

Warrawee Public School

Annual Report



2018



3390

Introduction

The Annual Report for **2018** 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.

Mrs Carrie Robertson

Principal

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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 2018 our students were grouped into 25 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 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.

In the domain of Learning, we have focused primarily on wellbeing, curriculum and learning and ensuring high levels of student engagement. At Warrawee Public School we have a very strong sense of supporting all students so that they are able to thrive, succeed and connect to their school surroundings. We continue to implement the school wide PBEL (Positive Behaviour for Engaging Learning) program which provides an effective and consistent framework for setting behavioural expectations, dealing with inappropriate or negative behaviours and recognising positive behaviours. In 2019 we will continue to review this program and make additions to ensure the focus is strong and communicated to all school community members.

Our major focus in the domain of Teaching has been on embedding formative assessment practices so that students have clear learning expectations and goals. It has been a very collaborative process with newly established teacher learning groups where teachers have regularly observed each other and provided feedback. We have utilised our Quality Teaching, Successful Students (QTSS) staff allocation to ensure equality 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 three staff members who have gained promotions as an Assistant Principal, Deputy Principal and Relieving Principal.

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

Quality Teaching

Purpose

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

Overall summary of progress

In 2018 teachers at Warrawee Public School participated in twice termly professional learning in the area of Embedding Formative Assessment. Teachers incorporated evidenced-based teaching practices such as defining learning intentions, success criteria, using student feedback to adapt lessons and / or programs to optimise learning for all students. Teachers and students became familiar with formative assessment and feedback strategies to create quality learning environments and promote continuous improvement.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| Evidence of visible learning in all classrooms | Visible learning resources were purchased including stamps, traffic light stickers, paddle pop sticks, Swap Write n Wipe Sleeves. The Dylan William "Embedding Formative Assessment" Professional Learning package was purchased. | Teachers are using various feedback stamps such as 'two stars and a wish' and traffic lights to indicate where students gauge they are in terms of outcomes and for self and peer assessment and / or reflection. |
| 12% increase in the number of Year 5 students in the top 2 bands for writing | An SLSSO using Literacy and Numeracy RAM funding was employed. | 9.14% increase of Year 5 students in the top two bands of writing achieved |
| 10% increase in the number of Year 5 students in the top 2 bands for numeracy | A QTSS teacher was allocated once a week to support stage groups with a focus on numeracy. | Only a slight increase in the number of proficient students in numeracy was achieved |
| 100% teachers will incorporate evidence based teaching practices such as defining learning intentions, success criteria, using student feedback to adapt lessons/programs in order to optimise learning progress for all students, across all abilities. | 2 QTSS teachers were utilised to allow for teachers to observe one another with a focus on 'Assessment for Learning' and to provide feedback. | 100% active participation in Assessment for Learning (AfL) workshops which involved sharing strategies, practices, teaching ideas and resources. |

Next Steps

To hold a parent information session on visible learning, feedback and reporting.

To ensure that strategies such as WALT/WILF/WAGOLL (We are learning to, What I am looking for, What a good one looks like), goal setting and growth mindset are everyday practices in every classroom.

Strategic Direction 2

Quality Learning

Purpose

Build student capacity to become confident, aspirational, and reflective learners.

Overall summary of progress

In 2018 significant gains were made in building student capacity. Students were given increased opportunities for peer assessment and feedback. Teachers clearly communicated to students their learning intentions and success criteria which enabled students to set high expectations when drafting personal learning goals.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| All students will be able to articulate the learning intention and success criteria of lessons | 2 teachers attended a formative assessment workshop presented by Shell Cove PS and presented back to staff. All resources are shared on the school server. | Teacher Professional Learning has focused on clarifying and sharing learning intentions. In Stage 1 students used 'I can' statements, in Stages 1 and 2 students set goals and revised them and in Stages 2 and 3 individualised writing feedbacks sheets were introduced. |
| All students will be able to set aspirational expectations for themselves when identifying their individual learning goals. | | All classrooms incorporate goal setting at the start of each term, as a minimum. Students have been grouped with peers for writing and problem-solving, using visible learning goals for assessment and learning. |
| 85% of students will be able to provide work samples as evidence of their achievement on the literacy learning progressions | | In Early Stage 1 students used the '5 star writing checklist' to self-assess writing. Stage 1 students used the 'Seesaw' app to evaluate their own successes. |
| All students participate in peer feedback opportunities about their learning. | | The '5 star writing checklist' was also used for students to peer assess writing. The Peer Buddy Reading system encouraged peer feedback in the area of reading (Stage 2 and 3). |

