

Warners Bay Public School

Annual Report



2017



3384

Introduction

The Annual Report for **2017** is provided to the community of **Warners Bay Public School** 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.

Sharon McFarlane

Principal

School contact details

Warners Bay Public School

88 Mills Street

Warners Bay, 2282

www.warnersbay-p.schools.nsw.edu.au

warnersbay-p.School@det.nsw.edu.au

4948 8129

Message from the Principal

2017 has been a very exciting time for Warners Bay Public School. This year, we have celebrated 125 years of outstanding public education. I am very proud to be a part of this wonderful occasion and congratulate our school community on this wonderful achievement. In addition, this school report is significant to me as this will be my last as principal of WBPS. Moving to the role of Director, Educational Leadership in Term 2 2018 after 4 years as Principal, I am proud to reflect on our school community's many great achievements. In 2017 we certainly continued that important focus on student success.

Through many years, our school has had a proud tradition of delivering excellent educational opportunities and experiences for our students. This has included rigorous academic opportunities for all students, with a focus on personalised learning and continuous growth. In recent years, the addition of two support classes in our school for students who have additional learning needs has continued and deepened our proud tradition of being a school where everyone can achieve their best in a safe supportive educational environment.

In addition, our school continues to offer a wide range of extra–curricular activities – gymnastics, boys and girls dance, drumming, guitar, and aerobics. The value of such opportunities for students cannot be under–estimated and contributes significantly to our goal of developing the whole child.

Technology has been and remains a strong focus in our school. In recent years, and again in 2017, we have invested significantly to ensure that students at WBPS have access to cutting edge technology which is embedded meaningfully within teaching and learning across the curriculum. We are supporting students to develop and refine the skills required of 21st century learners to be active and valued leaders and participants of a rapidly changing future.

2017 has been the conclusion of the three year school plan, and in Semester 2, we have engaged heavily in evaluation and planning for the next three year phase. As part of this process, we have also reviewed our school mission statement and how we convey our key messages to our school and wider community.

In collaboration with the P&C and the wider school community, our school has provided a place where learning is fun, and rising to the challenge is the “Warners Bay Way”. I look forward to this focus and commitment to personal excellence continuing for many years to come.

School background

School vision statement

We believe that all children can be successful learners, becoming active informed citizens and leaders of the future. In a culture of high expectations and genuine partnerships, we are committed to quality educational programs in a nurturing and supportive learning environment, promoting equity and excellence for all.

School context

Warners Bay Public School is situated on the eastern side of Lake Macquarie and has a current enrolment of 445 students. We currently have 19 classes from Kinder to Year 6 with 225 boys and 217 girls, including a multi-categorical support class and a class for students with Emotional Disturbances. With a FOIE of 78, our school has a mix of low and high socio-economic status backgrounds. We have 24 Aboriginal students and 19 families with Aboriginal Torres Strait Islander backgrounds. Our staff, including teachers, SASS staff and School Learning Support Officers are a dedicated team of professionals, ranging from those in their first years through to far more experienced staff. The school receives Equity funding for Aboriginal students and for Low Socio-Economic Status families, and EAL/D support for those students who have English as a second or other language. At Warners Bay Public School our school motto is Our Best Always. The school uses the You Can Do It program to recognise the values of Resilience, Organisation, Getting Along, Persistence and Confidence. Each day, all students K-6 recite the school pledge. The school community highly values extra-curricular activities, including boys and girls dance, drumming, gymnastics, and aerobics. Warners Bay Public School is part of the Warners Bay Community of Schools, including Valentine, Eleebana, Biddabah and Warners Bay High School and the Kumaridha AECG. We have a small but supportive Parents & Citizens Association (P&C) who contribute to the school. The school attempts to engage parents in curriculum-related activities including home reading helpers, as well as cultural and other non-academic celebrations.

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.

Warners Bay Public School conducted a thorough analysis and review of school, achievements and successes, and identified areas for development. All staff have been involved in rigorous, evaluative processes, including evidence collection, cyclical examination of the school plan, and mapping of school milestones. This occurred as an ongoing process throughout the year, and as a result we were able to make informed determinations on levels of achievement represented in the School Excellence Framework, Version 1.

