

# Warrawee Public School

## Annual Report



2017



3390

## Introduction

The Annual Report for **2017** is provided to the community of **Warrawee 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.

Carrie Robertson

Principal

### School contact details

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# School background

## School vision statement

At Warrawee Public School we empower students with creative skills, practical knowledge and critical understandings, as well as the confidence and courage to embrace life's opportunities with resilience, responsibility and respect. At Warrawee Public School we value and celebrate difference.

## School context

Warrawee Public School is a vibrant and happy place to be. Our parent community is actively involved in supporting the school and the students both in the classroom and beyond. Each year the Warrawee P&C Association organises both social and fundraising opportunities for our families and this support is greatly appreciated.

In 2016 our students were grouped into 23 mainstream classes from Kindergarten to Year 6 and three support classes.

Warrawee students are provided with a multitude of different learning experiences including sport, dance, band, choir and chess. Encouraging children to try new things, have a go, have fun and to be an enthusiastic participant in all activities are central to the core values of the school. Our students are encouraged to do their personal best, to be considerate and tolerant of others, to have personal pride and to be responsible citizens.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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.

In the domain of Learning, we have focused primarily on wellbeing, curriculum and learning and ensuring high levels of student engagement. We are continuously focusing on our school values of Respect, Responsibility and Personal Best and the 4 C's of 21st Century learning (communication, collaboration, critical thinking, collaboration and creativity) through project-based learning, STEM (Science, Technology, Engineering and Mathematics) projects in Science lessons and enrichment classes. We have seen strong results in NAPLAN with 89.7% of students achieving expected growth in numeracy from Years 3 to 5 and in reading 84.1% did the same.

Our major focus in the domain of Teaching has been on collaborative practice for classroom teachers and excellence in educational practice. We have utilised the Quality Teaching, Successful Students (QTSS) staff allocation to ensure quality teaching practices that enhance student outcomes. Teachers have participated in lesson observations, collaborative programming, team teaching, meaningful feedback sessions and more which has led to staff developing evidence-based practice through their reflections and evaluations of collective work.

In the domain of Leading, the school leadership team has focused on having high expectations and strong community engagement which has resulted in sustained and measurable whole-school improvement. There is strong evidence of parallel leadership and leadership roles being shared among all staff. We have three relieving Assistant Principals and staff members who will be looking into higher level accreditation in 2018 and several looking for promotions.

The new approach to school planning, supported by the new funding models, is making a major difference to our school improvement across all three domains. Our self-assessment process will further assist us to refine our strategic priorities and lead to further school improvement and greater student success. Our achievements and future directions are outlined in the following pages of this report.

For more information about the School Excellence Framework:

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

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:

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

## Strategic Direction 1

Engage all learners in a dynamic, integrated and meaningful way

### Purpose

To ensure that quality teaching and learning programs are differentiated so that learning is meaningful, purposeful, and connected to the changing world; and to empower students to set aspirational educational goals and achieve them.

### Overall summary of progress

K–6 students engaged in Project Based Learning highlighting Maths around us. All students very actively engaged in investigating and responding to authentic, engaging and complex challenges offered. These projects, provided opportunities for students to learn how to take initiative and responsibility, solve problems in teams, communicate ideas, and manage themselves effectively.

A visit by illustrators and authors engaged all students K–6 and connected them to the literate world around. Literacy groups took on a new perspective as new games were introduced across the school to enhance the literacy program in spelling, reading and writing. Writing groups across the years were implemented with very positive outcomes.

In 2017 a teacher representative from each stage at Warrawee Public School engaged in Teacher Professional Learning to help drive a STEM project across all stages. Warrawee Public School will continue to collaborate with St Ives North Public School mentoring program to assist in the STEM Project commencing in 2018 to help develop learning experiences with project based learning strategies.

A specialised STEM room has begun construction to create a flexible learning area that students can collaborate and communicate their ideas, building necessary interpersonal skills, generating critical and creative thinkers and problem solvers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Teachers K–6 will be up skilled in the use of PLAN data and awareness of the literacy and numeracy continuum to develop lessons and differentiate content of teaching and learning programs.	SLSO – Literacy and Numeracy	All teachers continue to map students on the continuum for literacy and numeracy which allows teachers to understand the abilities of all students and differentiate to cater their needs.
1. Increase the % of Year 5 students achieving greater than or equal to expected growth in NAPLAN reading by 5% annually.	Learning and Support allocation	84.1% of our Year 5 students achieved expected growth in reading in 2017 compared to 72.1% in 2016.
1. The evidence of greater student engagement as a result of teacher professional learning. Feedback from students and parents in student and parent conferences	Teacher Professional Learning	There has been an increased awareness of conferencing and application of conferencing and feedback. This has led to initiating Visible Learning and 3-way conferencing as part of our 2018–2020 school plan.

### Next Steps

Build student capacity to become confident, aspirational, and reflective learners by ensuring that students set learning goals, regularly reflect on their learning, know what the learning intentions of each lesson are, know the success criteria

and are able to share thoughts, ideas and opinions with peers and teachers.

