

Warrawong Public School

Annual Report



2018



3104

Introduction

The Annual Report for **2018** 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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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, effective 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 with a Family Occupation Education Index (FOEI) 174.

Current enrolment is 293 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. The school is an active member of the Warrawong Community of Schools which operates programs such as the school permaculture garden, transition from Stage 3 to Stage 4, High school links and Teacher Professional Learning programs.

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 Phase Two (EAfS) initiative. As an EAfS school we are provided with an Instructional Leader to ensure best practice and to monitor the performance of each student K–3. The school co-funds an interventionist teacher and in 2018 will fund a 3–6 Instructional Leader.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

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

The introduction of an Instructional Leader 3–6 has enabled our school to standardise best practice across K–6 has been an effective strategy. Our efforts have primarily focused on High Expectations, Transitions and Continuity of Learning and Attendance. This judgement was made through analysis of evidence including: Visible learning Plan, Positive Behaviour for Learning Lesson Matrix, Learning and Support Team effectiveness, Google Classroom 3–6, Early Action

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

The results of this process indicated that in the School Excellence Framework domain of Teaching Sustaining and Growing.

Our major focus in the domain of Teaching has been on collaborative practice and standardising in practice in data skills and use K–6. This judgement was made through analysis of evidence including: how teachers at Warrawong Public School use the 2018–20 School Plan to plan their own professional learning and then transform new learning into classroom practice, Collaborative Stage Planning Days, Early Action for Success strategies being extended into 3–6 with the introduction of an Instructional Leader 3–6 and the Professional Development Plan process.

Assessment data is regularly used to determine the professional learning needs of staff to differentiate instruction and strategically plan appropriate interventions in literacy and numeracy across K–6. The practice of measuring data every five weeks allows teachers to critically reflect on their own teaching practice and adjust their teaching and learning activities to cater for individual needs based on the data collected. The Illawarra Visible Learning Community has enabled schools to identify expertise within its staff and has fostered strong inter-school mentoring support.

Areas for further development include continuing our GRIT strategy particularly around extending that language into the greater community and planning for individual student needs and establish clear systems to assist staff in maintaining and developing their professional standards.

The results of this process indicated that in the School Excellence Framework domain of Leading we are Excelling.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. We work on the philosophy that we are building a team of leaders.

The preparation for the 2018–20 School Plan resulted in a School Plan that is highly reflective of our school community's expectations for our school. The majority of recommendations set out in reviews were implemented into the school plan. "Tell Them from Me" surveys continue to guide and refine our planning and practice. The PaTCH course has allowed our parents and community members to link effectively with the school and support the school's programs more effectively. This program directly aligned to the School Plan Strategic Direction 2: – Wellbeing, citizenship and community collaboration, encourages authentic positive links within the school community for the educational provision of our students. The implementation of the 2018–20 School Plan has allowed a high degree of distributed leadership. Staff have the opportunity for purposeful leadership roles based on their expertise, making leadership development central to school capacity building. The Read Strong Warrawong initiative links to the School Plan. Our data from 2015–2018 shows that over 80% of students involved in RSW maintained or improved their previous year's reading outcomes. The efficient use of specialist resources provides a safe, supportive learning environment for students that have become disconnected from learning. Through participation in boys group, enrichment groups and girls groups the school and other facilities are used creatively to meet a broad range of student learning interest and needs. Administrative practices effectively support school operations and the teaching and learning activity of the school by ensuring processes are streamlined and flexible.

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

Our self-assessment process will assist the school to refine 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

Leading School Culture

Purpose

To foster a school wide culture of excellence through strengthening and streamlining operational systems and developing the leadership capacity of staff and students in order to support a collective responsibility for student learning and success. School wide practices are consistently implemented through collaboration and a shared vision of excellence.

Overall summary of progress

In 2018 the Teacher Quality and Leadership team implemented a number of successful programs and initiatives across Warrawong Public School. In the area of school culture and defining what it is that we do here at WPS the team began the long process first of all by talking to colleagues from other schools to find out how they centralise and standardise documentation across their schools. We then started the lengthy process of gathering school policies, processes and systems in order to create an overall picture of what happens at our school. The ongoing task in 2019 will be to develop a school wide system of collating and disseminating this information that can be self sustaining or not outdated.