In the domain of Learning: Our school has remained focused on Learning Culture, Wellbeing and Curriculum and Learning. Across the school, there has been a continued focus on positive learning culture, student wellbeing, and the need for all parties to be accountable in the learning process. This has included professional learning in relation to effective assessment processes, growth mindsets and the capacity for all students to be continual learners. Continued implementation of school initiatives including PLAT (Powerful Learning and Accountable Teaching) and 5 week data cycles track the achievement of every child across the school. Other initiatives including data walls in classrooms, the continuation of student led conferences with parents where student, class, grade and school data is shared and discussed, and a more consistent, positive approach to student wellbeing has been consolidated and embedded across the school.

In the domain of Teaching: The school has maintained a focus on effective and purposeful teaching, linked directly with syllabus requirements and personalised learning needs. Professional Learning and time for teachers to collaborate, plan, reflect and analyse student achievement continues to enhance teacher capacity and ensure our future directions for students are evidence based.

In the domain of Leading: The school has maintained a focus on developing and strengthening leadership capacity across the school. The development and refinement of Agreed Practices have ensured our documented processes provide explicit information about the school's functioning to promote ongoing improvement. 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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Accountable Teaching and Learning

Purpose

To develop a school culture where all teachers are activators of learning, students are actively engaged in their own learning, and all parties are accountable for their role in the learning process. To ensure a culture of high performance through high level accountability and support for both students and staff.

Overall summary of progress

Developing a culture of high quality programs are activators of learning and allowing students to take responsibility of their learning continues to be in the school. In 2017 staff have deepened their knowledge of syllabus and curriculum requirements, developed programmes that are consistent across the stages by working collaboratively and designed assessments that are aligned with the PLAT markers. Staff have enforced high expectations and built an environment where students take responsibility for their learning which is building the ability to ensure all students engage in their own learning with a growth mindset. The five week data cycle continues to be implemented and refined and evaluative practices in relation to teaching and learning were embedded in to the agreed practice handbook. LST processes were refined, Learning and support referral systems were modified to meet the more immediate needs of students and enhanced enrolment processes were refined and documented in the school. LAST were utilised in specific programs to support students identified in 'Tier 1 and Tier 2' intervention to improve students outcomes and help student reach grade benchmarks. 2017 the Teacher Handbook was implemented across the school. The Handbook provided teachers with explicit classroom practices, programming and assessment outlines for K–6. Staff were provided with professional readings on best practice and pedagogy. Staff utilised strategies from the book 'Explicit Direct Instruction–The power of Well–crafted, Well–Taught Lesson' by John Hollingsworth and Silvia Ybarra to enhance their teaching practice and improve student engagement and outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher handbook developed and implemented in relation to explicit classroom practices. Classroom audits identify the handbook procedures are being followed.	Quality Teaching Successful Students (QTSS) allocation (0.347FTE) \$35,246.00 Equity funding \$20,000.00 Teacher release	Explicitly define, document and implement classroom and management practices across the school. Refine and improve best practice. Amended copies will be made available to casual staff. Executive release to support classroom observations and feedback.
LST process is identifying and supporting students across the school. School data shows interventions are timely and effective, with a reduction in the number of children who are below the Zone of Expected Achievement. 2014 data as baseline data.	Equity funding (\$20,000.00) Professional Learning funds LAST allocation.	PLAT data collected every five weeks indicates that students have achieved Zone of Expected Achievement or greater. Student growth is monitored and PLAT data shows that targeted interventions have been effective in moving students from tiered intervention to Zone of Expected Achievement and Zone of High Performance.

Next Steps

Agreed practices will continue to be implemented inform whole school quality process and assist with embedding and maintaining high expectations across the school. The Handbook will be evaluated to ensure that the processes are effective and relevant. K–6 and refine any processes that need adjustments. Continue to refine their knowledge around assessment practice, and evidence based teaching and learning. Provide increased student opportunities to ensure students are able to take accountability for their own learning through a greater knowledge of "I Can" statements and build an understanding of WALTs, learning intentions in the classroom. Development of Data walls across the school to encourage students to reflect on their learning. LAST and LST processes will continue to be modified to suit the needs of our students, and lesson observations and reflections will continue to ensure that all staff are able to provide quality

teaching in every lesson, ensuring quality learning and student success are evident every day.

Strategic Direction 2

Effective Sustainable Leadership

Purpose

Developing a culture of sustainable, effective leadership, through the provision of targeted support, opportunities and effective feedback to ensure that leadership across the school is effective, sustainable and valued across the school community. To ensure high quality outcomes for all students are reached through high performance leadership, with quality systems around building and maintaining highly effective, sustainable leadership for students, teachers, executive and community.

