

Warrawong Public School

Annual Report



2017



3104

Introduction

The Annual Report for **2017** 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.

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Principal

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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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

For more information about the School Excellence Framework:

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 2017 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 with focus on the attributes of Effective Learners. A common language for attributes of the Effective learner were established along with common language used in Visible learning Strategies . The History Syllabus was fully implemented.. A scope and sequence has been developed with input from all areas of the school. An understanding of history 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. New signs have been purchased and placed throughout the school as well as the introduction of the Warrawong Way Medal for exceptional behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student will show growth along all aspects of school-based assessment tasks and the Literacy/Numeracy continuums.	\$22 000 teacher relief	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. Data walls which include 100% of students have been established in the Conference Room and are updated through CTJ meetings every 5 weeks.
All students demonstrate a high awareness of their learning and are able to reflect on their learning.	No cost.	Teacher Professional learning continues to focus on the Effective Learner and Learning Dispositions. A common language for Effective Learner strategies has been established and will be communicated throughout the school in 2018.

Next Steps

In 2018 we will begin a new School Plan.

- Communication of effective learner and visible learning common language will be established and upskilling of our community in these areas will be prioritised
- An Instructional Leader 3–6 position will be created in 2018 to facilitate EAfS strategies being consistently implemented K–6.
- The Aboriginal PLP team will continue 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 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)	Funds Expended (Resources)	Progress achieved this year
The school evaluates professional learning activities to identify and systematically promote the most effective strategies.	No Cost	Embed professional development on AITSL standards website Staff use online AITSL Assessment tool Embed Professional Observations timetable for all staff Embed Professional Observations documentation for staff to use.
Teachers draw on and implement evidence-based research to improve their performance and development.	No Cost	Embed staff use language of T&L in writing own professional goals Embed staff meetings with supervisors to create a PDP for following year PDP meetings with supervisors to review process are embedded in the process

Next Steps

In 2018 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 2018 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 2018 all teaching staff at Warrawong Public School will be accredited with NESA. 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 school community. 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 permaculture garden
- 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)	Funds Expended (Resources)	Progress achieved this year
All members of the school community share a collective responsibility for student learning and success	No Cost	In conjunction with the LMBR student management electronic role marking system, a procedure of sending notes home to parents was established in 2016. This system has become imbedded in 2017, Students were targeted and interviews conducted along with HSLO intervention. This process highlighted the importance of attending school each day and effectively managed unexplained absences.
Students are self-aware, build positive relationships and actively contribute to the school community and the society in which they live.	\$2 000 \$22 000 Classroom Teacher 0.2 FTE	<p>The READ STRONG WARRAWONG summer reading program is in its second year of operation. It was established to reduce the summer slide in critical literacy levels. It has gone from strength to strength, 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. Lessons have been develop 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>

Next Steps

In 2018 a new school plan will be in place. The school 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. Emphasis will be placed on building community capacity to assist their children 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 Public School'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.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$30 023 – Aboriginal SLSO/Community Liaison Officer</p> <p>\$4 000– Resources and NAIDOC Week Celebrations</p>	<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. ArvoMob– Aboriginal Learning and Cultural engagement program 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>
English language proficiency	\$30 000 – Employ Classroom Teacher 0.3 to allow specialist EAL/D support	<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>
Low level adjustment for disability	<i>\$50 504 – Employ 0.712 Student Learning Support Officers</i>	<p><i>Strategic Direction 1 & 3</i></p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 174 students were referred for learning support.</p>
Quality Teaching, Successful Students (QTSS)	Classroom Teacher 0.23 FTE	Classroom Teacher employed to relieve Assistant Principals from class responsibilities so that they may support teachers in Technology and Focus on Reading.
Socio–economic background	<p>\$28 800 – Teacher Relief</p> <p>\$30 000 – Computer hardware</p> <p>\$19 856 – Employ qualified teacher 0.1 and garden consumables</p>	<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>
Support for beginning teachers	\$13 524 – Teacher Relief, Professional Development	<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. Through Professional Learning Plans and collegial dialogue with supervisors, the beginning teacher was actively engaged in professional learning needs in line with Australian Professional Standards for Teachers and the Teachers Professional development Framework.</p>

Targeted student support for refugees and new arrivals	Staffing Allocation—Qualified Teacher 0.4 and Bilingual SLSO 0.4	<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>
Early Action for Success	1.0 FTE Deputy Principal 1.0 FTE Classroom Teacher	<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 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>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	141	128	138	145
Girls	152	152	131	135

