne Farquhar

Principal

## School contact details

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## School background

### School vision statement

Warrawong Public School provides quality education in an innovative and supportive learning environment. We develop and value safe, respectful and responsible learners. We have a whole school commitment to literacy and numeracy learning and community partnerships.

Our vision is to:

- plan for ongoing learning for each student, providing students with the skills to become self-reflective, successful, confident and creative learners
- strengthen student, staff and community engagement in owning and celebrating student learning and to develop students' sense of belonging, commitment to school, relationships with peers and teachers and opportunities to actively participate in the extended school community
- make a positive contribution to their life, our society and to prepare them for the exciting future that awaits their participation and leadership

To achieve this we place emphasis on the intellectual, social, emotional and physical development of every student at Warrawong Public School.

### School context

Warrawong Public School is located in the southern Wollongong suburb of Warrawong, in the heart of the industrial and business area. It is a low socio-economic and ethnically diverse area of the Illawarra.

Current enrolment is 277 students. Approximately 40% of the students have a non-English speaking background and there are over twenty nationalities represented among the student population. There are 46 students enrolled who identify as Aboriginal. There are eleven mainstream classes. The school has three support classes catering for students with a moderate intellectual disability, mild intellectual disability and those eligible for a multi categorical class. A Macedonian community language program operates.

In 2013, the school successfully embarked on the National Partnerships Empowering Local Schools initiative to embrace reforms in the areas of local decision-making and is a pilot school for Learning Management Business Reform. Warrawong Public School receives additional equity funds through its Resource Allocation Model (RAM). This funding plays a pivotal role in the staffing and resourcing of the school to raise the learning outcomes and lift educational standards for all students so that they have the best chances and choices in life. The programs provide additional classroom teachers, support for all students, valuable teaching resources and teacher professional learning. The school is also part of the Early Action for Success (EaFS) initiative. As an EaFS program provides the school with an Instructional Leader to ensure best practice and to monitor the performance of each student K-2. Teachers receive additional professional development in early Literacy and Numeracy strategies.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

**The results of this process indicated that in the School Excellence Framework domain of Learning we are delivering.**

Our efforts have primarily focused on wellbeing, curriculum and learning and assessment and reporting. This judgement was made through analysis of evidence including: Visible learning Plan, Positive Behaviour for Learning Lesson Matrix, Learning and Support Team effectiveness, Google Classroom 3-6, Early Action for Success, Literacy Lab and Assessment Matrix.

Classrooms displaying evidence of Visible Learning pedagogy have increased from 52% in 2015 to 100% in Term 3 2016. 100% of classroom teachers have taught the effective learner lessons to their students. 80% of all teachers use the language of an effective learner regularly with students. Students at Warrawong Public school now have the language to define and articulate what an Effective Learner is. The school PBL values of Safe, Respectful and Responsible are deeply embedded in the practice and language of staff and students on a daily basis. All interactions are based around the language of being Safe, Respectful and Responsible. Changes to the Learning and Support team structure has ensured a strategic and planned approach to intervention and support within the school. Setting writing marking criteria has provided transparent student assessment for learning. Feedback from students indicates they are supported in their learning and that explicit teaching and learning of these criteria has enabled students to produce writing of a higher standard at the end of the unit of work.

Areas for further development include building of educational aspiration across our entire community, to further streamline our student wellbeing practices and to refine assessment, student evaluation and reporting so that it underpins a whole school assessment strategy.

**The results of this process indicated that in the School Excellence Framework domain of Teaching we are mostly delivering** with the exception of the collaborative practice element where we have assessed as growing and sustaining. Our major focus in the domain of Teaching has been on collaborative practice and data skills and use. This judgement was made through analysis of evidence including: how teachers at Warrawong Public School use the 2015–17 School Plan to plan their own professional learning and then transform new learning into classroom practice, Collaborative Stage Planning Days, Early Action for Success strategies, the Illawarra Visible Learning Community and the Professional Development Plan process.

