

Warrawong Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

Warrawong Public School

127 Cowper Street

WARRAWONG, 2502

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

warrawong-p.school@det.nsw.edu.au

4274 1399

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

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.

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.

An increase in leadership opportunities for students through the student leadership team and Student Representative Council programs.

Progress towards achieving improvement measures

Process 1:

Consolidation of Warrawong Public School culture.

Define What we teach, How we teach, How effective was the teaching. To standardise school wide practice.

Evaluation	Funds Expended (Resources)
Can we use technology to develop new compliant school documentation on a shared platform(Google Drive/One Note)?	Allocate x 2 staff TPL sessions during semester one 2020 for KLA teams to meet to make scope and sequences NESA compliant

Process 2:

Personalised Professional Learning and Leadership

PDP driven professional learning and leadership opportunities in line with the Australian Professional Standards for Teachers

Evaluation	Funds Expended (Resources)
Will the new TPL application form work in the old system? (School Administration Manager blue folder of documents for Principal to sign off on, managing office paperwork in regards to tracking and payment of TPL budget)	2020 Teacher Professional Learning application form (Google docs and school faculty drive)
Are staff aware of the new timeline for TPL? (weekly cycle for application process)	New 2020 weekly Executive meeting agenda
Is the TPL process manageable? (Staff have to hand application form to Exec and wait till weekly Executive meeting to be approved)	

Progress towards achieving improvement measures

Has new TPL application process improved Assistant Principal role of having to employ casual teachers to cover classes for TPL? (past examples we have had up to 10 teachers away at TPL on the same school day)

Process 3:

Student Leadership opportunities

Student voice is routinely sought and recognised with practical implementation opportunities

Evaluation	Funds Expended (Resources)
Are new members of staff electing to join the Aboriginal Education team?	One Note Membership of the Aboriginal education team promoted to staff Timetables for yearly events

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.

Improvement Measures

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.

Increase in the number of parents completing the annual Tell Them From Me school survey

An increase in collaboration between school and community through joint participation in decision making. Tell them from Me

Progress towards achieving improvement measures

Process 1:

Community Collaboration and Capacity Building

Develop and strengthen processes to allow for programs such as Community Hub, PATCH, P & C, UOW, School Chaplain, to become part of the school culture.

Evaluation	Funds Expended (Resources)
Community Hub a huge success with the new community hub leader integrating into the wider school community, culminating with Community hub awards being handed out at the school assembly. Wellbeing week activities to be expanded and continue in 2020 TTFM surveys to be administered again in 2020 with 2 student surveys and a parent survey 2020 strategic direction teachers to complete OLT Wellbeing training	

Process 2:

Student Engagement and Wellbeing

To establish a consistent approach to current wellbeing and engagement programs already existing in the school focusing on resilience approach to student achievement and community engagement.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

2020 strategic direction team to attend Communicating with traumatised children

Process 3:

Citizenship

Develop a school culture that reflects a sense of belonging to and pride in Warrawong Public School and its wider community.

Evaluation	Funds Expended (Resources)
<p>PBL – AA, AAA, WWA awareness and monitoring throughout the year – with teachers needing to increase rewards and monitoring systems to</p> <p>Focus group follow up of TTFM survey results to confirm decreasing results – particularly declining sense of belonging, bullying, inconsistency in reward system</p>	

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.

Improvement Measures

By December 2020 all students can articulate what an effective learner is and routinely model the behaviours

100% of teachers are using data to differentiate teaching and learning for individual students.

The majority of students demonstrate expected growth per semester across the Australian Literacy and Numeracy Progressions.

Progress towards achieving improvement measures

Process 1:

Visible Learners

Further embed a consistent, systematic whole school approach to visible learning ensuring effective learners and a common language across the school community.

Evaluation	Funds Expended (Resources)
Got it– Teachers continued 1 lesson a week on Fun Friends/PDH	Fun Friends Packs
Got it– Following discussion with executives/staff and looking at teacher questionnaire feedback, it was decided that we will not continue Got It in 2020.	Grit poster/badge/lessons to support implementation of Grit
Students have developed strong understanding of Grit. K–2 staff and students using badge effectively, Stage 2 and 3 students have not effectively used badge. Needs to be revised Term 1 2020.	

Process 2:

Whole school collaborative practices

Develop and implement collaborative processes for consistency in teacher judgement in Literacy and Numeracy as well as internal assessment guided by instructional leadership. Development of Early Action for Success (EaFS) strategies across the whole school to support teaching practices in literacy and numeracy. Promote the delivery of high quality teaching and assessment practice underpinned by syllabus documents and the Australian Literacy and Numeracy Learning Progressions.