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.5	92.8	92	90
1	91.8	90.4	88.8	89.2
2	92.7	91.5	89.2	92.7
3	91	93.4	91.6	87
4	93.8	90.8	92.5	92.6
5	91.1	94.5	91.2	92.8
6	88.4	89.8	93.9	91.1
All Years	91.5	91.8	91.4	91
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Warrawong Public School revised its Attendance policy as part of the Strategic Direction Building Stronger Communities in 2017. As part of the policy revision a streamlined approach to addressing student non attendance was introduced as well as many positive rewards for attending school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	10.74
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.52
Other Positions	0.4

*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 2017. 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. Of particular focus in 2017 was the attributes of the effective learner.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	95,079
Revenue	3,721,702
Appropriation	3,641,511
Sale of Goods and Services	17,873
Grants and Contributions	60,520
Gain and Loss	0
Other Revenue	0
Investment Income	1,799
Expenses	-3,559,079
Recurrent Expenses	-3,559,079
Employee Related	-3,287,110
Operating Expenses	-271,969
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	162,624
Balance Carried Forward	257,703

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.

The school intends to use funds carried over to establish a large kitchen space and teacher professional learning facilities.

The kitchen will service:

- Breakfast Club five mornings per week
- assist students in our healthy lifestyles program by allowing them to cook food harvested from our permaculture garden
- enable P&C to better carry out fund raising such as sausage sizzles
- assist our Community hub in increasing participation through parent engagement in cooking

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,859,342
Base Per Capita	44,922
Base Location	0
Other Base	1,814,420
Equity Total	772,627
Equity Aboriginal	46,649
Equity Socio economic	505,034
Equity Language	32,318
Equity Disability	188,626
Targeted Total	551,203
Other Total	404,690
Grand Total	3,587,861

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.

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.

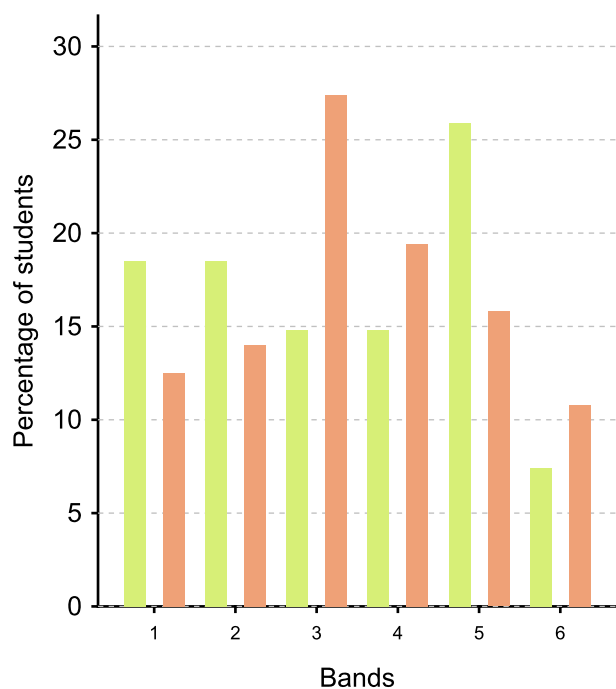
School performance

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.

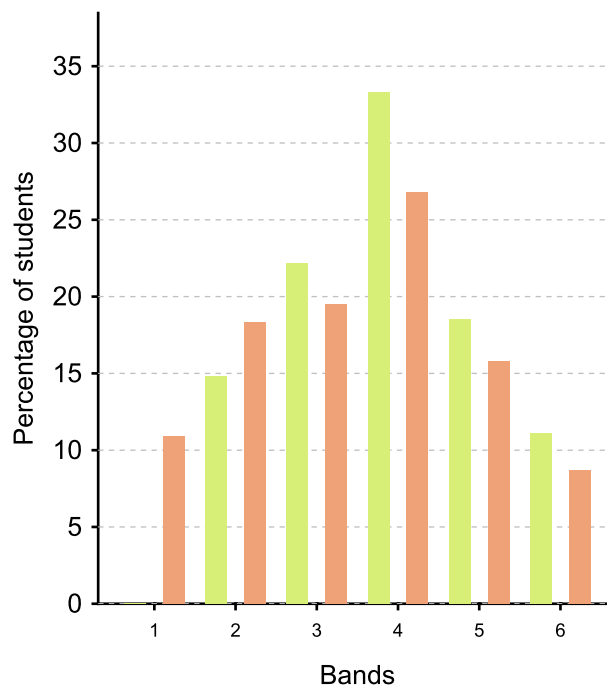
Literacy results are showing an encouraging upward trend with the exception of Yr3 Reading. Yr3 to Yr5 growth data is strong with students displaying above state average growth in all aspects of Literacy other than Grammar and Punctuation where growth is only 0.1 under state growth.