As part of the Professional Observation process staff are actively engaged in the review of colleagues' teaching practice and programs, providing constructive feedback which ensures well managed classrooms, with well-planned teaching taking place. A survey of teachers indicated 100% support for the implementation of this model. Evidence indicates that teachers have recognised the importance of targeted school priorities as part of their own professional learning. This is significant as it is part of the school's performance and development process to ensure quality teaching. 100% of staff professional learning plans include Visible Learning goals. Assessment data is regularly used to determine the professional learning needs of staff to differentiate instruction and strategically plan appropriate interventions in literacy and numeracy across K–2. The practice of measuring data every five weeks allows teachers to critically reflect on their own teaching practice and adjust their teaching and learning activities to cater for individual needs based on the data collected. The Illawarra Visible Learning Community has enabled schools to identify expertise within its staff and has fostered strong inter-school mentoring support.

Areas for further development include continuing our Visible Learning Strategy particularly around consistent teacher judgement and planning for individual student needs and establish clear systems to assist staff in maintaining and developing their professional standards.

**The results of this process indicated that in the School Excellence Framework domain of Leading we are Delivering.** In the domain of Leading, our priorities have been to progress leadership and management practices and processes. This judgement was made through analysis of evidence including: the Translit Study in association with the University of Wollongong, 2015–17 School Planning Process alongside "Tell Them from Me" surveys, PaTCH, Distributed Leadership, Read Strong Warrawong, Innovative use of Learning Spaces and School Administration Systems.

Our participation in this Community of Schools study was initiated by UOW, a major Illawarra educational provider, in 2015. It provides and strengthens links with a community of schools and other educational organisations. The preparation for the 2015–17 School Plan resulted in a School Plan that is highly reflective of our school community's expectations for our school. The majority of recommendations set out in both reviews were implemented into the school plan. "Tell Them from Me" surveys continue to guide and refine our planning and practice. The PaTCH course has allowed our parents and community members to link effectively with the school and support the school's programs more effectively. This program directly aligned to the School Plan Strategic Direction 3: Building Stronger Communities, encourages authentic positive links within the school community for the educational provision of our students. The implementation of the 2015–17 School Plan has allowed a high degree of distributed leadership. Staff have the opportunity for purposeful leadership roles based on their expertise, making leadership development central to school capacity building. The Read Strong Warrawong initiative links to the School Plan, Strategic Direction 3: Building Stronger Communities. Our data from 2015–2016 shows that over 75% of students involved in RSW maintained or improved their previous year's reading outcomes. The efficient use of specialist resources provides a safe, supportive learning environment for students that have become disconnected from learning. Through participation in boys group, enrichment groups and girls groups the school and other facilities are used creatively to meet a broad range of student learning interest and needs. Administrative practices effectively support school operations and the teaching and learning activity of the school by ensuring processes are streamlined and flexible.

Areas for further development include increased community participation in school decision making and to create systems which foster further purposeful Leadership opportunities.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Curriculum and Assessment

#### Purpose

To improve teaching and learning outcomes for all students. Teachers will evaluate the effectiveness of their teaching practices and undertake Teacher Professional Development to plan for ongoing learning for each student, providing students with the skills to become self reflective, successful, confident and creative learners. The team will monitor and evaluate the school's progress in this area by analysing students' results through an evidence-based approach.