Overall summary of progress

Leadership continues to be a priority across the school, with a continued focus on

- Aspirant leaders in the school, who are identified, supported and who contribute meaningfully to the school and the system.
- Student leadership initiatives
- Leadership of the school community through school and P&C initiatives

Our school has implemented successfully completed the LMBR implementation process, and the implementation team, led by the Principal and the SAM, Miss Gentle have ensured a very smooth transition between financial and wellbeing processes in the school. Student leadership opportunities continue to develop our senior students in the school, and this includes school parliament and the opportunity for all year 6 students to attend the Young Leaders Day in Sydney each year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Through the use of Guskey thermometer, teachers report that professional development is effective and can identify how this has impacted on the learning / success of students.	Equity funding LSES \$20,000.00 – teacher release to engage in additional, targeted professional learning in relation to quality teaching and learning.	Professional learning is now school based, with a focus on research, and how this relates to current practice and pedagogy. Staff have reported that this model of professional learning is powerful, effective and meeting their learning needs.
100% of teachers have completed Professional Development plans PDPs, have observed peer lessons and have been observed, and can identify strengths and areas for improvement according to Teaching Standards and Quality teaching Framework (QTF)	Equity funding – executive release to support this process.	100% of staff have been able to identify professional goals, linked to data collection and analysis, and demonstrate how this data can be used to positively impact on student learning goals. Staff have also begun to share this information with students in an explicit fashion.
All Executive staff report confidence in leading staff through the school plan, and identifying areas for improvement.	Equity funding LSES \$19,287.00	100% of staff are involved actively in monitoring strategic directions and monitoring / adjusting milestones as required to meet the needs of the school and program implementation. Executive staff have developed confidence in using and leading staff in the use of SPARO and resource management.

Next Steps

- Student leadership opportunities will continue to be enhanced and linked directly to school strategic directions.
- Aspirant leaders continue to have authentic professional learning opportunities and mentoring opportunities to increase their capacity to lead in the school and the system.

- Continue the LMBR implementation process and build capacity in staff to implement Finance and Wellbeing reforms.
- Implementation of the PDP process, aligned to Australian Teaching Standards and reflective practice to ensure professional goals are identified, and supported through mentoring and professional learning.

Strategic Direction 3

Authentic Partnerships

Purpose

Increasing our capacity as partners in learning, ensuring that the wider school community work together, in collaboration and trust, to ensure high quality outcomes for all parties. Targeted strategies to increase all stakeholder capacity as partners in learning, with the ability to engage in authentic, shared understandings about student success.

Overall summary of progress

In 2017, the school increased their capacity as partners in learning. This ensured that the wider school worked together in collaboration and trust. This has enabled high quality outcomes to be accessible for all parties involved.

The school Facebook page continues to increase engagement and communication with our wider community. The Facebook page is currently followed by 491 people. This is an increase of 191 since 2016.

The school has completed extensive surveying from key stakeholders across the school. This has enabled evidence to be collected, which will help build collaboration and trust across the school. Parent surveys have indicated that 93% of parents are satisfied with the direction that the school is undertaking. Similar percentages were also evident across student surveys. 95% of students are proud of their school and happy to be at Warners Bay Public School. 85% of staff indicated that they were satisfied with being a member of the Warners Bay Public School team. These strong positive indicators also reflect an increase in community involvement at wider school community events, such as student-led conferences, parent and teacher meetings and specific community days, such as NAIDOC Week celebrations.

Partnerships with external providers have improved through the creation of a database that lists all of those providers that work inside the school. This has enabled the school to work closely with these providers and develop strong partnerships that improve student outcomes.

Community Liaison Officer role has been established. This enables a greater support of the school community, through improved communication. CLO establishes links with the wider community that strengthens partnerships that improves student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Surveys and school data show an increased level of engagement with the school.	Executive release – Equity funding (already costed) TPL – \$5000.00	Surveys show a high level of parent satisfaction with the school. Increased communication initiatives provide information in relation to parent engagement and specific areas of increased engagement. Facebook Page is reviewed and page 'likes' are analysed.
Using the Community Engagement Matrix, school data shows a progression from Involvement to Participation Level 2 or greater.	Equity funding (\$20,000.00)	Community Liaison Position was established to support community engagement in school initiatives and also to further engage parents as partners in learning.
Through the exit survey, Yr 6 students identify areas of partnership and connectedness in their learning and areas of improvement for school leadership. Student	Survey monkey – \$200.00	Students have indicated that the annual Year 6 survey is a powerful way for them to have a say in an honest and transparent way about the strengths and identified areas for improvement across the school. Recommendations are shared and incorporated into the future directions of the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
recommendations are triangulated and incorporated into the school plan.		school.