## Strategic Direction 2

Excellence in educational practice

### Purpose

To ensure that staff is equipped with the skills, knowledge and understanding to provide quality teaching and learning programs that are differentiated, innovative and connected to the real world.

### Overall summary of progress

All staff engaged in Professional Learning, in line with by the Australian Professional Standards for teachers. For example, teachers were upskilled through writing workshop called Seven Steps of Writing. Collaborative programming using Google Docs and peer observations were increasingly accepted and adopted in 2017. These initiatives encouraged great quality teaching, fostered creativity and inspired learning. Teachers increasingly to reflect on their pedagogies and enhance their classroom practice as well as assist students to reach their potential, which reflected in our NAPLAN results.

Warrawee Public School has continued to review, maintain and update systems to support digital technologies. Warrawee maintained the employment of external experts to maintain digital equipment and ensure it continues to function correctly. Continued use of iPad and laptops and increased use of Google classroom have allowed hands on learning providing real time progress and feedback.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Results of school assessments measured against the literacy and numeracy continuums reveal improvements in student learning outcomes.	QTSS funding	90% of Early Stage 1 students have met stage expectations in literacy  100% of Early Stage 1 students have reached stage expectations in numeracy
Teachers are developing class programs that meet the needs of all students.	QTSS funding	Increased collaboration amongst teachers and regular Teacher Professional Learning has led to improved lesson planning and differentiation.
All teachers have a targeted Performance & Development Plan and follow the professional standards.	QTSS funding	All staff is increasingly utilising PDPs as a tool to reflect on their pedagogy in light of professional standards.

### Next Steps

Build teacher capacity in using evidence-based teaching practices to improve student outcomes of diverse learners.

Teachers will participate in a Dylan William Embedding Formative TPL package

## Strategic Direction 3

Developing strong, supportive and innovative partnerships

### Purpose

To develop global citizens who are responsible, resilient and compassionate human beings.

To enrich the learning experiences of our students by utilising the knowledge, expertise and talent available within our school community.

### Overall summary of progress

Project-based learning offered exciting opportunities, deep understanding and knowledge for students to make meaningful connections to their lives and the school environment.

Strong partnerships with our parents and community are also evident during various school events. Students benefited hugely from the support from community members during MiniLit, Multilit, class reading and assistance during literacy groups. Similarly, parents and representatives of the P&C last year helped the librarian organise and run the annual bookfair, raising funds to purchase new and engaging readers.

Once again, the Powerful Project was a successful community project bringing students from neighbouring schools together in an innovative way. Year 9 mentors from Turramurra High School coordinated small groups of students from our school as they steered student learning in an environmental task.

The students were able to report to the community various ICT initiatives through Warrawee's fortnightly newsletter. Students were also able to use online web based applications to further enhance their learning through discussion boards, education gaming, access to student web library and coding. This helped the accommodation of different learning styles therefore involving the students in a more active experience.

Warrawee Public School continued to network and collaborate with staff from Turramurra Learning Community via the Teacher Professional Learning staff development day, to enhance, plan and support our progression on the School Excellence Framework.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase number of students achievement of high level awards and platinum level	\$250	60% of students achieved a platinum award compared to 52% in 2016.
Increase in opportunities available to students	Powerful Project – 2 release days  Learning Support – Low level disability funding  Enrichment – QTSS	Project based Learning, learning support, enrichment, and guest speakers provided opportunities to students of varying interests and abilities.

### Next Steps

Improve student wellbeing and enhance student learning by embedding collaborative decision making and meaningful partnerships with the wider school community.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1639.00	The aboriginal students at Warrawee Public School achieved curriculum outcomes and participated in all school activities. Professional Learning Plans were designed and delivered to ensure that students had access to all school programs.
<b>English language proficiency</b>	Specialist teacher supports students in our school for three days per week.	Students from non-English speaking backgrounds form 47% of the school population.
<b>Low level adjustment for disability</b>	\$94859.00	The School Wellbeing Team regularly review student needs and their progress. Our Wellbeing practices and processes enhance student engagement. Students with low level support needs engage with a school learning and support officer (SLSO) at least once a week. Our funds have been primarily used to employ SLSOs to support students within the classroom setting and this has been positively supported by classroom teachers, students and parents.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.478FTE	A teacher was employed to support various QTSS initiatives across each stage. These included team teaching, lesson observations, collaborative planning, demonstration lessons and more. 100% of teachers surveyed felt that these initiatives have enhanced their teaching practice and / or student outcomes. In 2018 we will continue to employ a teacher to support quality teaching resulting in student success.
<b>Socio-economic background</b>	\$2827.00	The funds received to support families of low socio-economic backgrounds were utilised to meet the cost of excursions, uniforms, book packs and general school fees. This funding helped to relieve the financial stress and strain put on a small number of our families and ensured that no student went without or missed an opportunity.
<b>Support for beginning teachers</b>	\$40,134.00	In 2017 there were 3 teachers in their second year of permanent employment. Each teacher received funding to allow for additional release. This funding was used to provide teachers time to plan, program, report, work with their mentor and attend professional learning opportunities.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	321	327	306	318
Girls	296	288	279	290