The staff PDP process has become a school wide system where all staff are engaging in professional discussion with their supervisors on what they want to achieve and how the school can best support them in working towards attaining these goals across the school year. Professional learning activities are linked to staff PDP's. The professional observation process is established as a school wide professional responsibility that is carried out each semester. Parent learning conversations are held and are enthusiastically attended by parents and carers to discuss their children's learning. ILP's are stored in a central location with our Learning and Support Teacher and then carried over to the following years classroom teacher.

A wide range of student leadership opportunities are actively taking place across the school throughout the year. Student programs such as Arvo Mob are successfully engaging our Aboriginal families and local community members in valuable hands on activities within our school that have resulted in an increase in positive feedback about Warrawong Public School, as well as by creating some engaging and highly valued artwork that forms an integral part of our school playground.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By December 2020 the school has developed, implemented and embedded policy and processes Induction document that is used school wide to standardise practice in all KLA's and areas of school administration.	\$5 000 teacher relief	Started the lengthy process of gathering school policies, processes and systems in order to create an overall picture of what happens at our school. The ongoing task in 2019 will be to develop a school wide system of collating and disseminating this information that can be self sustaining or not outdated.
Increase in staff undertaking leadership roles and responsibilities and 100% of staff participating in professional learning opportunities linked with PDPs and Australian Professional Standards for Teachers.	\$40 000 Teacher Relief and course fees for Teacher Professional Development.	The staff PDP process has become a school wide system where all staff are engaging in professional discussion with their supervisors on what they want to achieve and how the school can best support them in working towards attaining these goals across the school year. Professional learning activities are linked to staff PDP's.
An increase in leadership opportunities for students through	\$500 Catering \$2 000 Teacher Relief	A wide range of student leadership opportunities are actively taking place across the school throughout the year. Student programs such as Arvo Mob are successfully engaging our Aboriginal

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
the student leadership team and Student Representative Council programs.		families and local community members, Student leaders regularly conduct school satisfaction surveys for students and parents, SRC now present their initiatives at Exec Meetings as do potential student leaders.

Next Steps

Continue to refine our school culture. Implement a platform which contains all policies and processes which is easy to update, becomes a working document and place of reference for all staff.

Strategic Direction 2

Wellbeing, citizenship and community collaboration

Purpose

To foster positive, complementary and collaborative relationships between students, teachers and community members to underpin a productive learning environment.

Build the collective capacity of the school community in order to make strategic decisions resulting in sustained and measurable whole school improvement.

Continue to develop responsible, positive and resilient global citizens who fulfil their full potential.

Overall summary of progress

2018 saw the establishment of Warrawong Public School's Community Hub in collaboration with the Illawarra Multicultural Service and Community Hubs Australia. With the establishment of the hub came a new new Community Hub Leader and the organisation of a Harmony day event, Adult English Language classes, playgroup and other events. 2018 also saw the continuation of the PATCH program with the introduction of new parents. School staff interviewed parents for interest in the PATCH course and new kindergarten parents were invited to participate. To gather further insight into the Warrawong Public school community the school facilitated the completion of the Tell Them From Me surveys, investigating ways to increase the parent engagement with the Tell Them From Me survey. This included to promoting a flexible response to the survey, using online applications, ipads in the playground and the school's computer lab to do this. Parents were also invited into the school before school for breakfast to complete the survey on multiple occasions. The team also spent 2018 evaluating the effectiveness of the current school Wellbeing policy, which included the review of support throughout the school with particular focus on Individual Learning Plan's, Personalised Learning Plan's, Attendance and the Attendance policy, Discipline policy, and the Anti-bullying with a resilience focus. This process included the gathering of relevant documentation, including exemplary samples from other schools. 2018 also saw the transitioning to a new school hat policy as part of the whole school uniform policy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By December 2020 the school has established a successful community hub that is utilised by parents to engage with the school. Measure attendance rates at Hub and programs offered. Parent attendance at learning conversations is increased to 75% attendance.	\$500 catering	2018 saw the establishment of Warrawong Public School's Community Hub in collaboration with the Illawarra Multicultural Service and Community Hubs Australia. Parent attendance at Learning Conversations 80%
Increase in the number of parents completing the annual Tell Them From Me school survey	\$500 Catering	To gather further insight into the Warrawong Public school community the school facilitated the completion of the Tell Them From Me surveys, investigating ways to increase the parent engagement with the Tell Them From Me survey. This included to promoting a flexible response to the survey, using online applications, ipads in the playground and the school's computer lab to do this. Parents were also invited into the school before school for breakfast to complete the survey on multiple occasions