Next Steps

In 2018, our continued focus will include:

- Initiatives from Connecting to Country training will continue to inspire and support staff in making connections with the wider Aboriginal community at Warners Bay Public School.
- Facebook will continue to go from strength to strength. A wider approach will incorporate lesson content and school wide initiatives. This will enable the whole school community to make stronger connections to student learning through social media.
- Informative Parent information brochures will be distributed.
- Community Liaison Officer will continue to promote communication to the wider community and increase involvement whilst offering opportunities and increase engagement across the school.
- External community providers will continue to support school initiatives and provide services that reach the wider school community; this will include initiatives such as Breakfast Club.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$19 044.00) 	<p>Funds have been expended to increase the cultural competency of all staff, with targeted staff attending Connecting to Country training, and then sharing these skill knowledge and understandings with staff.</p> <p>Funds have also been expended to support greater involvement in the school by our Aboriginal community, to release staff, catering and also to support NAIDOC week events.</p> <p>Ensuring staff have greater capacity to support the academic, social and cultural needs of our Aboriginal students has been a priority for 2017. This will continue to be a focus for 2018.</p>
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$6 961.00) 	<p>Students who have EALD and staff working with these students have been provided with additional support, including LAST support. These students have been tracked and growth checked every five weeks. Parents have been involved in this process, and interpreters involved as required.</p>
Low level adjustment for disability	<p>(including \$91, 417.00 as 0.9 FTE staffing)</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$131 366.00) 	<p>Learning and Support Teachers used to support student learning needs across the school, and to support teachers in supporting students – across all ability ranges.</p>
Quality Teaching, Successful Students (QTSS)	<p>0.347 FTE staffing component</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$35 246.00) 	<p>This staffing entitlement supported teachers to refine practice, conduct observations and access instructional leadership support in the school. Teachers reported that these opportunities were a highly valued part of their professional learning.</p>
Socio–economic background	<ul style="list-style-type: none"> Socio–economic background (\$59 287.00) 	<p>This funding supported students to ensure success through increased LAST allocation, time for teachers to reflect on practice, pedagogy and student data to drive teaching and learning.</p> <p>Two CLO positions were created as 0.2 x 2 days to support community engagement and authentic partnerships with the school. Survey data showed that this role was valued, and increased wider community engagement with the school. However, there was minimal amount impact identified on the bringing parents as partners in to the school.</p>
Support for beginning teachers	<ul style="list-style-type: none"> Support for beginning teachers (\$17 513.00) 	<p>This funding supported our beginning teachers through additional release time to plan, prepare and engage in mentoring relationships with experienced teachers. This funding also facilitated beginning teachers attendance at specific, targeted professional learning opportunities.</p>
Technology	<ul style="list-style-type: none"> Community use of school buildings (\$40 000.00) 	<p>Funding allocated through the hire of school facilities ensured that students and teachers had updated, effective technology in the classroom. This allowed students to engage</p>

Technology	• Community use of school buildings (\$40 000.00)	effectively in an interactive manner across a variety of learning environments (library, classroom, playground) through a variety of technological devices / tools and means (Commbox, laptops, wireless, and ipads).
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	218	207	226	222
Girls	204	207	215	217

Our school enrolments have steadily increased over recent years, with the addition of two support classes and additional mainstream classes. In 2017 we have 17 mainstream classes and 2 support classes.

We anticipate that in 2018, our school will have 456 students and 20 classes overall (18 mainstream and 2 support classes).

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.9	95.9	95.4	95.9
1	94.7	95.2	94.5	93.7
2	95.3	95	95.2	95.6
3	93.6	94.9	94.2	94.1
4	94	94.2	94.1	95.2
5	94.6	95.3	94.2	94.6
6	94.6	95.2	94.5	94
All Years	94.8	95.1	94.6	94.7
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

Attendance remains a priority in our school, and is regularly monitored by classroom teachers, Assistant Principals and the Learning Support Team. Attendance reports are tables at Stage meetings, executive meetings and Learning Support Team meetings.

Regular communication with families in relation to attendance is an essential element of our school Attendance Strategy. Regular and explicit communication with families in relation to student attendance remains an essential element of our overall attendance strategy, and ensuring students are aware of their attendance patterns is also an integral part of this strategy.