Next Steps

Students will complete a personal reflection of their learning which will be included in their end of semester/year report.

Utilise numeracy programs and support teachers to increase the number of students in the proficient bands in numeracy in NAPLAN.

Strategic Direction 3

Quality Partnerships

Purpose

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

Overall summary of progress

Our Student Welfare / Wellbeing Policy has been revised and updated. The whole school behaviour management flowchart was visually improved to ensure consistency of understanding across the school community and a Student Wellbeing booklet has been developed.

3 way parent teacher interviews have been promoted and encouraged once again this year as they involve the child as an active and essential member of the interview and enable them to demonstrate understanding of their learning. This is an exciting change to the traditional interview process. Parents were encouraged to ask questions, express ideas and help make plans to support their child's learning at home. While teachers supported students and parents by clarifying, elaborating and responding to specific questions and concerns.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| Increased awareness and understanding of our school wellbeing policy | | The School Wellbeing Policy was revised in November 2018 with staff input only at this stage. |
| All students will have at least one opportunity to showcase their work to an audience outside of their immediate peers and teacher / beyond the classroom | | At Warrawee PS we continue to provide our students with an opportunity to showcase work to an authentic audience. These have included the Powerful Project Presentation held at Turramurra HS, Stage 1 and the support classes showcasing book reviews at the local library, Stage 3 publishing their own memoirs and Early Stage 1 – Stage 3 including the support classes having their Operation Art pieces displayed at the school hall and / or Westmead Children's Hospital. |
| 100% student participation in parent-teacher interviews | | 68% of parent-teacher interviews involved student participation. |

Next Steps

In Term 2, 2019 parent consultation of the revised draft Student Wellbeing Policy.

Continue to promote and encourage 3-way parent interviews.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|----------------------|--|
| English language proficiency | 1.0 FTE EALD teacher | Students from non-English speaking backgrounds form 41% of the school population. Two specialist EALD teachers supported supports students from language backgrounds other English students in our school for 5 days per week in total. |
| Low level adjustment for disability | \$83, 276 | 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 twice 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. |
| Quality Teaching, Successful Students (QTSS) | 1.2FTE Teacher | 2 teachers were employed for 3 days per week to support various QTSS initiatives across each stage. These included team teaching, lesson observations, collaborative planning, demonstration lessons, assessment time and more. 100% of teachers surveyed felt that these initiatives have enhanced their teaching practice and / or student outcomes. In 2019 we will continue to employ two teachers for 3 days per week to support quality teaching resulting in student success. |
| Support for beginning teachers | \$40, 069 | In 2018 ongoing support was given to two temporary teachers in their early years of teaching . Each teacher received funding to allow for additional release. where these teachers were able to plan, program, report, work with their mentor and attend professional learning opportunities. |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2015 | 2016 | 2017 | 2018 |
| Boys | 327 | 306 | 318 | 352 |
| Girls | 288 | 279 | 290 | 301 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 96.8 | 96.4 | 95.5 | 95.4 |
| 1 | 95.7 | 95.7 | 95.7 | 95.7 |
| 2 | 96.2 | 96.7 | 96.5 | 95 |
| 3 | 96.7 | 96.5 | 95.3 | 96.9 |
| 4 | 96.9 | 97 | 96.1 | 94.5 |
| 5 | 97.1 | 96.5 | 96.1 | 95.4 |
| 6 | 96.3 | 94.7 | 96.7 | 94.8 |
| All Years | 96.6 | 96.2 | 96 | 95.4 |
| 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