Evaluation	Funds Expended (Resources)
Collaboration days continue to be a highly effective way to collaborate and co-develop writing units in K–2. They have allowed for 5 weekly planning and reviewing of student data and plan and program for teaching based on student need. Collaboration days to continue in 2020, twice a term.	Collaboration Days
Instructional Leaders to continue K–2 and 3–6 to support teacher learning	K–2 and 3–6 Instructional Leadership
	Building Numeracy Leadership Lead team

Progress towards achieving improvement measures

needs

Feedback and discussion from staff and student data shows improved teacher capacity and growth in student writing results. WPS completed the EOI for the Wollongong Literacy Network for 2020. WPs to be involved in this project in 2020 to continue to build teacher capacity in the Literacy teaching strategies

BNL team meet with numeracy coach and a draft K–6 Mathematics scope and sequence in being compiled with assessment tasks and focus student assessments linked to the Big Ideas. The new scope and sequence will be trialled in 2020 and feedback from staff provided at the end of Semester 1. Professional learning about the new scope and sequence and number sense assessment tasks for each class and focus students to be completed at a staff meeting early in Term 1. K–6 to track focus students in the 'Big Ideas' in 2020. Google drive with assessment task videos to be developed in 2020.

Process 3:

Evidence based pedagogy

Develop and consolidate a whole school approach underpinned by evidence based teaching methods to optimise learning progress for all students across a full range of abilities

Higher order thinking skills are embedded and become a valued approach to future focused learning.

Student assessment data is used school wide to identify school achievements and progress in order to reflect on teaching effectiveness.

Evaluation	Funds Expended (Resources)
<p>Trail in 2020 draft PDHPE scope and sequence with the aim for all K–6 staff to provide feedback by the end of Term 1, 2020.</p> <p>Staff completed iPlay peer observations</p> <p>iPlay modules to be completed in Term 1, 2020</p> <p>Google Survey distributed to K–6 staff re: EALD Vocabulary project. This data to be analysed for future directions in 2020</p> <p>K–6 Science Scope and Sequence to be reviewed in Term 1, 2020 to determine feedback and improvements</p>	<p>Draft PDHPE scope and sequence</p> <p>iPlay Lead team</p> <p>EALD Vocabulary team</p> <p>Science and Technology Scope and Sequence</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	0.704 (22hrs) Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$48 000.00) • Socio-economic background (\$10 000.00) 	<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	0.4 Staffing Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$45 000.00) 	<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	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$55 000.00) 	<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)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$50 000.00) 	<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	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$450 000.00) 	<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 in improving Science outcomes K-6. Use expertise in Permaculture Garden to use a</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$450 000.00) 	<p>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.</p>
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$1 200.00) 	<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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	138	145	138	155
Girls	131	135	130	132

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92	90	89.1	91.4
1	88.8	89.2	87.3	90.3
2	89.2	92.7	89.2	90.4
3	91.6	87	87.8	91.7
4	92.5	92.6	89.7	89
5	91.2	92.8	90.5	88.3
6	93.9	91.1	91.5	92
All Years	91.4	91	89.4	90.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.12
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	6.52
Other Positions	0.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	245,068
Revenue	4,433,699
Appropriation	4,326,004
Sale of Goods and Services	19,282
Grants and contributions	86,003
Investment income	1,610
Other revenue	800
Expenses	-4,384,302
Employee related	-3,887,213
Operating expenses	-497,089
Surplus / deficit for the year	49,397

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	772,058
Equity Total	881,525
Equity - Aboriginal	67,142
Equity - Socio-economic	575,561
Equity - Language	47,455
Equity - Disability	191,367
Base Total	1,937,788
Base - Per Capita	69,744
Base - Location	0
Base - Other	1,868,045
Other Total	553,508
Grand Total	4,144,879

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Parent/caregivers were engaged in a number of ways at Warrawong Public School throughout 2019. The Tell Them From Me student survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices.

Warrawong Public School deeply engaged in this process participating in two student surveys in 2019 as well as the parent survey. At WPS Year 4, 5 and 6 were surveyed for a total of 93 students in April and 96 students in September. 23/33 in year 4, 31/27 in year 5, 39/36 in yr 6. We also invited parents to participate in our TTFM parent survey and had an increase in the number of parents participating rising from 13 in 2018 to 18 parents in 2019. We also offered parents a number of options of how they participated in the survey whether this be online remotely, through links provided on facebook, through the school app or school newsletter or at school using Ipads provided at school. At school completion was the preferred level of engagement with all parents completing the survey while at the school while dropping off their children, picking them up or attending another school event, eg. school assembly. The parent surveys gave the parents an opportunity to voice their opinion on the school with the results being overwhelmingly positive with WPS school rating above the NSW Government Primary Norm in all areas. Following the student survey focus groups of students were interviewed by the school Wellbeing team to gather further clarification around some of the results received. Following the survey results the areas of students with positive behaviour at school, students are interested and motivated, Sense of Belonging, Effort, Students who are victims of bullying were chosen as areas of discussion for the focus groups. All of these results had decreased from the beginning of the year. The focus groups were an invaluable evaluation tool for the school and informed planning for 2020 with the focus groups slated to being expanded to include a parent focus group following the survey at the end of 2020.

Throughout 2019 also saw the introduction of Wellbeing week for staff at WPS. This initiative was a result of discussion with teachers and other staff members and survey results from teacher. Wellbeing week is a time to re-calibrate as a staff where teachers are given reduced duties, meetings, yoga sessions, lunch, morning tea and coffee to reinvigorate and re-engage with each other and students, in this way providing better learning outcomes for students. Due to its overwhelming success, Wellbeing week will continue into 2020.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.