This strategy will be enhanced in 2018, and include modification of assembly times and SMS communication.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.93
Teacher of Reading Recovery	0.71
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.22
Other Positions	0

*Full Time Equivalent

In 2017, we have no staff identifying as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	66
Postgraduate degree	34

Professional learning and teacher accreditation

The Staff at Warners Bay Public School is focused on delivering quality, purposeful lessons and the continual improvement of classroom practice. As part of delivering quality education to all students, a targeted professional learning timetable was created that aligned to the school plan and to the strategic directions. The Staff have also been involved in professional learning that has built the capabilities of early career teachers, current teachers and aspiring and current leaders. Professional learning has been formal as well as affording staff opportunities to build upon their own knowledge and capacity through collaborative work with peers. Ongoing support has been provided for teachers working towards accreditation with NES and for those who are working to maintain their accreditation.

Some of this professional learning included:

- Mandatory training: asthma training, CPR, anaphylaxis, Child Protection and Code of Conduct
- Staff meetings and stage meetings: PDPs, CTJ, data collection and analysis, reporting guidelines, policies, programming, collaboration and sharing resources, targeted training which all contributed to strategic directions and milestone implementation
- Staff Development Days: Simon Breakspear – Future focused learning, Spelling mastery, Aboriginal Education, Science and Technology, Vivienne White – Big picture
- Leadership: LEAP conference, Aspirant Leaders Course, PEN Network Group, Ignite the Spark, Fuel the Fire: three teachers attended a course that focused on innovative ideas and programs to differentiate the curriculum, My PL training
- Learning Progressions: trialling – 2 teachers attended training and trialled the progressions, Teachers trained the staff in the use and implementation of the learning progressions
- Technology: implemented whole school scope and sequence, 2 teachers attended a workshop about using Google effectively, 3 teachers attended training in technology use in the classroom
- LAST: Network meetings – resource sharing, programming ideas, networking with others
- Outside Medical Professionals: Speech Pathologist–Hunter New England Health training for both teachers and parents/caregivers. Hearing– Otitis media delivered by David Hamilton (IST) for all staff. John Hunter Hospital: Haemophilia awareness for all staff
- Special Education: Two teachers attended a 3 day conference offering a variety of workshops, one teacher attended training on ‘distressed students’
- PLAT: meetings, tiered intervention, LAST processes and support
- ‘The Bay’ Community of Schools (CoS): stage groups met at each of the 4 schools once a term –

conversations

- Professional Reading: Explicit Direct Instruction – Hollingsworth, Behaviour Solutions for the Inclusive Classroom – B Aune, B Burt, P Gennaro
- Online Training: Fraud and corruption, Disability Training, SMART (Strategies for Managing Abuse Related Trauma) Program
 - Literacy: Reading Recovery Training, writing rubric, writing analysis, identified criteria– CTJ
 - Instructional Leader: Running records, writing, mentoring in the classroom
- Agreed practice: reviewed book, updated information, consistency
- NAPLAN: analysis, strengths, comparison, growth charts, item analysis, NAPLAN online training
- Wellbeing: School counsellor updated all staff on information re– support unit students, 3 staff members attended ‘Connecting to Country’ training
- SASS: attended LMBR training and a SASS conference, First Aid, as well as mandatory training
- Other: Valid Course, Federation PL – maths and play based learning, Beginning teachers conference

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	201,512
Revenue	4,183,535
Appropriation	3,820,189
Sale of Goods and Services	99,963
Grants and Contributions	259,653
Gain and Loss	0
Other Revenue	0
Investment Income	3,730
Expenses	-4,189,200
Recurrent Expenses	-4,189,200
Employee Related	-3,765,330
Operating Expenses	-423,870
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-5,665
Balance Carried Forward	195,848

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	2,777,555
Base Per Capita	69,236
Base Location	0
Other Base	2,708,318
Equity Total	216,657
Equity Aboriginal	19,044
Equity Socio economic	59,287
Equity Language	6,961
Equity Disability	131,366
Targeted Total	531,678
Other Total	216,144
Grand Total	3,742,033

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.