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(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 5 |
| Classroom Teacher(s) | 26.6 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 1.2 |
| Teacher ESL | 1 |
| School Administration and Support Staff | 7.26 |

*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

In 2018, professional learning opportunities were available to staff in formative assessment and visible learning, sport and games, the literacy progressions, supporting students with a hearing impairment, speech pathology and the revised Science and Technology syllabus. We have maintained 15 new scheme teachers at the school that have completed their accreditation and /or maintenance with NESAs, 13 pre-2004 teachers who have commenced maintenance of accreditation this year and 3 teachers who are preparing to complete their accreditation.

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

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 | 924,989 |
| Revenue | 5,992,968 |
| Appropriation | 5,389,515 |
| Sale of Goods and Services | 5,716 |
| Grants and Contributions | 585,080 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 12,658 |
| Expenses | -5,401,677 |
| Recurrent Expenses | -5,401,677 |
| Employee Related | -4,694,960 |
| Operating Expenses | -706,717 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 591,292 |
| Balance Carried Forward | 1,516,281 |

Over last three years money has been set aside for planned capital expenditure to improve facilities and resources on a large scale. This includes the purchase of new laptops, playground upgrades and equipment (shade awning and climbing structure), employment of an additional teacher to support students with learning difficulties and students requiring enrichment, a new electronic school sign and classroom furniture to support flexible learning pedagogy.

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 | 4,233,915 |
| Base Per Capita | 121,061 |
| Base Location | 0 |
| Other Base | 4,112,854 |
| Equity Total | 224,693 |
| Equity Aboriginal | 1,966 |
| Equity Socio economic | 4,013 |
| Equity Language | 135,439 |
| Equity Disability | 83,276 |
| Targeted Total | 662,391 |
| Other Total | 127,964 |
| Grand Total | 5,248,963 |

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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.

NAPLAN – Year 3 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

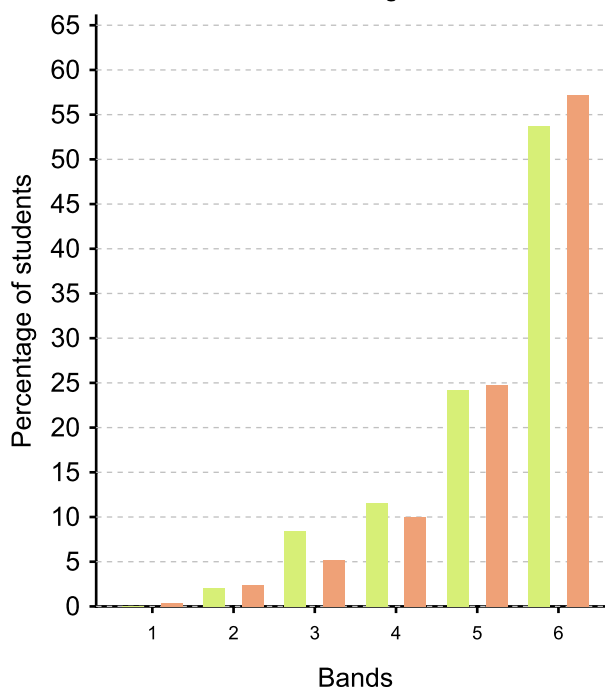
The Year 3 average scores were significantly higher than the state average. 77.9% of students were placed within the two highest bands of Year 3 reading achievement. In Year 3 writing, 66.3% of students were placed within the top two bands.

NAPLAN – Year 5 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

71.3% of students were placed within the two highest bands of Year 5 reading achievement. In Year 5 grammar and punctuation, 75% of students were placed within the top two bands which was a slight increase from last year's results.