Percentage in bands:
Year 3 Grammar & Punctuation



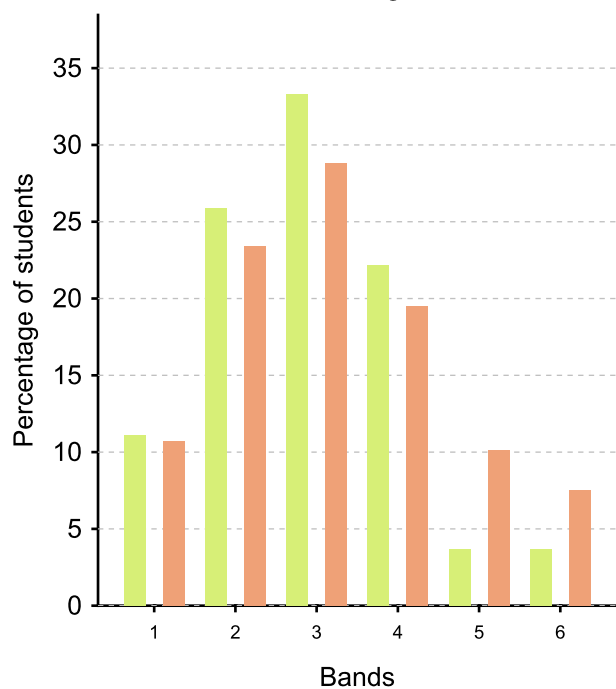
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



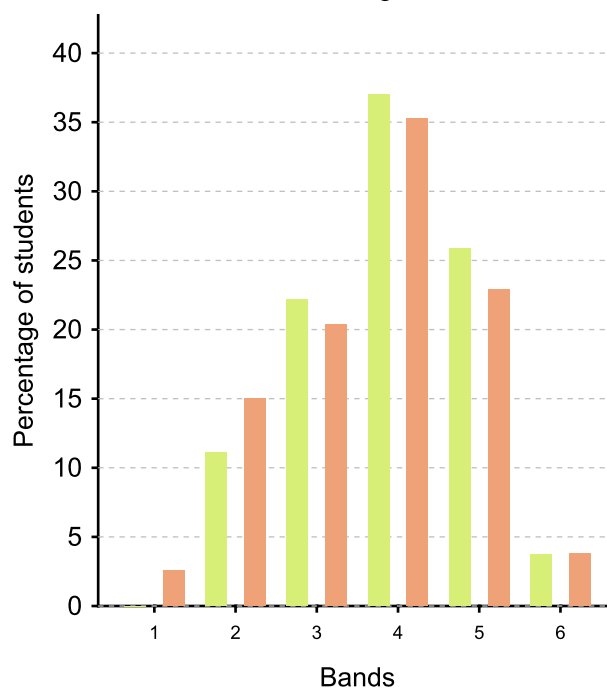
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



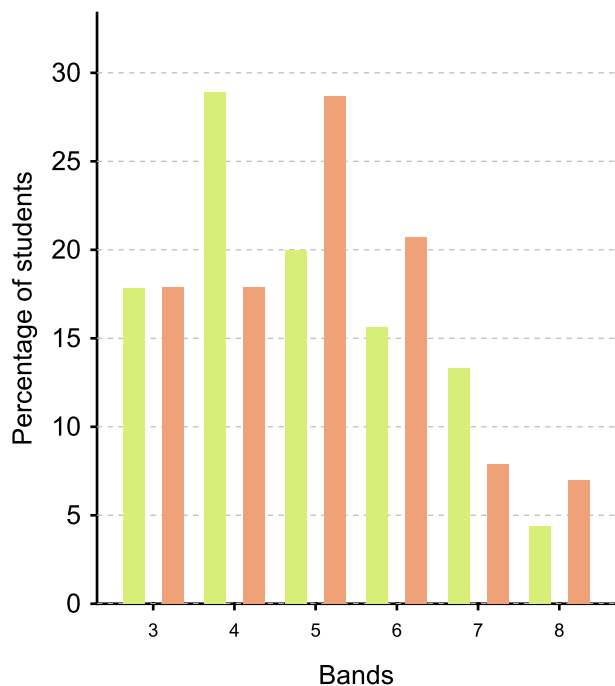
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