In 2017, our Year 3 Reading results showed an increase in the number of students in the top 2 bands – from 47% in 2016, to 49% in 2017. This was just below state at 50%. Year 5 Reading results showed a slight drop in the number of students in the top 2 bands, from 39% in 2016 to 35% in 2017. This result was just less than State at 39%

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	8.6	12.1	12.1	19.0	15.5	32.8
School avg 2015-2017	2.9	6.5	15.8	17.6	25.2	32.1

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	8.5	15.3	6.8	20.3	23.7	25.4
School avg 2015-2017	4.7	10.6	12.3	17.3	19.2	36.0

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	8.6	20.7	13.8	15.5	27.6	13.8
School avg 2015-2017	4.1	11.2	15.9	21.4	28.4	19.1

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	5.2	5.2	29.3	27.6	25.9	6.9
School avg 2015-2017	3.0	3.6	17.9	28.0	33.9	13.6

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	3.5	14.0	19.3	24.6	17.5	21.1
School avg 2015-2017	3.9	9.8	20.4	23.4	21.1	21.4

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	3.5	12.3	14.0	35.1	14.0	21.1
School avg 2015-2017	3.1	10.6	20.0	26.8	21.9	17.5

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	1.8	3.5	26.3	33.3	21.1	14.0
School avg 2015-2017	3.9	7.2	21.6	27.5	25.1	14.7

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	7.0	8.8	38.6	35.1	5.3	5.3
School avg 2015-2017	6.5	10.3	34.5	37.6	6.6	4.7

In Numeracy, our school had 29.3% of students in the top 2 bands in Year 3, and 31.1% in Year 5 Numeracy.

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.

The Premier's Priorities remain a focus for our school and are embedded in our school plan. They are reflected in our teaching and learning and Wellbeing programs.

Bump It Up is a focus for our five weekly data collection and analysis. This has included "putting faces on data", and moving students achieving in the middle bands of NAPLAN and school data towards achievement in the higher bands.

All Aboriginal students are supported to ensure their learning and wellbeing needs are being met in our school.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

We continue to survey all shareholders at our school to assess levels of satisfaction and to receive feedback about successful programs and about areas for improvement across our school. The surveys target both general areas of satisfaction with the performance of our school in educating children, plus a more detailed look at specific programs and performances and opportunities currently operating. According to our survey results, both parents and students are very happy with the overall tone of our school. Over 93% of parents agreed that their children feel proud of our school and are very happy to attend each day, with a similar percentage of students feeling just as positive. 85% of the Staff are also very happy to be members of the Warners Bay Public School team. Parents and students continue to be impressed with the variety of opportunities offered in Creative Arts and extra-curricular activities, and are happy with the new PE program operating in our school. A large majority of students are extremely enthusiastic about the PE program, and the staff are also very positive about changing attitudes and developing healthy lifestyle choices.

An area that was identified last year for future streamlining was in communication and parents are happy with increased use of our school Facebook page and our School App as extra means of communication. The number of parents frequenting our Facebook page has increased dramatically in the last 12 months from just under two hundred to nearly five hundred users. Parents continue to be happy with information received from the school through our newsletter, and also through Parent/Teacher interviews, Student Led Conferences and the Kinder

Policy requirements

Aboriginal education

Aboriginal Education

Warners Bay Public School has an enthusiastic Aboriginal Education team who continue to work extremely hard to ensure all students receive the best possible education. It is a priority for all staff to promote amongst all students the knowledge of Aboriginal culture and history. For our Aboriginal students, 2017 has been a year of significant improvement across Key Learning Areas. Targeted projects have supported students throughout the year, including:

- Teacher professional learning on cultural awareness. Three Staff members attended Connected to Country training. Whole Staff training was then completed when the teachers returned to school.
- Use of mGoals website.

- Strong focus on attendance, engagement, high expectations and self-regulation.
- Personalised Learning Plans in place for all students.
- Parents/Carers and community members have taken part in a group to answer specific focus questions, providing feedback to executive at the school in order to plan for the future and meet the needs of our Aboriginal students.
- Recognition of cultural identity continues to be enhanced with cultural perspective lessons and through extra-curricular activities such as NAIDOC Week celebrations.
- Continued focus on building partnerships with our Indigenous community and to develop knowledge and understanding
- The expansion of mGoals, enabling Aboriginal students in our school to upload special information about projects, performances and local cultural knowledge.
- Strong links with the School Learning Community has continued to ensure that all Indigenous students are supported throughout their education.
- Students have input into creating a personalised 'Welcome to Country'. This is then presented at Special Events and Weekly Assemblies.
- Made connections with the High School and established open communication to commence participation in COS dance group in 2018.
-

productive and effectively utilised resources to ensure that Warners Bay Public School has improved practice and procedures to best support the learning of all students. We have streamlined the LST procedures to ensure sustainability and focus on specific needs of the students.