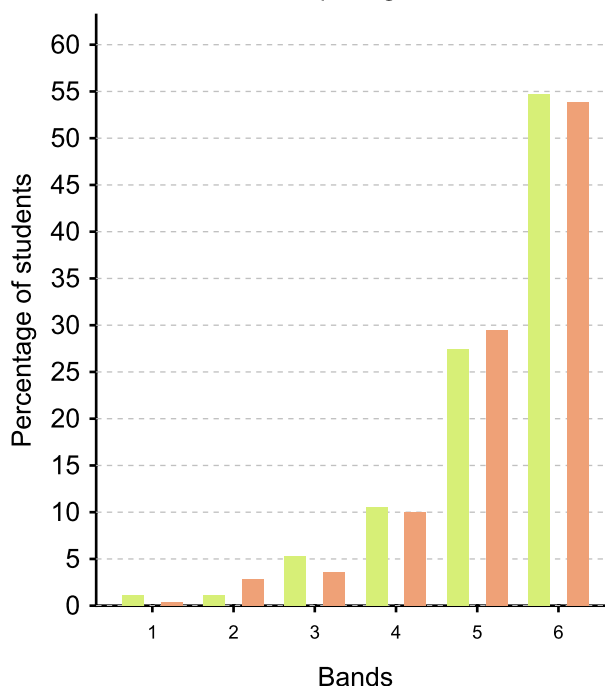
78.1% of students demonstrated the expected growth in reading from Year 3 to Year 5 and 74.3% in writing.

Percentage in bands:
Year 3 Reading



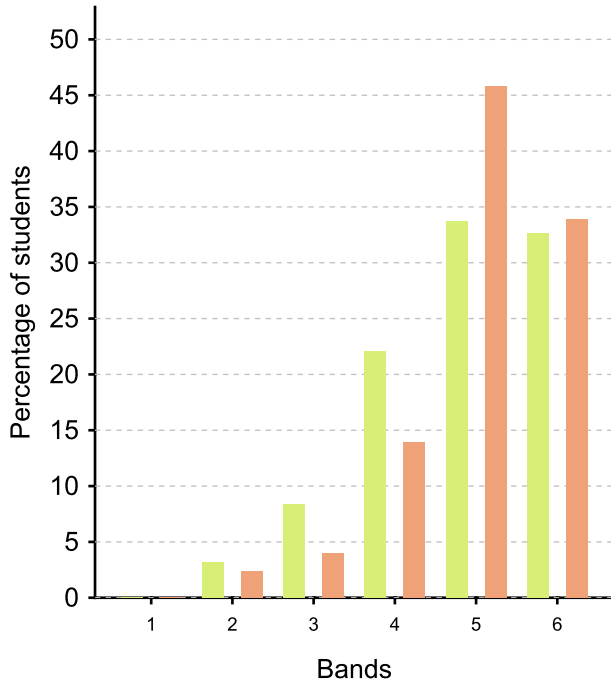
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Spelling