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in collaboration between school and community through joint participation in decision making. Tell them from Me	\$2 000 Student Well being and teacher PD costs.	The team also spent 2018 evaluating the effectiveness of the current school Wellbeing policy, which included the review of support throughout the school with particular focus on Individual Learning Plan's, Personalised Learning Plan's, Attendance and the Attendance policy, Discipline policy, and the Anti-bullying with a resilience focus. This process included the gathering of relevant documentation, including exemplary samples from other schools. 2018 also saw the transitioning to a new school hat policy as part of the whole school uniform policy

Next Steps

- TTFM translation/community hub, voucher incentive for completion, BBQ.
- PATCH – see Nicole
- Wellbeing – anti-bullying, No-Way, anti-bullying film, pre/post survey, staff wellbeing survey,
- Review – Individual Learning Plan's, Personalised Learning Plan's, Behaviour Plans, Risk assessments, Attendance and the Attendance policy, Discipline policy, and the Anti-bullying with a resilience focus,
- ILP discussion – who needs them?
- Hat policy staff consistency – construction of policy

Strategic Direction 3

Quality teaching and effective learners

Purpose

To provide differentiated quality learning experiences through innovative curriculum delivery and evidenced based teaching practices empowering students to become effective, resilient, self motivated and creative lifelong learners.

Students develop effective literacy and numeracy skills through informed pedagogy and a collaborative approach.

Overall summary of progress

Throughout 2018 the Quality Teaching and Effective Learners team up skilled teachers in the ability to utilize appropriate data to deliver a differentiated curriculum. 100% of students are participating in lessons aimed at being effective learners. They have a deep understanding of the effective learning behaviours. This has been achieved through the use of Learning Intentions and Success Criteria.

All teachers have gathered the appropriate data through Collaboration Days professional development with the use of PLAN 2 and Learning Progressions to plot the growth of all students. Fortnightly professional development (Building Numeracy Leadership) to develop teacher competency has increased all staff members' capacity to deliver quality teaching and learning around numeracy.

Project based learning has allowed extension of Stage 2 and Stage 3 students to choose their own inquiry based learning based on their interests producing greater student engagement.

Goals, Resilience, Initiative and Time (GRIT) has been implemented in every classroom with lessons to teach students the behaviours that create effective learners with ownership and a deeper understanding of their own learning and where to next with their goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By December 2020 all students can articulate what an effective learner is and routinely model the behaviours	\$10 000 Classroom signage GRIT \$5 000 teacher relief for PL	Throughout 2018 the Quality Teaching and Effective Learners team up skilled teachers in the ability to utilize appropriate data to deliver a differentiated curriculum. 100% of students are participating in lessons aimed at being effective learners. They have a deep understanding of the effective learning behaviours. This has been achieved through the use of Learning Intentions and Success Criteria.
100% of teachers are using data to differentiate teaching and learning for individual students.	\$5 000 Teacher Relief Collaboration Days \$5 000 teacher PL	All teachers have gathered the appropriate data through Collaboration Days professional development with the use of PLAN 2 and Learning Progressions to plot the growth of all students. Fortnightly professional development (Building Numeracy Leadership) to develop teacher competency has increased all staff members' capacity to deliver quality teaching and learning around numeracy.
The majority of students demonstrate expected growth per semester across the Australian Literacy and Numeracy Progressions.	\$60 000 Classroom resources	Goals, Resilience, Initiative and Time (GRIT) has been implemented in every classroom with lessons to teach students the behaviours that create effective learners with ownership and a deeper understanding of their own learning and where to next with their goals.