#### Overall summary of progress

During 2016 the Curriculum and Assessment team organized a variety of professional learning experiences that supported teachers to develop a greater understanding of students' learning needs. The whole school teaching staff participated in Visible Learning training and a guiding team led teachers through the analysis of data and pin pointing strategic plans to support the use of Visible Learning strategies throughout the school. Stage 2 and 3 teachers consolidated their training in Focus on Reading. Teachers began implementation of this skillset into their classrooms and were supported by the Assistant Principal through classroom demonstrations and observations. The Science Syllabus was fully implemented. A scope and sequence has been developed with input from all areas of the school. An understanding of Science outcomes has resulted from teachers trialling units and sharing their successes. Personalised Learning Plans for Aboriginal students have been highlighted as an important factor in supporting student achievement. The process of developing an authentic school policy that enhances student learning has begun and will support teachers to recognise their Aboriginal students' strengths and needs. Students and teachers have worked collaboratively to review aspects of the Positive Behaviour for Success initiative and new lessons and presentations have been developed to maximize student engagement with the school values.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Every student will show growth along all aspects of school-based assessment tasks and the Literacy/Numeracy continuums.	All students' progress is now plotted on Learning continuums in both Literacy and Numeracy. This takes place at consistent teacher judgement team meetings. Evidence to move students is required through assessment, observation etc.	\$22 000 teacher relief
All students demonstrate a high awareness of their learning and are able to reflect on their learning.	Teacher Professional learning continues to focus on the Effective Learner and Learning Dispositions. Teachers will incorporate Learning Dispositions in the Learning conversations with parents during term 1 2017.	No Cost

#### Next Steps

In 2017 the Curriculum and Assessment team are focused on working together to drive whole school directions to a better understanding of all curriculum areas.

–Visible Learning will grow and develop greater strength through a whole school understanding of what is an effective learner/learning dispositions and continued training in the Visible Learning ideals.

– Focus on Reading will be supported in classrooms by a FOR trainer giving time to help teachers develop lessons that increase students awareness of read comprehension.

–The Authentic Aboriginal PLP team will continue to review the process for implementation of PLP's throughout the school.



## Strategic Direction 2

### Teacher Quality and Leadership

#### Purpose

To deliver high quality teaching programs through a committed, collegial approach where staff demonstrate and share expertise.

Through targeted professional learning and feedback teachers will build their capacity in delivering evidence-based teaching strategies and use data to inform their practice.

Staff will have purposeful leadership roles based on professional expertise, guidance, mentoring, and coaching

The school leadership team makes deliberate and strategic use of partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student learning outcomes.

#### Overall summary of progress

During the year the Teacher Quality and Leadership team have worked together to achieve some significant milestones along the pathway to embedding the new Performance and Development Framework into current school practice. To begin with the team led staff professional development session on the AITSL standards website providing clear, precise and accompanying timelines and milestones in order to direct school activity towards effective implementation of the school plan. This has been evidenced during the year by teachers using the language of standards in daily professional activities such as PDP's and professional observation meetings. Professional development sessions on the use of the AITSL Assessment Tool were also provided by the team so that all staff had an opportunity to engage in planning their own professional development to improve their performance. This was clearly evidenced in the report feedback used in developing staff PDP's. Teachers were surveyed about Professional Observations and felt that they would like to nominate a time to work with a nominated critical friend to conduct professional observations of self chosen aspects that they would like to improve. The team made refinements and improvements to a Professional Observations document for staff to use in order to support this process. Teacher feedback was positive with staff stating they felt both the process of partner observations and the documentation allowed teachers to work together to improve teaching and learning in their year groups, stages, faculties or particular student groups.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school evaluates professional learning activities to identify and systematically promote the most effective strategies.	Deliver professional development on AITSL standards website  Staff use online AITSL Assessment tool  Develop Professional Observations timetable for all staff  Develop Professional Observations documentation for staff to use.	No Cost
Teachers draw on and implement evidence-based research to improve their performance and development.	Staff use language of T&L in writing own professional goals  Staff meet with supervisors to create a PDP for 2016  PDP meetings with supervisors to review process	No cost

#### Next Steps

In 2017 the Teacher Quality and Leadership team will have a number of goals to work towards in achieving and

sustaining the strategic directions for the school. They will include:

–The continuation and further refinement of the Professional Observation process twice per year for all teaching staff. In 2016 staff will need to work with a partner of their own choice to complete reciprocal observations twice per year. The observations will need to be managed and supported through the use of the schools release from face to face teaching allowance.

–Accreditation process for all staff. By the end of 2017 all teaching staff at Warrawong Public School will need to be accredited with the Board of Studies Teaching and Educational Standards NSW. The team will look at staff professional development needs in ensuring that all staff are aware of requirements and able to complete the process successfully.