An LST handbook was implemented across the school and collection of data was made accessible to all staff. This information and data collection was used to provide timely support for students requiring intervention.

The LAST implemented a program called GROW (Great Reading Opportunities at Warners BAY) which involve the LAST identifying students that were below the expected zone of achievement and required Tier 1 and Tier 2 interventions in reading. The students were given highly effective short term intervention in small groups every day. This provided students with more opportunities to read and write.

Continued use of the LAST referral slips allowed teachers to target specific areas of need across the KLA's and resulted in students getting additional help with in the classroom. This has resulted in more students receiving assistance and support across the school.

The LST and LAST have continued to build on working with the community to support our students. Parent meetings (IEP's and PLP's) have been used to gain a better understanding of student needs and built up support networks for the students.

Multicultural and anti-racism education

Warners Bay Public School takes great pride in a highly inclusive, supportive learning community, where all students are valued and supported. We have a range of students across the school with multi-cultural backgrounds and 5% of students who have English as an additional language. Across all classes and in all teaching programs, respect for all cultures in an expectation and embedded across all KLAs. Harmony day celebrations were a highlight in the school. This year's theme was 'Everyone Belongs'. Students across all classes were involved in investigating a range of cultures and cultural activities. Tolerance, Respect, understanding and acceptance of diversity are core expectations for all students and staff, they are actively encouraged and taught, and this is communicated to the community, through written and verbal communication.

All staff have undergone professional learning in relation to Anti-racism and how to manage potential/ actual situations proactively and promptly. This professional learning is ongoing and embedded into the staff's professional learning timetable.

Other school programs

LEARNING AND SUPPORT TEAM

Throughout 2017, the LST and LAST have been

READING RECOVERY

During 2017 at Warners Bay Public School:

- 1 Reading Recovery trained teacher supported the school community.
- A total of 4 students received one-to-one Reading Recovery support.
- Of this total cohort, 3 students successfully completed Reading Recovery and reached the average level of their class in reading and writing.
- 1 student was/were referred for further specialist help.
- 0 students did not have time to complete Reading Recovery and will be carried over to complete the program next year.
- 0 student has transferred to a different school.
- On average, students took 67 lessons spread over 16 weeks to successfully complete Reading Recovery.
- The average (teacher and student) days absent for all Reading Recovery students in the school who completed the program was 7 days.
- The male/female proportion of students participating in Reading Recovery was 2 male and 2 female

SPORT

Students at Warners Bay PS continue to participate in a

variety of sporting activities as we try to provide as many sporting opportunities as possible. As educators we want parents to know that sport provides so many benefits to students in learning new skills, improving confidence and self esteem, working cooperatively in a team as well as the obvious health and fitness benefits. This also helps learning in the classroom. 2017 Highlights and Achievements include:

- Participation in the PSSA (Primary Schools Sports Association) knockout carnivals and PSSA gala days in various sports including soccer, rugby league, cricket, netball, T-Ball and touch football. At the gala days we had over 120 of our students participating at junior and senior levels. We also had three students participate at a NSW State level in swimming and athletics representing Hunter Region.
- Successful school carnivals in swimming, athletics and cross country were conducted for all primary students. Infants students participated in the school's athletics carnival.
- School teams had quite a lot of success, with the rugby league team performing well at the Knights knockout, without quite making it to the finals. The boy's cricket and the girl's netball team also performed very well and will only improve as there were a lot of younger students in the team. Both the boys and girls soccer teams performed well in their knockout games without progressing past the third round.
- The whole school PE Program continues to be very successful with all students engaged and enthusiastic about participating in a range of sporting activities and acquiring new skills. There has been a noticeable improvement in attitudes and skills across all ages as a direct result of the PE program.
- Students in Years 5 and 6 participated in Milo Cup Cricket clinics run by the NSW Cricket involving both boys and girls teams, and all students from Year 3 to 6 participated in Rugby League workshops over 3 weeks run by the Newcastle Knights.
- Over 60 students participated in our Learn to Swim program conducted in the last 2 weeks of Term 3. This continues to be a very worthwhile and popular program.

CREATIVE ARTS

Warners Bay Public School prides itself in running a strong Creative Arts program. Students are afforded the opportunity to participate in a range of activities that are taught by qualified tutors. Students can demonstrate their creative flair through our dance, drama, music and visual arts programs. This year, students were able to take part in:

Dance Group continues to be the most popular extra-curricular activity, with over 80% of girls and 40% of boys participating in weekly lessons. The program is open to all students K-6 and lessons are taught by Miss Teegan Jones and Mrs Roleder Lane. Throughout the year, the students were provided with the opportunity to perform at the 25th Star Struck, Hunter Dance Festival,

Education Week at Charlestown Square, Wallsend Winter Fair and the school's 125th Anniversary Spring Fair Markets.