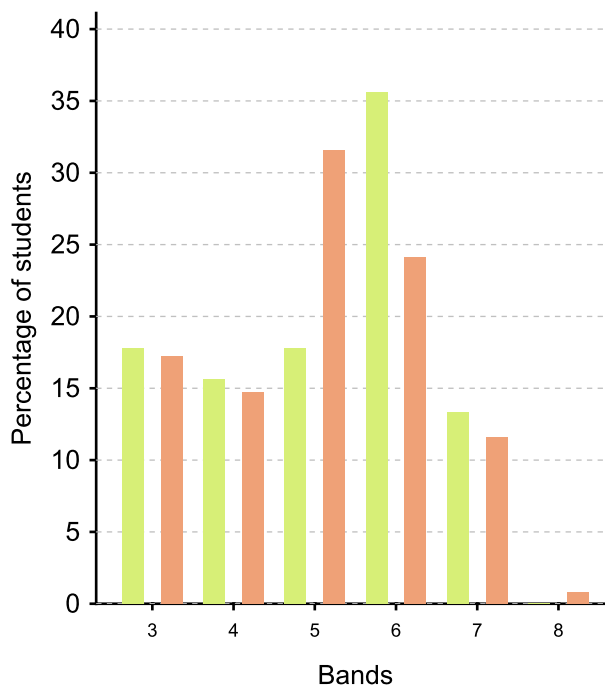


Percentage in Bands
School Average 2015-2017

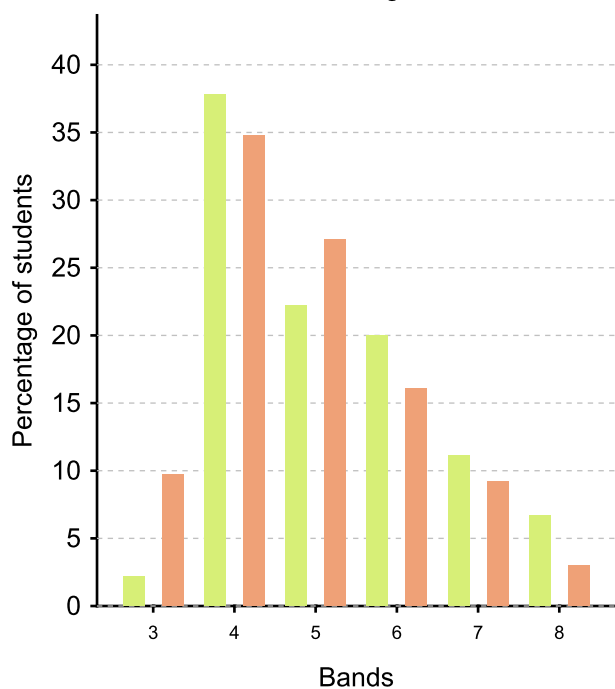
Percentage in bands:
Year 5 Grammar & Punctuation



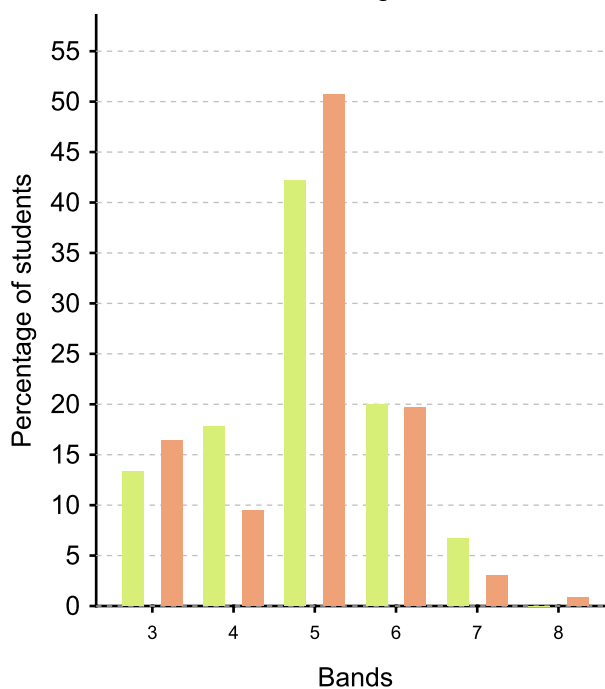
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