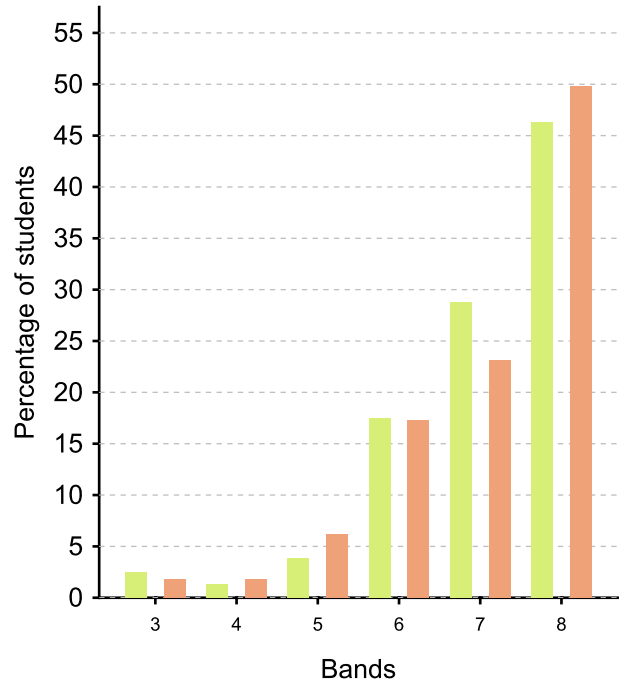


Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



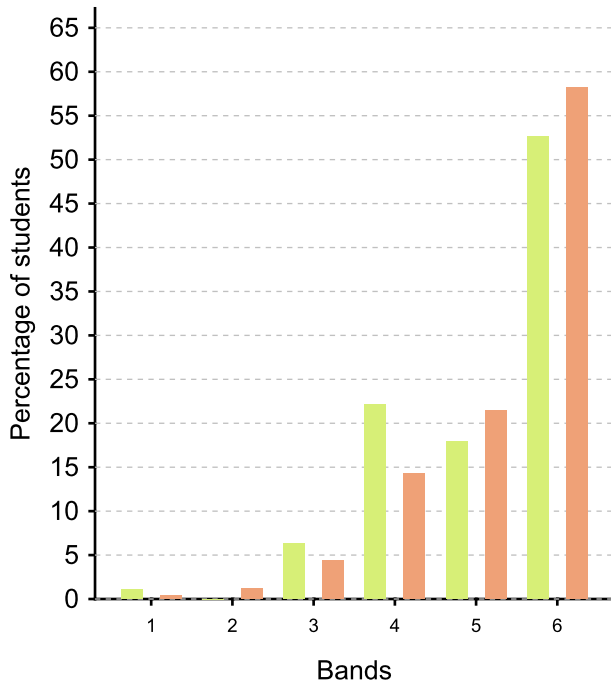
Percentage in bands:
Year 5 Grammar & Punctuation



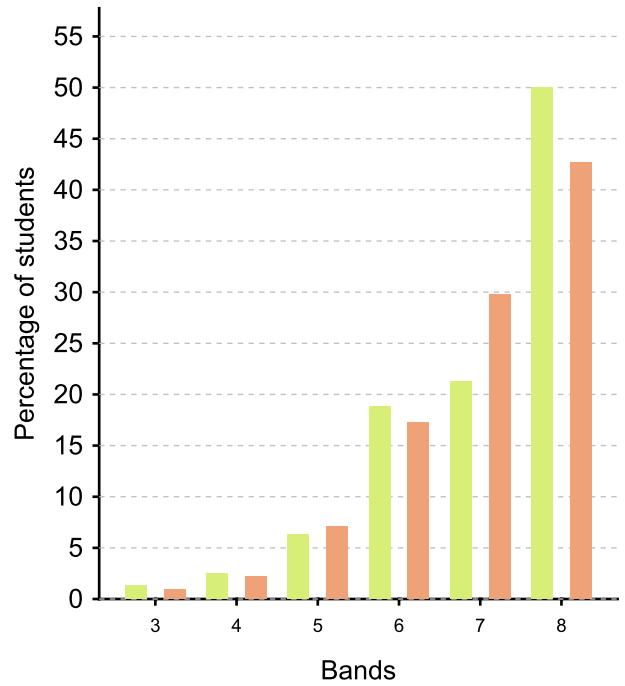
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Grammar & Punctuation



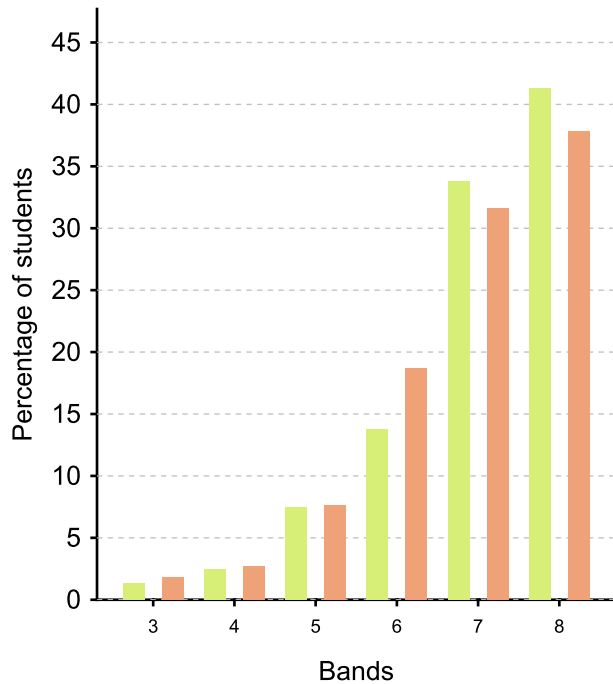
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