Next Steps

To embed an ownership and deeper understanding of students' own learning and where they need to progress next. Extend the language of GRIT and attributes of effective learners to the greater community. To continue the development of lessons that will support students understanding of and demonstration of GRIT values.

Continue to use Learning Intentions and Success Criteria to enable students access to information on the learning purpose for tasks.

Participate in learning projects that encourage higher order thinking skills for students including BNL, Literacy Leadership Masterclass, Designing Learning for Vocabulary Development and Leading Inquiry Through Learning Sprints.

Continue the support of teachers to deepen their understanding of the data collection and analysis process. Develop more effective processes for the collection of data for understanding student needs.

Investigate the use of Sprints to support teacher understanding of students learning and developing learning activities to more effectively cater for learning needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employ Aboriginal SLSO from community.</p> <p>0.704 (22hrs)</p> <p>\$42 707</p> <p>NAIDOC Celebrations. Planning, professional development, community engagement.</p> <p>\$4 289</p> <p>Employ Daren Dunn world renowned Aboriginal Artist and mentor.</p> <p>\$10 000</p>	<p>Continued to build positive relationships with Aboriginal community. A contact/advocate at the school for the community. Assist Aboriginal students in accessing the curriculum.</p> <p>NAIDOC Celebrations include local community stories. All students exposed to local Aboriginal culture and customs. Aboriginal students feel pride, belonging and are able to share knowledge with their peers and teachers.</p> <p>High impact connecting Aboriginal students to culture.</p>
English language proficiency	<p>Employ specialist EAL/D teacher.</p> <p>0.4 Staffing</p> <p>\$45 000</p>	<p>New arrivals students and students of EAL/D background are able to access curriculum, socialise and achieve expected growth efficiently within tight timelines relative to individual students.</p>
Low level adjustment for disability	<p>Employ 2 SLSOs</p> <p>\$56 000</p>	<p>SLSO 1: assist targeted students in K to make a successful start to school. SLSO will support students in Literacy and Numeracy activities as well as support them in adjustment to school and continuing social relationships. SLSO 2: Literacy Intervention in Literacy Lab. Targeted students are successfully transitioned back to the mainstream classroom after specific intervention in Literacy Lab.</p>
Quality Teaching, Successful Students (QTSS)	<p>Contribute QTSS staffing allocation to AP to relieve classroom duties to work in an Instructional Leader role.</p> <p>0.544 QTSS Staffing allocation.</p>	<p>Student data monitored. and 5 weekly planning cycles based on student data and performance. All students plotted on Lit/Num Progressions, next phase of learning planned, individualised and differentiated for individual students. Teacher professional development is cutting edge and differentiated for each teacher based on their students' need.</p>
Socio-economic background	<p>Employ teacher Special Education. AP Support to work in Instructional Leader role. Employ Teacher Literacy lab Employ Teacher K-2 Employ specialist teacher Science/Permaculture Purchase sport/Healthy Lifestyle Equipment/resources Performance Subsidy Student Assistance PBL Signage Visible Learning the effective learner.</p> <p>FTE 1.0 FTE 1.0 FTE 0.1 Permaculture Garden FTE 1.0 Sporting/healthy</p>	<p>Relieve Assistant Principal Support of classroom duties to work in an Instructional Leader role. Student data monitored. and 5 weekly planning cycles based on student data and performance. All students plotted on Lit/Num Progressions, next phase of learning planned, individualised and differentiated for individual students. Teacher professional development is cutting edge and differentiated for each teacher based on their students' need. Specific students interventions are successful and 80% of students return to mainstream class after successful intervention. Employ teacher K-2 to prevent excessive cross stage composite classes. Leading to better learning outcomes for students. More suitable when working in the EaFS model. Teacher Science/Permaculture to work with students</p>