## Strategic Direction 3

### Building Stronger Communities

#### Purpose

To strengthen student, staff and community engagement in owning and celebrating student learning and success. Teachers and systems within the school will develop students' sense of belonging, commitment to school, relationships with peers and teachers and opportunities to actively participate in the extended school community.

To foster the extended school communities' engagement in school programs and initiatives and build in sustainability of these programs.

#### Overall summary of progress

The Building Stronger Communities Team planned and implemented a number of projects targeted at developing areas critical to the broader Warrawong schoolcommunity. During the planning phase the team highlighted the following areas for development; the rate of student attendance, a fall in literacy performance during the Christmas holidays, renewed commitment to the school permaculturegarden, developing Indigenous cultural links and improving the systems used to communicate with the community.

The combined impact of the programs can be observed in the increased parent and community involvement in encouraging holiday reading, work in the permaculture garden and the Warrawong Public School ARVO MOB program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All members of the school community share a collective responsibility for student learning and success	In conjunction with the LMBR student management electronic role marking system, a procedure of sending notes home to parents was established. This system highlighted the importance of attending school each day and effectively managed unexplained absences.	No Cost
Students are self-aware, build positive relationships and actively contribute to the school community and the society in which they live.	<p>The READ STRONG WARRAWONG summer reading program was established to reduce the summer slide in critical literacy levels. Culminating in an open day where parents, community members and local media were present to celebrate our success.</p> <p>Renewed commitment to the Warrawong Public School permaculture garden by employing a specialist teacher to improve the productive life of the garden and develop lessons to engage students in learning.</p> <p>The Arvo mob and homework centre programs were further developed to enhance literacy and numeracy learning for Indigenous students.</p>	<p>\$2 000</p> <p>\$22 000 Classroom Teacher 0.2 FTE</p>

#### Next Steps

In 2017 the team will continue to Build Stronger communities in areas of targeted need.

The rate of student attendance will require continued attention. This will be achieved by establishing a system that rewards students with a positive attendance rate or improved attendance rate over time. The importance of school attendance will be promoted using the established systems of communication with the community.

The READ STRONG WARRAWONG program will continue with a renewed focus on educating parents on the importance of the holiday reading program.

The team will investigate programs that will increase parent involvement in classroom literacy and numeracy programs. This will lead to the implementation of programs that upskill parents as tutors with anticipated flow-on effects into the home environment.

Warrawong PublicSchool's Facebook page will continue to be promoted as a system of communication with the broader community. This will be closely monitored to ensure strict adherence to media code of conduct and school values.

The team will evaluate the effectiveness of the whole school assembly. Then establish an improved format that will be more engaging for students, parents and the school community.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Strategic Direction 3</p> <p>Aboriginal parents and students are regularly consulted about their Educational needs. All students are aware of Aboriginal culture which is embedded in curriculum.</p> <p>ArvoMob– Aboriginal Learning and Cultural engagement program and Aboriginal Homework Centre; resulting in Aboriginal student NAPLAN results and attendance rates in line with non–Aboriginal students.</p> <p>Strategic Direction 1</p> <p>100% of Aboriginal students have an Individual Learning Plan</p>	<p>\$20 023 – Aboriginal SLSO/Community Liaison Officer</p> <p>\$2 768 – (Norta Norta) Homework Centre – Employ qualified teachers/afternoon tea</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$0.00)</li> </ul>
<b>English language proficiency</b>	<p><i>Strategic Direction 1</i></p> <p>Personalised student learning by establishing systems to effectively cater for individual needs .Linking Learning and Support Team referrals to assessment based data.</p>	<p>\$12 041 – Employ SLSO</p> <ul style="list-style-type: none"> <li>• English language proficiency (\$0.00)</li> </ul>
<b>Low level adjustment for disability</b>	<p><i>Strategic Direction 1 &amp; 3</i></p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 108 students were referred for learning support.</p>	<p>\$50 504 – Employ 0.712 Student learning Support Officers</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$0.00)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Classroom Teacher employed to relieve Assistant Principals from class responsibilities so that they may support teachers in Technology and Focus on Reading.</p>	<p>Classroom Teacher 0.23 FTE</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>
<b>Socio–economic background</b>	<p><i>Strategic Direction 1</i></p> <p>Student data closely monitored and teaching and learning planned through cyclical Data/Action, stage based, planning time.</p> <p>All students 3–6 supplied with a Netbook, classroom equipment and student financial assistance. Increasing student engagement and access to curriculum.</p> <p><i>Strategic Direction 3</i></p> <p>Students regularly exposed to positive environmental programs through a systemic use of the Permaculture Garden</p>	<p>\$28 800 – Teacher Relief</p> <p>\$30 000 – Computer hardware</p> <p>\$19 856 – Employ qualified teacher 0.1 and garden consumables</p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$0.00)</li> </ul>
<b>Support for beginning teachers</b>	<p><i>Strategic Direction 2</i></p> <p>The beginning teacher collaboratively planned and shared expertise. To enhance learning outcomes and utilise 21st Century knowledge and practice.</p> <p>Through Professional Learning Plans and</p>	<p>\$13 524 – Teacher Relief, Professional Development</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$0.00)</li> </ul>