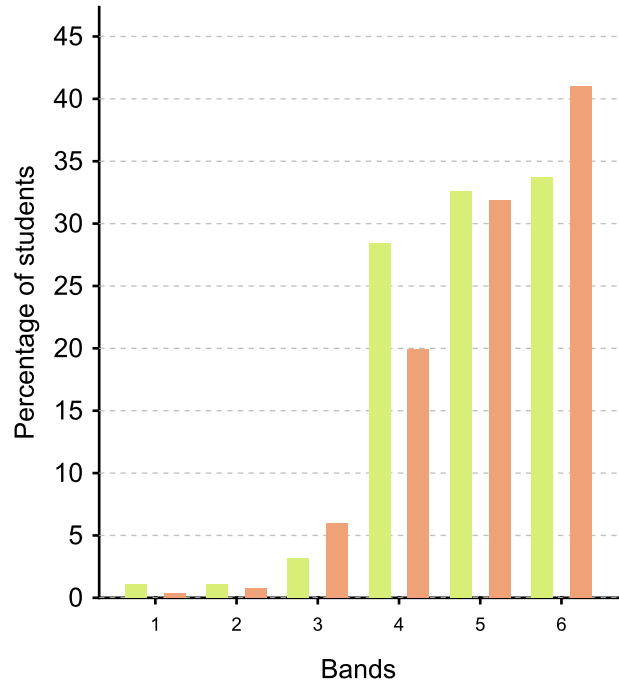
Percentage in bands:
Year 5 Spelling



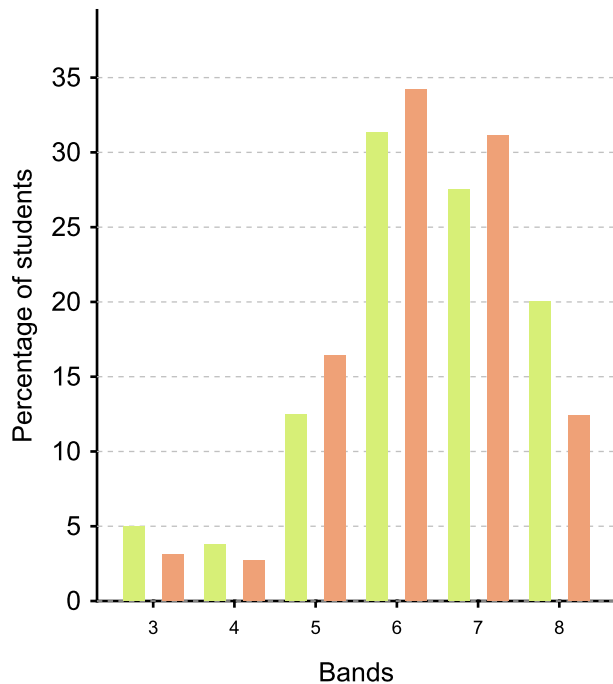
The Year 5 numeracy score was significantly higher than the state average with 71.3% of students placed in the highest bands of Year 5 numeracy achievement.

In Numeracy 63.5% of students demonstrated expected growth from Year 3 to 5.