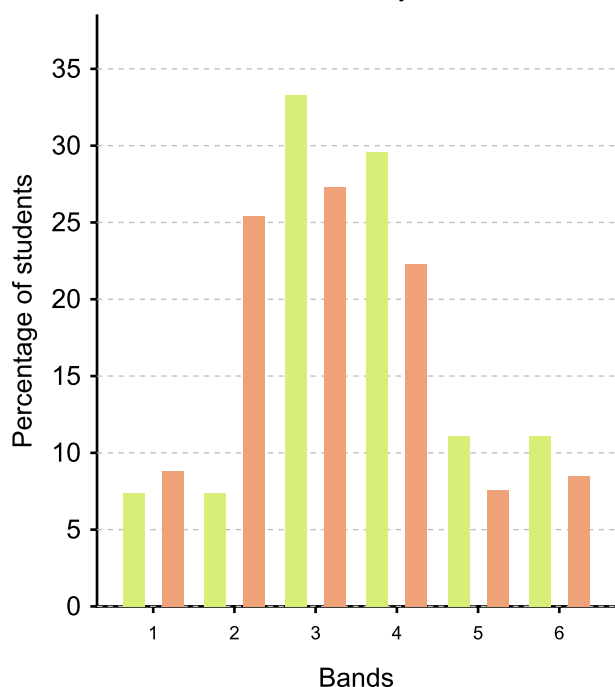


Percentage in bands:
Year 5 Writing



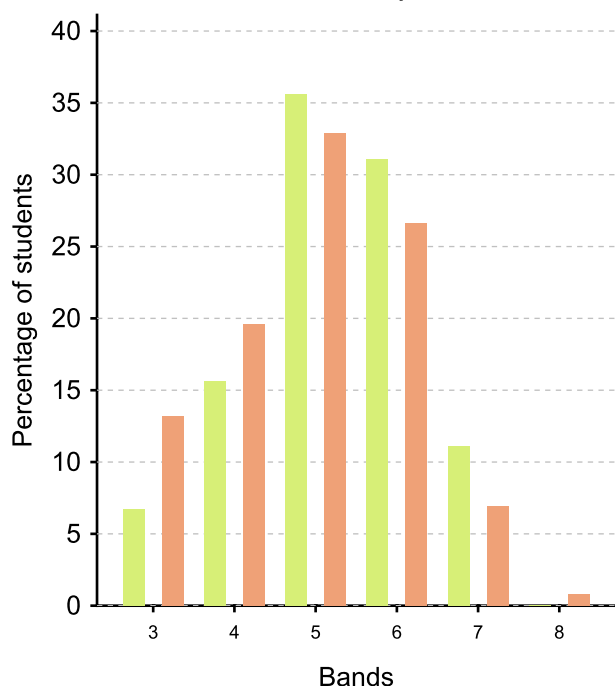
Numeracy data in both Yr3 and Yr5 has continued an upward trend. Yr5 data is particularly strong with 4 continuous years of improvement. Yr3 to Yr5 growth in Numeracy has exceeded State average.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

This year Warrawong Public School increased the number of Aboriginal students achieving in the top two

bands in both Literacy and Numeracy in Yr3. This trend was also represented in Yr5 Literacy and Numeracy data. Yr5 growth in Writing was most impressive with an average growth of 121.2 as opposed to a state average of 53.6.

Parent/caregiver, student, teacher satisfaction

Evidence provided by the *Tell Them From Me* Survey indicated that students at Warrawong Public school experience a positive sense of belonging higher than the average for other government schools in NSW. 84 per cent of students feel accepted and valued by their peers and others at the school compared with 81 percent in the state. 80 per cent of students also feel they have someone at school who consistently provides encouragement and can be turned to for advice. 98 per cent of students also believe schooling is useful in their everyday life and will have a strong bearing on their future. While 84 percent of students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

Policy requirements

Aboriginal education

Warrawong Public School has a current enrolment of 47 identified Aboriginal and Torres Strait Island students and received Aboriginal background funding in 2017. 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 learning goals and creating a joint ownership and responsibility for the students' learning. through the implementation of Arvo Mob were of great success. These programs aim to increase ATSI student engagement through creating a culture of working together and building friendships and partnerships of mutual respect.

- A dedicated week of learning experiences and celebration for NAIDOCAs 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, 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.

Changes to our School Learning Support Team ensure that new arrival students are triaged and assessed within the first week of attending WPS. Appropriate applications are then made and forwarded to relevant support departments.

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.