<b>Support for beginning teachers</b>	collegial dialogue with supervisors, the beginning teacher was actively engaged in professional learning targeted to school priorities and their professional learning needs in line with Australian Professional Standards for Teachers and the Teachers Professional Development Framework.	\$13 524 – Teacher Relief, Professional Development • Support for beginning teachers (\$0.00)
<b>Targeted student support for refugees and new arrivals</b>	<i>Strategic Direction 1</i>  Personalised student learning by establishing systems to effectively cater for individual needs. Linking Learning and Support Team referrals to assessment based data.	Staffing Allocation– Qualified Teacher 0.4 and Bilingual SLSO 0.4 • Targeted student support for refugees and new arrivals (\$0.00)
<b>Early Action for Success</b>	<p><i>Strategic Direction 1</i></p> <p>Every student K–2 has shown growth along all aspects of school–based assessment tasks and the Literacy/Numeracy continuums</p> <p>The teaching staff have demonstrated and shared expertise in implementing the new Australian Curriculum, while exhibiting very high levels of contemporary content knowledge and teaching practices, and rely on evidence–based teaching strategies.</p> <p><i>Strategic Direction 2</i></p> <p>Teachers evaluate professional learning activities to identify and systematically promote the most effective strategies.</p> <p>Teachers draw on and implement evidence–based research to improve their performance and professional development.</p> <p><i>Strategic Direction 3</i></p> <p>All members of the school community share a collective responsibility for student learning and success.</p>	<p>\$38 194</p> <p>1.0 FTE Deputy Principal</p> <p>1.0 FTE Classroom Teacher</p> <p>• Literacy Numeracy National Partnership (\$0.00)</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	123	141	128	138
Girls	152	152	152	131

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

## Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.1	91.5	92.8	92
1	93.7	91.8	90.4	88.8
2	93.4	92.7	91.5	89.2
3	93.1	91	93.4	91.6
4	92.8	93.8	90.8	92.5
5	94.7	91.1	94.5	91.2
6	91.2	88.4	89.8	93.9
All Years	93.2	91.5	91.8	91.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Management of non-attendance

Student non attendance is followed up weekly with carers informed of each unexplained absence via a letter. The carer is asked to explain the absence.

In the case of excessive absence Department of Education policy and procedures are followed, Including notification made to the Learning Support Team for follow up.

# Workforce information

## Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.61
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.52
Other Positions	0.41

\*Full Time Equivalent

Currently Warrawong Public School has one Temporary School Administration Officer who identifies as ATSI.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

## Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Warrawong Public School staff in 2016. Warrawong Public School invested Teacher Professional Learning funds in order to improve teacher quality by undergoing professional learning in Hattie's Visible Learning. A Visible Learning Team has been established to implement Visible Learning practice K-6. Warrawong Public School has also joined a Learning Community of Schools who will use expertise within the schools to assist each other in the implementation of Visible Learning.