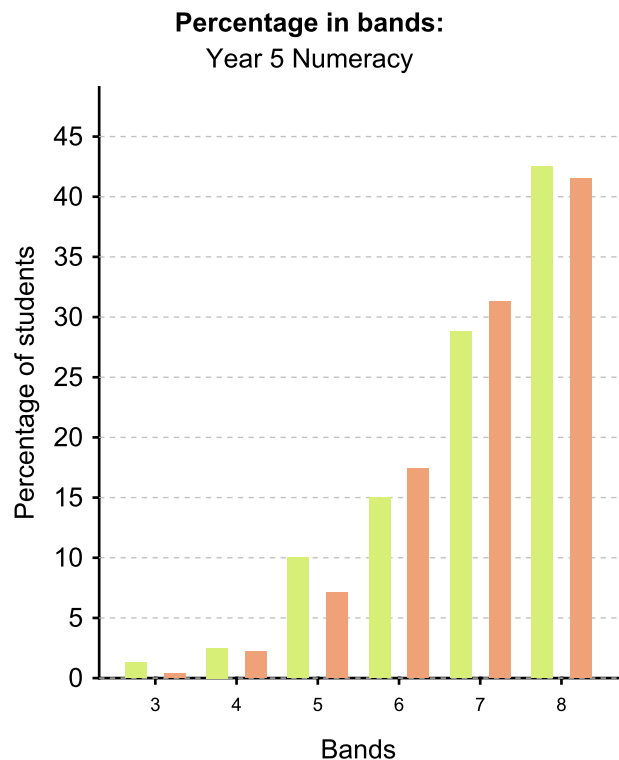
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



NAPLAN – Year 3 Numeracy

The Year 3 numeracy score was significantly higher than the state average with 66.3% of students placed in the highest bands of Year 3 numeracy achievement.

NAPLAN – Year 5 Numeracy

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link <http://www.myschool.edu.au>.

Our school scores are significantly higher than the state average in all areas of literacy and numeracy.

In Year 3, 77.9% of our students placed within the two highest bands for reading achievement, compared with 48.6% for the State.

In Year 3 Numeracy, 66.3% of students placed in the top two bands, compared with 39.6% for the State.

In Year 5, 71.3% of students were placed within the two highest bands of reading achievement, compared with 34.8% for the State.

In Year 5, 71.3% of students placed in the highest bands of Year 5 numeracy achievement, compared with 29.3% for the State.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A Google Form was used to collect responses from the parents and staff and a pen and paper survey was distributed to students in Years 3 to 6. There were 68 parent, 15 teacher and 205 student responses. In 2018 we have sought feedback on parent satisfaction in the areas of guidance and support, school environment, teacher quality, learning opportunities and school improvement.

Each group was also asked to provide additional notes regarding what they liked best about Warrawee Public School and how we could make our school better.

Findings and conclusions

Overall, the results of the survey were positive.

Parents

- 92.6% of parents believed that their child is happy at school
- 77.9% feel that their child is challenged at school and makes good progress
- 80.9% of parents feel that the school has high expectations for learning and behaviour
- 76.5% feel that the executive staff lead and manage the school well
- 82.4% of parents believe that they are kept up-to-date and informed about what is going on at school
- 77.9% feel comfortable about approaching the school with questions, concerns or problems
- 55.8% believe that information from the school about their child's progress is valuable and regular
- 88.2% of parents would recommend the school to another parent
- 92.6% of parents felt that they are always made

to feel welcome at Warrawee Public School

- The most valued events at the school are: Parent / Teacher Interviews, Meet the teacher evenings and the dance concert.

Staff

- 100% of teachers who took the survey valued collaborative stage planning time and also valued the QTSS (Quality Teaching, Successful Students) time for demonstration lessons, lesson observations, assessments, meetings, student conferencing, etc. Visible learning was considered important by the majority of teachers surveyed.

Students

- 80% of students are happy at school
- 80% of students feel that the school has high expectations for their learning and behaviour
- 69% feel that their teacher listens to them if they are worried about something
- 85% of students feel safe at school

The large majority of parent, student and staff feedback was of a positive nature which is encouraging and validates many of our current practices. Warrawee Public School is clearly seen as a warm, welcoming and inclusive school community which is valued by all stakeholders and the broader community.

Policy requirements

Aboriginal education

At Warrawee Public School we consider Aboriginal and Torres Strait Islander perspectives across various curriculum areas as well 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, whole school events and other multicultural celebrations. A trained Anti-racism officer responds to any alleged acts of racism within the school.