Star Struck is the perfect platform to showcase our students who have a passion for dance and drama. 2017 saw two movement groups and a drama group from our school perform as part of this outstanding production. The 48 students worked extremely hard and displayed dedication and commitment by attending the numerous rehearsals and 4 shows. Having the opportunity to perform in front of an audience of 5,000 people, is truly amazing.

Rock Band was initiated in 2017. The band, named "Back 2 Basics", consists of two guitarists, two drummers and three vocalists. It is comprised of students from Year 2 to Year 6. Practice takes place in the Rock Band room every Monday afternoon between 3:00 and 4:00pm. The band performs for audiences both at school and in the wider community, including venues such as Charlestown Square and the Wallsend Winter Fair. On occasions, guest musicians come and teach band members new skills.

Primary Choir

Consists of students from Years 3-6. Students are not required to audition to join the choir as the aim is to have fun! The Primary Choir practises weekly during lunchtime, and occasionally has a guest singer come and teach the students new skills. The choir performs regularly, and this year has participated in events such as: Music: Count Us In, the local Education Week celebrations, the ANZAC Day Ceremony and many more.

Drumming and Guitar are taught by 2 local musicians; Mr Aaron Hood (drums) and Mr Paul Nickerson (guitar). Students from Years 1-6 are able to join these programs which aim to:

- enable children to enjoy music and play for other people's pleasure
- teach children to play as part of an ensemble and encourage team spirit
- provide performance experience, build confidence and self esteem
- introduce and develop an appreciation for a variety of music

AEROBICS

We had a tremendously successful School Aerobic program in 2017. Three teams were entered across different categories. Training sessions were held before and after school, and during lunch times. Approximately 25 students participated in the program. The youngest team, coached by Miss Teegan Jones was our Future Legends - 'Wildfires'. They competed at the Autumn Challenge, State Preliminary Trials and State Finals, where they secured 2nd place. The second team, which was our only boys team, coached by Mrs Roleder Lane was in the All Boys category. The 'Warriors' competed at the Autumn Challenge, gaining 1st place. At the State Preliminary Trials and State Finals they

came 2nd. The boys excitingly qualified for Nationals at the Gold Coast and came in 4th place. Our final team, 'Whirlwinds', coached by Miss Lisa Bath were continuing from last year and were in the Primary Stage 2 category. They came up against some tough competition coming 1st at Autumn Challenge, 3rd at State Preliminary Trials and 5th at State Finals. Their last result normally wouldn't have allowed them to qualify any further, but as the scores were so incredibly close they were invited to Nationals at the Gold Coast. The 'Whirlwinds' achieved 1st place, becoming National Champions for 2017. A special thank you needs to be dedicated to Miss Emily Forbes–Morton and Mrs Megan King, who volunteered countless hours in assisting with coaching and providing valuable feedback to all three teams. This contributed in leading to their successes at each competition.

GYMNASTICS

Another successful year of Gymnastics for 2017, coached by Miss Lisa Bath. This year, K–2 classes had the opportunity to participate in gymnastics lessons on a fortnightly basis through CAPA group rotations. They were taught the basics in the areas of movement, balance, strength, flexibility and coordination. The students thoroughly enjoyed these lessons as they have done in previous years. Three elective extra–curricular gymnastics classes ran this year as well. These catered for students who were trying it out for the first time, through to those who have been participating for several years. Approximately 75 students participated each Friday in these classes. During lessons, students learn basic skills in gymnastics, and as they become competent move into more challenging activities based upon floor and mini–trampoline activities.

PHYSICAL FITNESS PROGRAM

The WBPS Daily Fitness program continued this year, taking place over 3 mornings before classes commenced. The Tuesday session consisted of all classes K–6 participating in choreographed routines, led by Miss Lisa Bath and the Year 6 leaders. This focused on gross motor, aerobic style activities. Wednesday morning sessions varied throughout the year to support student interest and whole school programs. This included the addition of skipping activities to support Jump Rope for Heart, and a Cross Country style walk/run with a stretching session to finish. Thursday sessions ran as a normal Daily Fitness morning. This program has again been successful in engaging students in physical activity and has helped them to focus, ready to start learning for the day.