Socio-economic background	lifestyle equipment	in improving Science outcomes K–6. Use expertise in Permaculture Garden to use a natural resource for learning. Provide students with sporting/healthy lifestyle equipment so they are able to improve gross motor skills and understand healthy lifestyle choices. Each student in school will be subsidised for incursion performance once a term. Provide students experiencing economic hardship with the tools required to learn. Reinvigorate Positive Behaviour for Learning to re-engage students, staff and the community in our school values. All students will understands and vocalise the attributes of effective learners.
Targeted student support for refugees and new arrivals	<p>Provide refugee and new arrival students with the tools required to learn.</p> <p>\$11 046</p>	Refugee and new arrival students have the equipment and tools to learn. They have uniform and appropriate clothes to feel part of the school and belong.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	128	138	145	138
Girls	152	131	135	130

Student enrolment at Warrawong Public School has remained stable.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.8	92	90	89.1
1	90.4	88.8	89.2	87.3
2	91.5	89.2	92.7	89.2
3	93.4	91.6	87	87.8
4	90.8	92.5	92.6	89.7
5	94.5	91.2	92.8	90.5
6	89.8	93.9	91.1	91.5
All Years	91.8	91.4	91	89.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 nonattendance was introduced as well as many positive rewards for attending school. Warrawong Public School continues to work with our community to communicate it is essential that students attend school unless they are sick. We work closely, through the learning support team, with parents and students whose attendance is not acceptable.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.06
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Counsellor	1
School Administration and 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 2018. Warrawong Public School invested Teacher Professional Learning funds in order to improve teacher quality by undergoing professional learning in Building Leadership in Numeracy, GRIT and Learning Dispositions of Effective Learners.. Teams were established to implement practice K-6. Of particular focus in 2018 was the attributes of the effective learner.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	257,703
Revenue	4,072,846
Appropriation	3,985,489
Sale of Goods and Services	19,540
Grants and Contributions	65,706
Gain and Loss	0
Other Revenue	0
Investment Income	2,111
Expenses	-4,085,480
Recurrent Expenses	-4,085,480
Employee Related	-3,543,206
Operating Expenses	-542,274
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-12,634
Balance Carried Forward	245,068

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.

	2018 Actual (\$)
Base Total	1,930,782
Base Per Capita	58,633
Base Location	0
Other Base	1,872,149
Equity Total	817,704
Equity Aboriginal	46,996
Equity Socio economic	539,567
Equity Language	43,159
Equity Disability	187,983
Targeted Total	564,812
Other Total	446,597
Grand Total	3,759,894

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Warrawong Public School increased students in top 2 bands in Reading by 21%. Whilst maintaining an upward trend for Yr 3 students In Spelling. Growth from Yr3 to Yr5 for all students in Reading is strong.

Writing remains a challenge for students in Year 3 but has formed as a focus for 2019.

Students continue to make satisfactory progress in Grammar and punctuation.

Warrawong Public School has demonstrated a consistent growth of Yr5 students achieving in the top two bands over four years.

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.

20.8% of Aboriginal students in Year 5 at Warrawong Public School achieved in the top two bands of Numeracy as opposed to a state average of 8.1%

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 51 identified Aboriginal and Torres Strait Island students and received Aboriginal background funding in 2018. 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 NAIDOC.

As a result of these initiatives:

*ATSI annual attendance is comparable to non ATSI students.

*100% ATSI students have Personalised Learning Plans.

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

Multicultural and anti-racism education

Warrawong Public School embraces its enrolment of students with language background other than English(LBOTE) and all students are made to feel welcome from the outset. Warrawong Public School is made up of a diverse population from various cultural backgrounds including Macedonia, 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. In 2018 A Community Hub was established within the school and a Community Hub Leader was appointed. The Hub has actively engaged our community in English lessons whilst encouraging parents and community members into the school. The Hub has developed into a vital resource for the Students, teachers and greater community of Warrawong Public School.