We have 47% of our students from non-English speaking background. Students are supported by our English as Another Language or Dialect (EALD) teacher who works 3 days per week.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	96.8	96.4	95.5
1	96.6	95.7	95.7	95.7
2	96.7	96.2	96.7	96.5
3	96.8	96.7	96.5	95.3
4	96	96.9	97	96.1
5	96.4	97.1	96.5	96.1
6	96.4	96.3	94.7	96.7
All Years	96.5	96.6	96.2	96
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

Student attendance is stable and continues to be above state averages. Class rolls are monitored regularly and notes for non-attendance are followed up. Our attendance rates are affected by a small number of families who travel out of school holiday periods which is not encouraged.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	23.82
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	7.26
Other Positions	0

\*Full Time Equivalent

No staff at Warrawee Public School identify as being Aboriginal or Torres Strait Islander background.

### 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	0

### Professional learning and teacher accreditation

Professional learning opportunities were available to staff in literacy, numeracy, student wellbeing, PDP writing, STEM, Physical Literacy and Seven Steps to Writing. We have maintained seven new scheme teachers at the school that have completed their accreditation and /or maintenance with the Board of Studies.

Staff members also completed training in anaphylaxis, asthma, child protection and CPR.

Teachers also attended courses to enhance their skills and knowledge of behaviour management, EAL/D and STEM.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	379,138
<b>Revenue</b>	5,362,130
Appropriation	4,753,955
Sale of Goods and Services	5,057
Grants and Contributions	594,819
Gain and Loss	0
Other Revenue	0
Investment Income	8,299
<b>Expenses</b>	-4,816,279
Recurrent Expenses	-4,816,279
Employee Related	-4,249,826
Operating Expenses	-566,453
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	545,851
<b>Balance Carried Forward</b>	924,989

This summary covers funds for operating costs to 30/11/2017 and does not involve expenditure areas such as permanent salaries.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,815,531
Base Per Capita	92,163
Base Location	0
Other Base	3,723,367
<b>Equity Total</b>	162,871
Equity Aboriginal	819
Equity Socio economic	2,827
Equity Language	64,366
Equity Disability	94,859
<b>Targeted Total</b>	596,686
<b>Other Total</b>	64,932
<b>Grand Total</b>	4,640,019

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.

#### NAPLAN – Literacy:

The Year 3 average scores were significantly higher than the state average. 80.2% of students were placed within the two highest bands of Year 3 reading achievement. In Year 3 writing, 88.8% of students were placed within the top two bands. 87.4% of students in Year 3 were placed in the top two bands in grammar and punctuation.

71.2% of students were placed within the two highest bands of Year 5 reading achievement. In Year 5 grammar and punctuation, 63% of students were placed within the top two bands.

84.1% of students demonstrated the expected growth in reading from Year 3 to Year 5.

#### NAPLAN– Numeracy:

The Year 3 numeracy score was significantly higher than the state average with 76.1% of students placed in the highest bands of Year 3 numeracy achievement.

The Year 5 numeracy score was significantly higher than the state average with 70.8% of students placed in the highest bands of Year 5 numeracy achievement.

82.4% of students demonstrated the expected growth in numeracy from Year 3 to Year 5.

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

88.9% of Year 5 students were placed within the two highest bands for reading and numeracy achievement compared with 46.1% in the state.

In Year 3, 91.9% were placed within the two highest bands for reading and numeracy compared with the state with 57.8% of students.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about school life. This year we collected data using the Tell Them From Me (TTFM) surveys. These surveys provide the school with insight into guiding our school planning and help us to identify school improvement initiatives. We conducted two student, one parent and one teacher survey. The focus of the NSW TTFM surveys is on student wellbeing, engagement and effective teaching practices.

There were 66 parent, 21 teacher and 213 student responses.

Below is a summary of our findings.

90% of students felt that they have friends they can trust and who encourage them to make positive choices.

97% of students believe that schooling is useful in everyday life and will have a strong bearing on their future.

64% of students do homework with a positive attitude and in a timely manner.

90% of teachers agree or strongly agree that our school leaders are leading improvement and change.

90% of teachers felt that our school leaders clearly communicate their strategic vision and values for our school.

According to parents the most useful types of communication for finding out school news include emails (89%) and the school newsletter (88%).

Survey results indicated that the majority of parents feel satisfied with how the school supports learning and behaviour and student safety and inclusivity.

## Policy requirements

### Aboriginal education

At Warrawee Public School we consider Aboriginal and Torres Strait Islander perspectives across various curriculum areas as well as paying respect to Aboriginal people through Acknowledgement of Country at assemblies, P & C meetings and other school events. We celebrate significant events such as NAIDOC week.

### Multicultural and anti-racism education

At Warrawee Public School we view the world from a multicultural perspective. We celebrate cultural diversity through Harmony Day, The Olympics and other multicultural celebrations. A trained Anti-racism officer responds to any alleged acts of racism within the school.