# Financial information (for schools fully deployed to SAP/SALM)

## Financial summary

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	339 750.98
<b>Revenue</b>	3 444 356.72
(2a) Appropriation	3 373 616.18
(2b) Sale of Goods and Services	3 071.75
(2c) Grants and Contributions	64 267.57
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 401.22
<b>Expenses</b>	-3 689 028.55
Recurrent Expenses	-3 689 028.55
(3a) Employee Related	-3 240 847.88
(3b) Operating Expenses	-448 180.67
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-244 671.83
<b>Balance Carried Forward</b>	95 079.15

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 795 466.48
Base Per Capita	16 103.59
Base Location	0.00
Other Base	1 779 362.89
<b>Equity Total</b>	760 713.89
Equity Aboriginal	41 067.55
Equity Socio economic	499 189.76
Equity Language	34 208.87
Equity Disability	186 247.71
<b>Targeted Total</b>	542 031.96
<b>Other Total</b>	105 196.09
<b>Grand Total</b>	3 203 408.42

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below

- Parents strongly agreed that they felt welcome at

Warrawong Public School.

- Parents felt that they were informed about their child's progress and believed that teachers would let them know if their child was not making adequate progress in school subjects.
- Parents support learning at home by talking with their children about their feelings towards other children at school and praising their children for doing well at school. Parents believe that they could spend more time asking their children about the challenges they might have at school.
- Parents believe that their child is encouraged to do their best work.
- Parents also reported that despite being satisfied they believed that the school could better deal with behaviour issues in a timelier manner and that the school could better prevent bullying. Despite this parents strongly agreed that their child felt safe at school.

## Policy requirements

### Aboriginal education

Warrawong Public School has a current enrolment of 47 identified Aboriginal and Torres Strait Island students and received Aboriginal background and Norta Norta funding in 2015. Our plan included:

- Employment of an Aboriginal SLSO from the local community to work with Aboriginal students in Literacy/Numeracy, provide staff with knowledge and guidance in Aboriginal culture and activities and to work in our office, monitoring Aboriginal attendance and working with Aboriginal parents in creating increased school and educational involvement.
- All Aboriginal students continue to have Personalised Learning Plans (PLP's) which are developed in consultation with the student, parents/caregivers and the classroom teacher. There's a strong emphasis on the setting and tracking of academic goals and creating a joint ownership and responsibility for the students' learning.
- All staff at Warrawong Public School have now completed all modules in the No Gap, No Excuse cultural awareness training package.
- Maintenance of strong relationships with our community through the implementation of ArvoMob and Homework Centre programs were of great success. These programs aim to increase ATSI student engagement through creating a culture of working together and building friendships and partnerships with mutual respect.
- Dedicated week of learning experiences and celebration for NAIDOC

As a result of these initiatives:

- ATSI annual attendance is comparable to non ATSI students.
- 100% ATSI students have Personalised Learning Plans

NAPLAN results for ATSI students are comparable to non-ATSI students

### Multicultural and anti-racism education

Warrawong Public School embraces its enrolment of students with language background other than English (LBOTE) and all students are made to feel welcome from the outset. Warrawong Public School is made up of a diverse population from various cultural backgrounds including Macedonia, New Zealand, Africa, Cook Islands, Anglo-Saxon, Spanish and Arabic. Students were identified as Second Language (EAL/D) students. EAL/D support focuses on early intervention for new arrival students and emerging students. Support in Early stage 1 focused on Phonological Awareness, oral language, reading and writing.

The school drum group provided an opportunity for all students to become immersed in cultural activities. Mrs Reid assisted the drum group to perform at various school events throughout the year.

In line with the school plan the school actively promotes an inclusive working environment where cultural and linguistic diversity is celebrated. Multicultural education is embedded in all learning areas and forms an integral part of teaching and learning programs.